I. COURSE DOMAIN AND BOUNDARIES

This course is structured around 4 modules. There will be frequent overlaps between module goals due to the fact that this a course that emphasizes communication in both written and spoken forms.

- Module 1: Information literacy
  - Students will analyze course materials from their graduate programs (syllabi and assignments) and create time management plans for their work.
  - Students will conduct effective searches for research materials by using Boolean operators and a variety of sources - Wikipedia, Google Scholar, and WUSTL library databases.
  - Students will synthesize information from a variety of sources and compare and contrast their relevency and accuracy.
  - Students will identify and use resources to assist them in developing stronger information literacy skills including the Brown School library and the Communication Lab.

- Module 2: Writing skills
  - Students will practice and demonstrate writing and editing skills, including using pre-writing tasks, paraphrasing techniques, appropriate citations, and error detection strategies.
  - Students will submit drafts for written work that has been assigned in their graduate courses.
  - Students will identify and use resources to assist them in developing stronger writing skills including Communication Lab workshops and Turnitin plagiarism detection application in Canvas.

- Module 3: Group work skills & class participation
● Students will develop their communication and intercultural skills in group work tasks and assignments, including how to make introductions and build rapport, discuss group roles, responsibilities, and norms, and other pragmatics for group work.

● Students will develop listening skills in order to make connections between their group’s work and the work of other groups in class presentations and discussions.

● Students will communicate in Discussions in Canvas with classmates by writing posts and replies to classmates’ posts.

● Students will dramatize role play scenarios related to academic communication and group work skills including making introductions, scheduling appointments, and building rapport.

- Module 4: Academic & professional communication skills
  ○ Students will write emails and letters for academic and professional situations.
  ○ Students will identify and use resources for professional success including Career Services workshops and events.
  ○ Students will dramatize role play scenarios related to professional communication including attending office hours, giving an “elevator speech” about their academic or professional interests and experiences, and engaging in “small talk.”

II. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.
Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgtb-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.
III. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s
strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

IV. READINGS

You do not need to buy a textbook for this course. Materials for this course will come from a variety of sources:

- I will provide you with materials, in both paper and electronic formats. Printed handouts will be given to you in class. Electronic handouts will be posted in Canvas.
- Brown School resources such as the Communication Lab, Career Services, and the Brown School library will provide you with materials.
- You will be asked to contribute materials from your courses and / or research interests.

V. ORGANIZATION OF COURSE

This course will consist of lessons and workshops from me and guest speakers, guided practice activities, and group and class discussion. The module objectives will be assessed by in-class activities, written assignments, role-plays, and reflections.

VI. ROLE OF FACULTY AND STUDENT

Attendance policy: On-time attendance and appropriate participation are expected and graded accordingly. Role-plays are a significant component of your final grade and are to be treated as “real world” practice. More information on role-play attendance expectations is given in the next policy statement below.

Your presence or absence will affect the learning environment for you and your classmates. Therefore, each absence from class will result in a minimum of 10 points (1%) deduction in participation grade, considerations will be made for professional or personal emergency situations on a case-by-case basis.

If you must be absent from class, you can use the extra credit options listed under “Active” Assignments to make up a portion of the participation points.

Being prepared for class is just as important as showing up for class. You are expected to be prepared for class - as indicated in the course outline - and your preparation will be evaluated as part of your Class Attendance & Professionalism grade.
Policy on Late Assignments:
Late assignments will be penalized a minimum of 20% of the possible points for each day’s tardiness and PRE-APPROVED extensions will only be granted up to 1 week, after that time, assignments will be given a zero. Please see the instructor in advance of the due date if there are extenuating circumstances (injury, illness, birth or death in the family).

Several assignments are in-class assignments. Your attendance on those days is required. If you have an emergency and cannot attend class on the day of an in-class assignment, you need to notify me as soon as possible with the reason for your absence and a plan for how and when you will make up the in-class assignment. If the assignment is a role-play assignment and you are absent on the day of the role-play, it is your responsibility to find classmates who are willing to help you complete the role-play on a different day.

There is one writing assignment, the Independent Draft Project (IDP) for which you will determine the due date for turning in a draft of your work. This assignment has special policies regarding due dates. Refer to the assignment description for more information.

Technology Expectations:
You are expected to use devices (phones, laptops, tablets) as indicated. I will provide clear instructions when and how you need to use devices to complete certain in-class assignments and tasks. Likewise, you are expected to put away their devices when asked. The quickest way to reduce the energy for class participation is a room full of students who are messaging and shopping. Please do not use your devices for nonacademic purposes during class.

Communicating with me:
Email is the best way to communicate with me outside of class. Email me at amyroither@wustl.edu. If you email me on weekdays (Monday - Friday) before 10 p.m., I will reply to the email within 3 hours. I will reply to emails sent after 10 p.m. the next morning. If you email me over the weekend (Saturday or Sunday), I will send a short reply or acknowledgment within 3 hours but will wait to send a longer reply until Monday morning.

I have included my mobile phone number on the first page of the syllabus in case you need to text me a brief question or notification. Please do not text me after 10:00 p.m. Please limit texts to situations when quick clarification or notification is needed - examples: “It’s snowing. Do we have class today?” or “Canvas isn’t working. Please help.” Questions or notifications involving absences, tardiness, assignments, grades, appointments, etc. should be written in an email to me.

VII. ASSIGNMENTS AND GRADING CRITERIA
This is a general summary. Detailed instructions will be given for all assignments.

10% of your final grade = Class Attendance and Professionalism (ongoing)

On-time attendance and appropriate participation are expected and graded accordingly. Role-plays are a significant component of your final grade and are to be treated as “real world” practice.
Do not ask if you will miss anything if you are absent, of course you will: content is covered each week! Your presence or absence will affect the learning environment for you and your classmates. Therefore, each absence from class will result in a minimum of 10 points (1%) deduction in participation grade, considerations will be made for professional or personal emergency situations on a case-by-case basis.

If you must be absent from class, you can use the extra credit options listed under “Active” Assignments to make up a portion of the participation points.

Appropriate professional behaviors are expected. Unprofessional behaviors (including but not limited to: not being prepared for class, arriving late, leaving early, falling asleep, inappropriate use of technology and social media during class, expressing intolerance for differing viewpoints) will result in a minimum of 5 point deduction in participation grade.

Participation beyond class sessions is also a requirement for this course. Completing the course evaluations online at the middle and end of the semester will be factored into your participation grade. Final evaluations must be submitted by the date announced in class and on Canvas to be considered for your participation grade. In addition, completing “active” assignments is an important component of this course and will require your attendance at two workshops and one session of office hours.

Class attendance and professionalism are worth 10% of your final grade and will be assessed on an ongoing basis.

20% of your final grade = “Active” Assignments

1. Office Hours Assignment (module 4)
   ○ To be completed no later than Week 6
   ○ Email a professor and request an office hours appointment
   ○ Prepare topics or questions ahead of time
   ○ Attend the office hours
   ○ Complete a short post-visit reflection in Canvas

2. Communication Lab Workshop (modules 2 and 4)
   ○ Attend 1 workshop before Week 8
   ○ Complete a short post-workshop reflection in Canvas
   ○ Extra credit: If you attend a second workshop anytime before Week 15 and complete another short post-workshop reflection, you will receive 5 extra credit points.

3. Career Services Workshop (module 4)
   ○ Attend 1 workshop before Week 11
   ○ Complete a short post-workshop reflection in Canvas
   ○ Extra credit: If you attend a second workshop anytime before Week 15 and complete another short post-workshop reflection, you will receive 5 extra credit points.
40% of your final grade = Writing Assignments (* designates an in-class assignment)

1. Research inquiry* (modules 1 and 3)
   - Week 3 during class
   - Using the internet, databases, and the library catalog to find background information, articles, and books.

2. TurnitIn analysis* (modules 2 and 3)
   - Week 5 during class
   - Demonstrating skills with paraphrasing sources, citing sources, and interpreting TurnitIn results of your writing.

3. Independent Draft Project -- also known as “IDP” (modules 1 and 2)
   - IDP is a 3-part assignment. Part 1 has a due date that has been determined by me (Week 2). Part 2 will have a due date that will be determined by you but no later than Week 13. Part 3, the only part which will not be graded, will be due by the end of the semester (Week 16).

   ➢ Part 1: You will review your course syllabi and find a writing assignment that will be due at some point in the fall semester. You will determine the assignment genre and make a plan for time management (including a TurnitIn check). You will submit a description of the assignment, why you chose this assignment, your plans for time management, and a due date when you will turn in a 500 - 800 word draft to me in Canvas.

   ➢ Part 2: You will submit your draft in Canvas on the date that you provided to me, receive feedback about your draft from me in Canvas, and make revisions to your draft according to my feedback. These revisions are designed to help you as you complete the rest of your paper for your graduate course as you planned in Part 1.

   ➢ Part 3: Once your professor has returned your graded final draft to you, you will submit a graded final draft to me either via Canvas or paper copy. Although Part 3 will not be graded, I will evaluate how well you revised the draft that I assessed in Part 2 and comment on how successful you were in your revision.

4. Canvas Discussion Board Assignments (modules 1, 2, and 3)
   - Topics in MSW / MPH / MSP paraphrasing practice. You will write a discussion post and 2 replies to classmates’ posts twice during the semester: Weeks 9 & 12.

30% of your final grade = Speaking Assignments (all assignments will be completed in-class)
1. 4 Role-plays (modules 3 and 4)

You will complete role-plays in groups of 3 - 4 students. Your role-plays will be video recorded and posted in our class Canvas site. Watching role-play videos of yourself is part of the assignment and will prepare you for the final assessment for each role-play.

- **Office hours -- meeting with a professor**
  - Week 2 (guided practice), Week 3 (final assessment)
- **Practice 1 -- meeting with clients**
  - Week 4 (guided practice), Week 5 (final assessment)
- **Group work issues**
  - Week 6 (guided practice), Week 7 (final assessment)
- **Small talk & elevator speeches**
  - Week 10 (guided practice), Week 11 (final assessment)

**VIII. COURSE OUTLINE**

**Week 1 (August 30):**
*So you’ve got a syllabus, now what??*
An introduction to the course and the beginning of the semester
**Homework:** IDP, part 1

**Week 2 (September 6):**
Guest speaker from the Brown School Library, Susan Fowler, plus guided practice for role-play #1
**Homework:** Watch your practice video for role-play #1 and evaluate your performance. Start planning when you will complete the 3 Active Assignments.

**Week 3 (September 13):**
Role-play #1 final assessment and Research Inquiry assignment
**Homework:** check your syllabus… what assignments are coming up soon? What can you do in advance and turn in early?

**Week 4 (September 20):**
Guest speaker from the Brown School Communication Lab, Peter Coogan, plus guided practice for role-play #2
**Homework:** Watch your practice video for role-play #2 and evaluate your performance

**Week 5 (September 27):**
Role-play #2 final assessment and Turnitin Analysis Assignment
**Homework:** Last week to complete Active Assignment #1 -- it’s due next week!
**Week 6 (October 4):**
Guest speaker from the Brown School Career Services, Lee Koelliker, plus guided practice for role-play #3. Last day to turn in Active Assignment #1.

**Homework:** Watch your practice video for role-play #3 and evaluate your performance. Check your syllabus for upcoming deadlines. What assignments are coming up soon? What can you do in advance in turn in early?

**Week 7 (October 11):**
*Don’t let the middle become a muddle. Lessons for before and after midterms.*
Role-play #3 final assessment and paraphrasing activities

**Homework:** Last week to complete Active Assignment #2 - it’s due next week!

**Week 8 (October 18):**
In-class writing workshop. Last day to turn in Active Assignment #2.

**Homework:** Check your syllabus for upcoming deadlines. What assignments are coming up soon? What have you done for IDP Part 2 recently?

**Week 9 (October 25):**
In-class writing workshop. Preparation for Discussion Post #1

**Homework:** Discussion Post #1

**Week 10 (November 1):**
Final in-class writing workshop plus guided practice for role-play #4

**Homework:** Watch your practice video for role-play #4 and evaluate your performance. Last week to complete Active Assignment #3 - it’s due next week!

**Week 11 (November 8):**
Role-play #4 final assessment. Last day to turn in Active Assignment #3.

**Homework:** If you haven’t already turned in IDP Part 2, it’s due in 2 weeks.

**Week 12 (November 15):**
*The final countdown! Preparing for the end of the semester and beyond*

Emails and letters and thank-you notes, oh my!

**Homework:** Discussion Post #2. Last week to complete IDP Part 2 - next week is the deadline to turn it in.

**Week 13 (November 22):**
Topics TBD (to-be-determined) based on student feedback. Last day to turn in IDP Part 2.

**Homework:** None!

**Week 14 (November 29):**
No Class - Thanksgiving Break

**Week 15 (December 6):**
Last class session so let’s review and celebrate!

**Homework:** anything that you have not yet turned in -- especially IDP Part 3.
Week 16 (December 13):
We will not have a final exam. Good luck with the exams and final projects in your other courses!