



The Disney College Program Communication Course Syllabus - Term 2, 2006

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COMMUNICATION COURSE FOCUS (44 contact hours)

Credit Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, this course has been recommended by the American Council on Education for 3 semester hours in Communication, Hospitality Management, Business Administration, or Management (2/00).

The Disney College Program Communication Course offers the College Program participant the opportunity to learn the concepts inherent in business communication and apply them in the workplace. The skills taught were selected because they are applicable in a wide variety of business and personal environments. Participants begin *The Disney College Program Communication Course* by defining the elements of communications, exploring methods people use to process information, identifying basic listening skills, and recognizing inclusive communication approaches. Once Participants acquire these interpersonal skills, they will move on to more complex situational topics including meetings and group dynamics and public communications. Emphasis is placed on listening techniques and preparation and delivery techniques for public speaking.

COMMUNICATION COURSE LEARNING OBJECTIVES

- Describe the importance of communications theory and application to business success
- Recognize basic listening and speaking skills, including the identification of various communication styles
- Relate basic theories of communication to the *Walt Disney World*® Resort's business and guest service practices
- Identify and practice effective communication techniques in a variety of contexts
- Prepare and verbally deliver a message consistent with the parameters of the topic, purpose, and audience addressed
- Listen with literal and critical comprehension

- Organize personal, primary and secondary sources into coherent units
- Recognize and understand the symbolic nature of language and nonverbal communication
- Express ideas through appropriate forms of written and spoken language
- Demonstrate public speaking skills through the delivery of impromptu, extemporaneous, informative, and persuasive speech presentations
- Apply class learnings in work area

THE DISNEY COMMUNICATION COURSE REQUIREMENTS

ATTENDANCE:

Attendance is required for all of *The Disney College Program Communication Course* classes. This is an interactive course, which requires each participant's involvement. If a student misses three classes, **the student will be automatically dropped from the course.**

REQUIRED READINGS AND MATERIALS:

Textbook (to be purchased prior to class) –

Dobkin, Bethami and Pace, Roger C. (2006). *Communication in a Changing World, Sixth Edition*. New York: McGraw-Hill. (ISBN: 0-07-319418-2) with Free Student CD-ROM and Online Learning Center Website

Materials (to be purchased in class) –

Carlson Learning Company. (1994). *DiSC® Dimensions of Behavior: Personal Profile System*. Minnesota: Carlson Learning Company.

Guffey, Mary Ellen (2003). *Custom Text: Business Communication: Process and Product, 4th Edition*. Ohio: South-Western/Thomson Learning.

Class Materials (provided for use during class) –

O'Rourke, James (2002). *The Casebook for Business Communication: A Notre Dame Collection*. Ohio: Thomson South-Western.

SUGGESTED READINGS:

DeWine, Sue. (1994). *The Consultant's Craft*. St. Martin's Press.

"Handling Q&A: The Five Kinds of Listening." (February 1999). *Harvard Communications Update*.

Hattersley, Michael E. (February 1999). "Managing Meeting Participation." *Harvard Communications Update*.

- Isaacs, William. (1999). *Dialogue and the Art of Thinking Together*. Currency/Doubleday.
- National Communication Association Credo for Ethical Communication. (1999). Retrieved May 18, 2005 from <http://www.natcom.org/nca/Template2.asp?bid=514>.
- Pickens, Judy E. (1982). *Without Bias: A Guidebook for Non-Discriminatory Communication*. John Wiley and Sons.
- Pike, Robert W. (1994). *Creative Training Techniques Handbook*, Lakewood Books.
- Schwarz, Robert M. (1994). *The Skilled Facilitator*. Jossey-Bass Management.
- Senge, Peter. (1994). *The Fifth Discipline Fieldbook*. Doubleday.
- Stanton, Rhonda J. (n.d.). *Multicultural Communication: Back to the Basics*. In 2002 Conference Proceedings of the Society for Technical Communication Annual Conference. Retrieved May 25, 2005 from <http://www.stc.org/confproceed/2002/PDFs/STC49-0053.pdf>.
- Velasquez, Manuel; Andre, Claire; Shanks, Thomas; & Meyer, Michael J. (2005). *What is Ethics?* Retrieved May 23, 2005 from <http://www.scu.edu/ethics/practicing/decision/whatisethics.html>.
- Wilson, Gerald L. (1999). *Groups in Context: Leadership and Participation in Small Groups*. McGraw-Hill College.

ASSIGNMENTS AND EVALUATION:

1. COMMUNICATION BEHAVIOR PAPER:

Type a 1- to 2- page action plan for applying DiSC® principles to become a more effective communicator. Include in the essay: personal DiSC® behavioral profile, characteristics, and preferences; action plans to utilize personal strengths and improve communication and interpersonal skills; and personal insights from the class and self-discovery. Due in class 9 (Diversity, Ethics, and Persuasion).

2. INDIVIDUAL PRESENTATIONS (5):

Each student will prepare and present the following individual speeches:

- 1-minute impromptu speech in Class 1 (Introduction & Principles of Communication)
- 1- to 2-minute persuasive speech to be delivered in Class 3 (Effective Listening)
- 4- to 5-minute prepared informative speech to be delivered in Class 6 (Informative Speeches) including at least two references
- 3- to 4- minute Informative, Persuasive, or Entertaining speech with optional PowerPoint® to be delivered in Class 10 (Presentation Speeches)
- 1-to 2-minute extemporaneous speech to be delivered in Class 11 (Conclusion & Final Exam)

3. INFORMATIVE RESEARCH PAPER:

Students will submit a typed 1- to 2-page research paper on the topic of the Informative Speech. The research paper must utilize a minimum of three resources and include a reference page; it will be due in Class 6 to accompany the Informative Speech.

4. FINAL EXAM

A comprehensive final exam will be given at the end of the Communication Course based on readings and key learnings from the course.

GRADING POLICY:

Attendance and Participation.....	10%
Persuasive Speech (Motivated Sequence).....	10%
Behavioral Paper	20%
Informative Speech	10%
Informative Research Paper	10%
Selected Speech (Persuasive, Informative, Entertaining)	10%
Extemporaneous Speech	10%
Final Exam	20%

The *Disney Communications Course* is a pass/fail course. To earn a passing grade, participants must receive an overall score of 70% or above.

THE DISNEY COMMUNICATIONS COURSE

Class Meeting	Learning Outcomes	Assignments to be Completed Prior to Class
1. Principles of Communication (4 hours)	<ul style="list-style-type: none"> • Establish course norms and expectations • Understand the requirements of the College Program Writing Guide • Explain communication needs and relate them to your life • Define communication and explain it as a process • Identify the elements of communication • Explain the characteristics of the communication process • Describe the types of communication • Define and be able to explain multicultural communication • Discuss ethical communication 	<ul style="list-style-type: none"> • Read Dobkin & Pace Chapter 1 (pp. 291-321) Understanding the Process of Communication
2. Public Communication Preparation & Delivery (4 hours)	<ul style="list-style-type: none"> • Explain how presentations differ from speeches • Explore the phases of successful presentations including preparation, delivery, and visuals • Explain the function of an introduction, conclusion, and transition and be able to write each of these • Identify characteristics of good delivery • Understand the use of body language, eye contact, and gestures to enhance a speech • Identify effective use of visual support aids • Explore techniques to control nervousness 	<ul style="list-style-type: none"> • Read Dobkin & Pace's Six-Step Guide to Preparing and Delivering Your First Speech (pp. xxix-xxxv) • Read Dobkin & Pace Chapter 11 (pp. 291-321) Planning Public Presentations • Read Dobkin & Pace Chapter 12 (pp. 323-351) – Organizing and Outlining Public Presentations • Read Dobkin & Pace Chapter 13 (pp. 353-377) – Delivering a Confident Presentation

<p>3. Effective Listening (4 hours)</p>	<ul style="list-style-type: none"> • Apply the Motivated Sequence format to the delivery of individual persuasive speeches • Explain why listening is essential for effective communication • Identify and explain the four stages of the listening process • Explore obstacles to effective listening • Investigate the four goals of listening: appreciation, comprehension, empathy, and evaluation • Identify ways to improve listening comprehension 	<ul style="list-style-type: none"> • Prepare a 1- to 2-minute speech using the Motivated Sequence format and manuscript delivery (manuscript to be turned in following speech) • Read Dobkin & Pace Chapter 4 (pp. 90-117) – Listening and Responding to Others
<p>4. Personal Communication Style (4 hours)</p>	<ul style="list-style-type: none"> • Appreciate the role of communication in the development of self • Understand how self-concept influences interactions with others • Explore the Johari Window model of self-awareness to identify who we are and what we reveal to others • Understand factors that influence perception and identify steps in the perceptual process • Recognize common biases that impede communication • Learn how to manage perceptions in ways that foster productive and responsible communication • Define the characteristics of interpersonal communication • Use the DiSC® Personal Profile to identify personal behavior style and its characteristics • Recognize ways to improve communication effectiveness by identifying the behavioral style and tendencies of others 	<ul style="list-style-type: none"> • Read Dobkin & Pace Chapter 2 (pp. 37-55 only) – Constructing Self through Communication • Read Dobkin & Pace Chapter 3 (pp. 64-86) – Perceiving and Communicating with Others • Read Dobkin & Pace Chapter 7 (pp. 179-187 only) – Communicating in Interpersonal Relationships

5. Communication Awareness (4 hours)	<ul style="list-style-type: none"> • Recognize ways to improve communication effectiveness by identifying the behavioral style and tendencies of others • Explain how language is symbolic, arbitrary, ambiguous, and changeable • Appreciate the place of language in culture • Know how to use verbal communication responsibly • Identify the basic characteristics and functions of nonverbal communication • Communicate responsibly using nonverbal cues 	<ul style="list-style-type: none"> • Read Dobkin & Pace Chapter 5 (pp. 120-145) – Understanding and Shaping the World through Verbal Communication • Read Dobkin & Pace Chapter 6 (pp. 148-175) – Appreciating and Using Nonverbal Communication • <i>Write a 1- to 2-page typed Communication Behavior paper applying the DiSC principles</i>
6. Informative Speeches (4 hours)	<ul style="list-style-type: none"> • Deliver an informative speech • Reinforce types of credibility • Review types of informative speeches • Apply the goal of an informative speaker 	<ul style="list-style-type: none"> • Read Dobkin & Pace Chapter 14 (pp. 378-399) – Speaking to Inform and Inspire • Prepare a 4- to 5-minute Informative Speech • <i>Write a 1- to 2-page typed paper on the same topic as the Informative Speech using at least three references</i>
7. Business Communication (4 hours)	<ul style="list-style-type: none"> • Explore communication within an organization • Examine communication vehicles in a business environment • Explain the elements of well-written communications • Identify advantages and challenges of group decision-making 	<ul style="list-style-type: none"> • Read Dobkin & Pace Chapter 9 (pp. 237-265) – Communicating in Groups • Read Guffey – custom text
8. Business Communication Case Studies (4 hours)	<ul style="list-style-type: none"> • Gain an understanding of the challenges of business communications through the exploration of case studies • Understand the three types of case studies – field, library, and 	<ul style="list-style-type: none"> • Complete Speech Outline Form with topic selected and type of speech indicated: Inform, Persuade, or Entertain

	<p>armchair</p> <ul style="list-style-type: none"> • Apply a structured process to case study solutions • Identify and present case solutions • Develop critical and analytical thinking abilities 	<ul style="list-style-type: none"> • Case Studies will be assigned and read during class
9. Diversity, Ethics, & Persuasion (4 hours)	<ul style="list-style-type: none"> • Explore the integrated relationship between diversity and communication • Develop an understanding of workplace inclusion and communication • Recognize the components of ethical communications • Identify and avoid five communication ethical pitfalls • Identify the types of persuasive speaking • Explore ways to build and support persuasive arguments 	<ul style="list-style-type: none"> • Review Dobkin & Pace Chapter 15 (pages 403 - 427) – Speaking to Persuade • Read Guffey (pp. 13 – 19) • Prepare outline for Class 10 speech on the Speech Outline Form
10. Student Selected Speeches (4 hours)	<ul style="list-style-type: none"> • Present a speech incorporating techniques studied throughout the semester • Receive peer critique and evaluation • Identify ways to apply principles of communication to personal and professional futures • Review course content in preparation for final exam 	<ul style="list-style-type: none"> • Prepare a 3- to 4-minute speech. Type of speech can be chosen from: Informative, Persuasive, or Entertaining
11. Conclusion & Final Exam (4 hours)	<ul style="list-style-type: none"> • Successfully deliver an extemporaneous speech • Demonstrate course learning through an objective exam 	<ul style="list-style-type: none"> • Review course content in preparation for final exam