

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
(Attach copy of syllabus)

**SUBMITTED BY:**

Department	Alaska Native Studies and Rural Development	College/School	CRCD
Prepared by	Jennifer Carroll	Phone	907-474-5405
Email Contact	<a href="mailto:jcarroll@alaska.edu">jcarroll@alaska.edu</a>	Faculty Contact	Jennifer Carroll

1. ACTION DESIRED (CHECK ONE):  
 Trial Course  New Course

2. COURSE IDENTIFICATION:  
 Dept: **RD** Course #: **225** No. of Credits: **3**

Justify upper/lower division status & number of credits:	This course builds on the oral and written communication core and introduces students to the unique communication needs of rural development practitioners. Course is the foundation of the Rural Development communications plan and meets the requirements for a 3 credit 200 level course.
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3. PROPOSED COURSE TITLE: **Communicating for Rural Development**

4. To be CROSS LISTED? YES/NO: **No** If yes, Dept:  Course #:

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?\* YES/NO: **No** If yes, Dept:  Course #:

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: **Spring**  
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) **Spring 2018**

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check all that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify)												
Mode of delivery (specify lecture, field trips, labs,	<b>Lecture</b>											

etc)

**9. CONTACT HOURS PER WEEK:**

3

LECTURE  
hours/weeks

LAB  
hours /week

PRACTICUM  
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**

**Example of a complete description:**

FISH F487 W, O Fisheries Management  
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

RD F225 Communicating for Rural Development

3 Credits Offered Spring

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. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; or permission of instructor. (3+0)

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,  
Format 6

W = Writing Intensive,  
Format 7

X = Baccalaureate  
Core

**11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.**

YES

X

NO

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER:  PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

14. **PREREQUISITES**

COMM F131X or COMM F141X; ENGL F111X; or permission of instructor.

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

\$ none

Has a memo been submitted through your dean to the Provost for fee approval?

N/A

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

No

Yes/No

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

The department has the faculty and facilities to offer this course.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

No

Yes

Current library collection is adequate.

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

No other departments or programs will be impacted by this course.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

This course is part of the RD Communications plan. Since students will no longer be required to take O and W courses it may impact departments that have offered these courses in the past.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The Faculty Senate passed the motion to replace the O and W system with department based communications plans at Faculty Senate Meeting #210. These plans are to be implemented in the 2017/2018 academic year. This course is the foundation of the Rural Development communications plan and will introduce students to the specific types of oral and written communication techniques they will be required to use in the rural development program.

**APPROVALS: Add additional signature lines as needed.**

 Date 10/17/16  
Signature, Chair, Program/Department of: Alaska Native Studies and Rural Development



 Date 10/14/16  
Signature, Chair, College/School Curriculum Council for: Rural and Community Development

 Date 10/17/16  
Signature, Dean, College/School of: Rural and Community Development

Offerings above the level of approved programs must be approved in advance by the Provost.

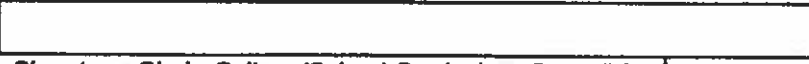


 Date   
Signature of Provost (if above level of approved programs)

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

 Date   
Signature, Chair  
Faculty Senate Review Committee:  Curriculum Review  GAAC  
 Core Review  SADAC

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

 Date   
Signature, Chair, Program/Department of: 

 Date   
Signature, Chair, College/School Curriculum Council for: 

 Date   
Signature, Dean, College/School of: 

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.

Supplementary readings (indicate whether  required or  recommended) and

any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

# Rural Development 225: Communicating for Rural Development

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## Spring XXXX

**Class Schedule:****Instructor:****Address:** Brooks Building

305 Tanana Loop, Fairbanks, AK 99775

PO Box 756500, Fairbanks, AK 99775-6500

**Office Hours:** TBA**Phone:** (888) 574-6528**Fax:** (907) 474-6325**e-mail:**

This class will be delivered through audio-conference and Collaborate, an online presentation system within Blackboard. You have **two** options for the audio portion of the class:

- Use the audio-conference system through the telephone.
- Use your computer's audio system with Collaborate.
- My preference is that you call in using the telephone and use Collaborate just for the visuals and chat.

**Audio Information****Call-in number:** Toll-free dial-in number (U.S. and Canada): (866) 832-7806

International dial-in number: (330) 595-1371

**Participant conference code:** 1577413**Recording Playback:** You can get the recording through Collaborate. The entire session, audio and visual, is recorded together.

**Collaborate Information:** You can find the link to our Collaborate sessions in Blackboard (5<sup>th</sup> button on the left). You will need to log into Blackboard before class and begin your Collaborate session by clicking the button and following the instructions. The purpose of using Collaborate for this class is to provide you with images and outlines to go with the discussions as well as providing you with a platform to share visuals for your presentations. I will record our sessions using Collaborate.

**Blackboard Information****Blackboard link:** <http://classes.uaf.edu/>**Organization of Course:****Announcements:** This is the "homepage" of the site and any announcements will be there.**Syllabus:** You will find the syllabus here.**Course Modules:** You will find any online readings and other links for each module/topic area here.**Contact Information:** contact information for me.**Assignments:** You will submit your assignments in links here.**Collaborate:** Takes you to the Collaborate dashboard with scheduled course sessions.

# Rural Development 225: Communicating for Rural Development

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## 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:** The topic for this semester's course is Native Americans and climate change. Throughout the course we will try to answer the question "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 before class so that everyone will gain the most from the class through group participation and discussion.

## Rural Development 225: Communicating for Rural Development

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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.



# Rural Development 225: Communicating for Rural Development

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## 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**

Bassham, Gregory, William Irwin, Henry Nardone, & James M. Wallace. (2013). *Critical Thinking – A Students Introduction, 5<sup>th</sup> ed.* USA: McGraw Hill.

We will use Chapter 1 – Introduction to Critical Thinking; Chapter 2 - Recognizing the Argument; Chapter 8 – Evaluating Arguments and Truth Claims; Chapter 12 – Finding, Evaluating, & Using Sources; Chapter 13 – Writing Argumentative Essays; Chapter 14 – Thinking Critically about Media; and Chapter 15 – Science & Pseudoscience. These chapters will be provided.

Chahine, Teresa. (2016). *Introduction to Social Entrepreneurship*. Boca Raton, FL: Taylor & Francis Group, LLC.

We will use Chapter 1 – Introduction; Chapter 2 – Characterizing Your Challenge; Chapter 3 – Co-Creating with the Community; Chapter 4 – Designing Your Solution; Chapter 9 – Pitching & Networking; Chapter 10 – Funding Your Venture; & Chapter 12 – Communications. These chapters will be provided.

### **Class Topic Materials**

Barbier, Edward. (1987). *The Concept of Sustainable Economic Development*. Environmental Conservation (May 1987). This article will be provided.

Barbier, Edward B., & Joanne C. Burgess. (2015). *Sustainable Development: An Economic Perspective*. This article will be provided.

## Rural Development 225: Communicating for Rural Development

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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 - International Indian Treaty Council March 31, 2016

International Indigenous Peoples' Forum on Climate Change – Our Proposals to Governments - November 27, 2015

United Nations Declaration on the Rights of Indigenous Peoples

United Nations Framework Convention on Climate Change – Paris Agreement (2015)

# Rural Development 225: Communicating for Rural Development

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## Support

**Support/Disability Services:** In addition to Fairbanks-based support services, each rural region provides different support services. If you are not sure where to get what you need you can talk to me or call your regional campus for information.

### **Disability Services**

The Office of Disability Services (<http://www.uaf.edu/disability/>) implements the Americans with Disabilities Act (ADA) and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disability Services (208 Whitaker Building, (907) 474-5655) to provide reasonable accommodations to students with disabilities

### **Academic Services**

- Academic Advising Center: (907) 474-6396; <http://www.uaf.edu/advising>
- UAF Writing Center: (907) 474-5314; FAX 1-800-478-5348; <http://www.uaf.edu/english/writingcenter>
- Rasmuson Library Off-campus Services: 1-800-478-5348; <http://www.uaf.edu/library/offcampus>
- The UAF Speaking Center; 907-474-5470

**UAF Harassment Policy:** University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

# Rural Development 225: Communicating for Rural Development

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## Course Requirements

### **Assignments/Course Grade Components:**

**Attendance:** Attendance does not earn you a grade percentage. However, missing class will affect your grade. Each student is allotted two absences for any reason during the course (please don't be absent during your scheduled presentations). An additional two absences may be allotted for official school activities (such as pre-approved athletics or conference absences). After this absences will begin to affect your grade. Each additional absence will bring your grade down one half grade (from an A to an A-, for example).

**Engagement:** Engagement is an essential part of learning and it is valued and rewarded in this class. Engagement encompasses participation, such as answering and asking questions in class, suggesting new materials to read or topics to discuss, and seeking and providing feedback from and to other students. Engagement also includes active listening, incorporating feedback into re-writes or subsequent assignments, and seeking additional support from me or another source when needed. Students will receive 10% of their grade for engagement as demonstrated by doing these things throughout the course. It is expected that everyone will get their 10%. However, in the rare instance that a student is not engaged over the semester 2.5% will be removed for not participating in class (an off day is fine) and 2.5% will be taken off for not incorporating feedback (again, an off assignment is fine). The total engagement percentage will be lost only if a student stops attending or turning in assignments.

**Exercises:** Students are expected to complete six exercises. Students should note that these exercises build upon each other, so it is important that you complete them in order, and in a timely manner. Each exercise requires a certain amount of research, writing, and reflection and may not be able to be completed within one sitting (see the description sheet for each exercise loaded on Blackboard). Students are encouraged to set aside two sittings to complete the first three exercise (work on it, sleep on it, and complete/revise the exercise).

Exercises 4, 5, and 6 are group exercises

In exercise 4 you will formulate your thesis for exercises 5 and 6, but first you need to decide on your role. What role do you have on this issue? How do you want to make a difference? In general, an academic approach looks at what is/what can be. A policy approach looks at what change is possible and how to get there. A business (either a purely for profit venture or social entrepreneurship) approach looks at the role of business in an issue. A community approach looks at community education or action. We will discuss this in class and students will be placed into groups based upon their ideas about the role they want to play. **HOWEVER**, all approaches need to be covered so we may assign students to their second or even third (hopefully not fourth) choice to ensure all styles are covered.

### Exercise 5

Exercise 5 is your written exercise. As a group you will submit just one of the following written exercises: a 3 page academic paper formatted in APA style; a 3 page policy position paper formatted using the designated position paper components and Bluebook citation format; a 3 page business white paper, using the designated white paper format; or a 2 page press release. Again, while students may request a particular style assignment, all styles need to be equally

# Rural Development 225: Communicating for Rural Development

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represented and we may override requests in order to ensure adequate coverage.

## Exercise 6

Exercise 6 is your oral presentation. As a group you will make one of the following oral presentations: an academic presentation with Powerpoint or other visual presentation method; public policy witness testimony with desired visual presentation method; a social entrepreneur's "two minute elevator pitch" with accompanying handout or brochure; or a speech or presentation designed for the community with accompanying visuals.

Individual student grades for exercises 4, 5, and 6 will be computed as follows: a final grade will be given for the overall exercise product. Individual contributions will be assessed through a **one page individual assignment** describing what you learned in the process and what you contributed to the team. Papers that indicate a poor level of understanding or low participation will result in lowering the student grade by one full letter grade. If the paper demonstrates exceptional understanding and participation the students grade will be raised by one full letter grade.

**Grading:** Your grade will be based on the following:

<u>Participation &amp; Assignments</u>	<u>Percentage</u>
Engagement	10%
Exercices	
Exercise 1 – Critical Thinking	10%
Exercise 1 In-Class Discussion	05%
Exercise 2 – Web Research/Reliability	10%
Exercise 2 In-Class Discussion	05%
Exercise 3 – Political Material	10%
Exercise 3 In-Class Discussion	05%
Exercise 4 – Thesis/Outline	10%
Exercise 5 – Writing Exercise	20%
<u>Exercise 6 – Group Presentation</u>	<u>15%</u>
Total:	100%

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

A + : 98 -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 %
F : below 60%		

## **Plagiarism/Cheating/Academic Integrity:**

Plagiarism (copying other people's material without proper attribution) is not acceptable. This 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 Alaska Fairbanks 2007-2008 Catalog, page 80, and at [http://www.uaf.edu/catalog/catalog\\_07-08/academics/regs3.html#Student\\_Rights](http://www.uaf.edu/catalog/catalog_07-08/academics/regs3.html#Student_Rights) on the UAF website.

# Rural Development 225: Communicating for Rural Development

## Course Outline/Schedule (subject to change)

Week	Date	Topic	Readings	Assignments
1		Overview of the Course and course topic The Rural Development Setting	Harper et al., Exploring Social Change, America and the World, Chapter 12 - The Emerging Global System: Development & Globalization;  Cornell et al., The Nature and Components of Economic Development in Indian Country;  Barbier, The Concept of Sustainable Economic Development (excerpts); &  Barbier & Burgess, Sustainable Development: An Economic Perspective (excerpts).	
2		Native Americans and climate change: an overview	Harper et al., Exploring Social Change, America and the World, Chapter 13 - Society, Environment, & Change; and, Chapter 14 - World Futures;  North American Indigenous Peoples Climate Change Consultations - Report on the Road to Paris Initiative - International Indian Treaty Council March 31, 2016;  International Indigenous Peoples' Forum on Climate Change – Our Proposals to Governments - November 27, 2015.	
3		Critical Thinking: identifying the basis of your own position	Harper et al., Exploring Social Change, America and the World, Chapter 11 - Creating Change;  Smith, Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process, Chapter 1 – Public Policymaking; Chapter 8 – Briefing, Opinion, Resolution; Inform Policy Makers;  Chahine, Introduction to Social Entrepreneurship, Chapter 1 – Introduction.	
4		Class discussion	Bassham et al., Critical Thinking – A Students Introduction, Chapter 1 – Introduction to Critical Thinking; Chapter 2 - Recognizing the Argument;	<b>Exercise 1 due: Students will discuss the readings and their</b>

## Rural Development 225: Communicating for Rural Development

				<b>position identified in Exercise 1</b>
5		Critical Thinking: evaluating sources	Bassham et al., Critical Thinking – A Students Introduction, Chapter 8 – Evaluating Arguments and Truth Claims; & Chapter 12 – Finding, Evaluating, & Using Sources.	
6		Class Discussion	Bassham et al., Critical Thinking – A Students Introduction, Chapter 14 – Thinking Critically about Media; and Chapter 15 – Science & Pseudoscience.	<b>Exercise 2 due: Students will discuss the readings and the source they researched in Exercise 2</b>
7		Critical Thinking: working with political materials	Smith, Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process, Chapter 5 – Legislative History – Know the Record;	
8		Class discussion	Same as Above.	<b>Exercise 3 due: Students will discuss the readings and the political positions they researched in Exercise 3</b>
9		What is your role in society on this Issue? Thesis formation	Smith, Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process, Chapter 3 – Definition: Frame the Problem; Chapter 4 – Evaluation: Analyze & Advise;  OR  Chahine, Chapter 2 – Characterizing Your Challenge; Chapter 3 – Co-Creating with the Community; Chapter 4 – Designing Your Solution;	
10		Academic and Policy Writing	Bassham et al., Critical Thinking – A Students Introduction, Chapter 13 – Writing Argumentative Essays;  Smith, Writing Public Policy: A Practical Guide to	<b>Exercise 4 due</b>

## Rural Development 225: Communicating for Rural Development

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			Communicating in the Policy-Making Process, Chapter 6 – Position Paper: Know the Arguments	
11		<b>Business and Community Writing</b>	Chahine, Introduction to Social Entrepreneurship, & Chapter 10 – Funding Your Venture.	
12		<b>Academic and Policy Oral Communication</b>	Smith, Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process, Chapter 2 – Communicating; Chapter 9 – Testimony: Witness in a Public Hearing; & Chapter 10: Public Comment: Influence Administration.	
13		<b>Business and Community Oral Communications</b>	Chahine, Chapter 9 – Pitching & Networking; Chapter 12 – Communications.	<b>Exercise 5 due</b>
14		<b>Group Presentations</b>	<b>No Readings</b>	<b>Exercise 6</b>
15		<b>Group Presentations</b>	<b>No Readings</b>	<b>Exercise 6</b>