Course Information

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

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

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

Course Topic:

What do/should Native people/tribes

in North America ask for/demand from governments with respect to sustainable development and climate change

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

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

Demonstrate writing skills using academic (APA style), legal, technical, and community writing styles.

Demonstrate oral presentation styles using academic, policy, business, and community presentation styles.

Articulate a position clearly and respectfully in the classroom and other settings.

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

Class Expectations

Assigned readings should be read beforly aThe class will include o

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

Required Texts/Materials

Communications Materials

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

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

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

Purdue Online Writing Lab Technical Writing Section: https://owl.english.purdue.edu/owl/section/4/16/

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

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

Critical Thinking and Position Development Materials

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

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

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

Online Topic Materials

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

North American Indigenous Peoples Climate Change Consultations - Report on the Road to Paris Initiative -

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Support

Support/Disability Services: In addition to Fairbanks

Grading: Your grade will be based on the following:

<u>Participatio</u>	Percentage	
Class Atten	10%	
Exercices		
Exercise 1	Critical Thinking	10%
Exe	05%	
Exercise 2	Web Research/Reliability	10%
Exe	05%	
Exercise 3	Political Material	10%
Exe	05%	
Exercise 4	Thesis/Outline	10%
Exercise 5	Writing Exercise	20%
Exercise 6	Group Presentation	<u> 15%</u>
Total:		100%

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

A +: 97 -100 %	A: 93-97 %	A -: 90-92 % *
B + : 87-89 %	B: 83-86%	B - : 80-82 %
C + : 77-79 %	C: 73-76 %	C - : 70-72 %
D + : 67-69 %	D: 63-66 %	D - : 60-62 %
C . b al avv. CO0/		

F: below 60%

Plagiarism/Cheating/Academic Integrity:

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includes copying from websites. Students who plagiarize will be withdrawn from the class and may face disciplinary action. Please see the Student Code of Conduct in the University of