# CAS 300: Elements of Effective Professional Communication  
## Fall 2008

### Professor:  
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## Course Overview

CAS 300 meets the upper-division baccalaureate writing course requirement for Child and Adolescent Development majors. Consistent with University expectations for General Education, writing assignments in this course shall involve the organization and expression of complex ideas and careful and timely evaluations of writing so that deficiencies are identified and suggestions for improvement and/or means of remediation are offered. This course prepares students to:

- understand writing as an iterative process of revision and improvement,
- use clear, correct, and effective grammar and punctuation,
- write a library research paper, using APA-style citations and references,
- plan, evaluate, and integrate information from diverse sources to meet a specific communication purpose,
- present information, drawing from a variety of professional formats to match multiple target audiences, and
- understand there are ethical and legal issues associated with professional communication.

## Course Materials

- **Required computer resources:**  
  - Internet access  
  - Email (checked weekly)  
  - USB drive or other computer memory device
Students completing CAS 300 should understand writing as an iterative process of revision and improvement and be able to differentiate the needs of oral and written communication. Skills to be learned and assessed in this class include:

1. **The mechanics of English**
   - Punctuation
   - Grammar, including subject-verb agreement, correct use of pronouns (agreement with antecedent, no ambiguity), and parallel structures
   - Sentence structure (complete sentences)
   - Correct spelling

2. **Organization of information for written communication**
   - Development of argument in logical progression (introduction, development, summary/conclusion)
   - Thesis statement
   - Paragraph structure, including topic sentences
   - Outlining
   - Integration of information

3. **Organization of information for oral communication**
   - Development of argument in logical progression (introduction, development, summary/conclusion)
   - Outlining
   - Integration of information

   - Reference citations in text
   - Reference list formatting
   - Non-biased language

5. **Style/tone for written work**
   - Sentence variety
   - Interest (engaging the reader)
   - Appropriate word choice (professional language, child development vocabulary, precise language)
   - Awareness of audience – adjust writing based on intended audience.
   - Conciseness, lack of redundancy
   - Clarity of expression
   - Absence of clichés and colloquial expressions
   - Appropriate use of quotations and paraphrases

6. **Style/tone for oral communication**
   - Interest (engaging the reader)
   - Awareness of audience – adjust language and content based on intended audience and its needs
   - Appropriate word choice (professional language, child development vocabulary, precise language)
   - Conciseness, lack of redundancy
   - Clarity of expression
   - Absence of clichés and colloquial expressions (e.g. “children are our future”)
   - Professional decorum (poise, pacing, gestures and movements, appearance, posture, eye contact, intonation, volume, avoid “uh,” “um” and “like.”)

7. **Editing**
   - Strategies for editing (meaning first, followed by structure)
   - Peer and self-editing
Overview of Course Assignments

In-Class Assignments (50 points total)
Your in-class participation is very important both for yourself and your fellow students. Almost every day (as shown in the course schedule below), we will complete one or more in-class activities. Ten selected activities will be collected and graded. These selected activities will be worth 5 points each.

Quizzes (150 points total)
There will be six quizzes during the semester (as shown in the course schedule below). Quizzes will include a variety of assessment measures, including multiple choice, matching, short answer/essay, and other types of written work. Each quiz will be worth 25 points.

Analysis of Professional Standards (15 points)
To examine the use and impact of language, we will be analyzing professional organizations’ conceptual frameworks for the skills and resources required to effectively educate young children. This assignment will be worth 15 points.

Personal Narrative (80 points total)
You will be creating a personal narrative describing your professional development and goals. The first step in devising this narrative will be creating an outline to organize and structure the information (worth 10 points). Based upon that outline, you will select key information and present a portion of your personal narrative to the class. This oral presentation will last approximately 3 minutes and be accompanied by a PowerPoint presentation. The oral presentation is worth 20 points.
Your presentation will be videotaped and you will receive feedback from your instructor. You will then use this videotape and the feedback to analyze your presentation. This analysis is worth 10 points.
You will also compose a paper presenting your personal narrative in written form. This paper (including both the written narrative and the analysis of the oral presentation) will be worth 40 points.
The narrative presentation and paper must be completed in order to pass this class.

Thematic Project (170 points total)
The thematic project combines group work with individual writing. It is essential that you select both your project topic and your project team carefully. Once your topic and team are identified and approved by the instructor, they will be considered final.
To further your exploration of your personal goals and your understanding of child care and education, you will be selecting a key topic addressed by an NAEYC policy statement. After reading this policy statement, your project team will use library and internet resources to identify 3 professional sources and 3 popular sources providing information about that aspect of child care and education. You team will then create an APA-style reference list identifying these sources (worth 10 points).
For each of your identified sources, your team will complete a short worksheet identifying the key information presented by the source and its relation to your project topic. These worksheets and the required documentation that accompanies them will be worth 20 points.
Based upon the information in the sources, your team will develop an outline for presenting the project information. This outline will identify the key information to be covered in each paragraph, including both the topic and supplementary information, and the logical progression of ideas throughout the paper. The outline will be worth 25 points.
Using the outline, your team will prepare a presentation of your information on the topic. This presentation will last approximately 20 minutes and will use PowerPoint. The team presentation will be worth 40 points.
Using the same outline, each person will write a paper presenting the project information in written form. This paper (graded individually) will be worth 75 points.
The thematic presentation and paper must be completed in order to pass this class.
Extra Credit

You can earn extra credit in this course by attending selected community and campus presentations and writing a short (approximately one-page) summary of the relation between the information and your professional development. In addition, other extra credit opportunities may be offered throughout the semester. Detailed information about extra credit will be available the course website and/or announced in class.

Each extra credit activity is worth between 1 and 3 points. Each student may earn up to 20 points of extra credit in the course.

Grading

Course grades will be based on the number of points you have earned out of the 500 possible points in the course. Points will be available as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td>In class assignments</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>150</td>
<td></td>
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<tr>
<td>Resume</td>
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<tr>
<td>Draft resume</td>
<td>5</td>
<td></td>
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<tr>
<td>Resume peer feedback</td>
<td>5</td>
<td></td>
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<tr>
<td>Final resume</td>
<td>25</td>
<td></td>
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<tr>
<td>Analysis of Professional Standards</td>
<td>15</td>
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<tr>
<td>Personal Narrative</td>
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<tr>
<td>Outline</td>
<td>10</td>
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<tr>
<td>Presentation</td>
<td>20</td>
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<tr>
<td>Reflection on presentation</td>
<td>10</td>
<td></td>
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<tr>
<td>Paper</td>
<td>40</td>
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<tr>
<td>Thematic Project</td>
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<tr>
<td>List of sources</td>
<td>10</td>
<td></td>
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<tr>
<td>Analysis of sources</td>
<td>20</td>
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<tr>
<td>Project outline</td>
<td>25</td>
<td></td>
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<tr>
<td>Paper</td>
<td>75</td>
<td></td>
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<tr>
<td>Group presentation</td>
<td>40</td>
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<tr>
<td>Total</td>
<td>500</td>
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</table>

This course does not use +/- grading. At the end of the semester, I will add your scores on the projects and exams and assign grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100% of the 500 points (450 – 500)</td>
</tr>
<tr>
<td>B</td>
<td>80-89% of the 500 points (400 – 449)</td>
</tr>
<tr>
<td>C</td>
<td>70-79% of the 500 points (350 – 399)</td>
</tr>
<tr>
<td>D</td>
<td>60-69% of the 500 points (300 – 349)</td>
</tr>
<tr>
<td>F</td>
<td>less than 59% of the 500 points (299 or less)</td>
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</table>

A grade of C (2.0) or better is required in prerequisite courses and all courses counted in the CHAD major.
Assignments

Students are responsible for all material covered in class and all assignments on the syllabus or made in class. Assignments are to be completed on the due date which appears on the syllabus.

Late assignments will be subject to a 5% penalty for each weekday that the assignment is late. Late assignments may be turned in to the CAS office in EC 105 or submitted electronically. If you turn your assignment in to EC 105, request that it be stamped with the date to avoid extra penalties. Assignments should never be turned in at a faculty office when the faculty person is not present (e.g., taped to or slid under the door).

Your work is to be professional in both content and format. All written work prepared outside of class must be proofread and typed. If you do not understand the instructions for an assignment, you are responsible for asking the faculty for clarification.

Academic Honesty Policy

You are responsible for familiarizing yourself with the Academic Dishonesty section of the University Catalog (available at http://www.fullerton.edu/handbook/policy). If you have any questions about what constitutes plagiarism or cheating, please ask the instructor.

All assignments must be your own work or, in the case of group assignments, the work of you and your partners. Plagiarism is taking the work (words, ideas) of another and offering it as one's own without giving credit to the original source, whether that material is paraphrased or copied in verbatim or near-verbatim form. All incidences of plagiarism will be reported in accordance with University policy.

Special Needs

Please inform the instructor during the first week of classes of any disability or special needs that you have requiring special arrangements for course activities. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office. You can access information online at http://www.fullerton.edu/disabledservices/.

Approach to Learning

Learning is a collaboration between teachers and students. In order to benefit fully from a course, you must set aside adequate time to complete all of the reading and assignments and to prepare for quizzes and exams. The University recommends that you plan approximately 9 hours per week of out-of-class time for each 3-unit course.

Your instructor will be before and after every class. If you wish to meet with your professor at another time, please schedule an alternative appointment. If you are unable to schedule an appointment with the instructor, please contact the AMISTAD counselor, Brianne Parker.

Both your instructor and AMISTAD counselor will respond to your emails and phone messages within 24 hours during the work week.

Attendance

Attendance is vital to class participation and will be taken in class. You should strive to attend every class session and arrive on time. Arriving late to class and/or leaving early reduce your ability to learn and disrupt the learning of your classmates. If circumstances force a late arrival, you should enter class quietly.

Class lectures and discussions require that all students are respectful of their peers and faculty. Questions, conversation, and other discussion should be respectful at all times. Disruptive behavior will not be tolerated, and disruptive students may be asked to leave the class. During class, please turn off (or place on vibrate) cell phones and pagers.

Make-Up Quizzes

Make-up quizzes will only be permitted under extenuating conditions. Students are responsible for contacting Brianne Parker immediately and scheduling a time for the make-up quiz (if eligible to make up the quiz).
# Tentative Class Schedule

Any changes to this schedule will be announced in class and posted on the class website.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | 8/27  | Welcome & overview                                                   | • The purpose of communication  
  • History of literacy  
  • Written, oral, and visual styles  
  • Overview of the class  
  • Using our book  
  • Get to know you                                                                 | None                                                                        |
|      |       |                                                                       |                                                                         | In-class: What is a sentence?  
  In-class: Letter to instructor                                                  |
| 2    | 9/3   | The Writing Process                                                  | • Critical analysis  
  • Logical flow of information  
  • Steps to writing  
  • Sentences  
  • Reviewing parts of speech  
  • Adverbs vs. adjectives  
  • Coordinating clauses  
  • Resumes                                                                 | 1 – Thinking like a writer (1-4)  
  2 – Reading critically (5-13)  
  3 – Distinguishing between summary and synthesis (14-17)  
  4 – Viewing images critically (18-19)  
  5 – Writing and technology (20-26)  
  19 – Writing for work (121-131)  
  37 – Parts of speech and sentences (333-347)  
  48 – Sentence fragments (405-407)                                                                 | In-class: “Small school doubletalk” sentence analysis                      |
| 3    | 9/10  | Verb basics                                                          | • The value of grammar  
  • The importance of vocabulary  
  • Speech complexity  
  • Considerations of the audience                                                                 | 6 – Getting started (27-41)  
  38 - Verbs (348-358)  
  39 - Subject-verb agreement (359-364)  
  46 – Gerunds and infinitives (496-400)  
  47 – Modal auxiliary verbs (401-404)                                                                 | Draft resume due  
  In-class: “Never tease a weasel” sentence analysis  
  In-class: resume analysis                                                  |
Washington, DC: National Association for the Education of Young Children. Available at http://www.naeyc.org/about/positions/pdf/draftprepstds0808.pdf | Quiz 1  
Final resume due  
In-class: Professional standards analysis: sentence structure, vocabulary, and meaning |
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| 5    | 9/24   | Intro to PowerPoint  
  - PowerPoint basics  
  - Elements of effective presentations  
  - Overview of personal narrative assignment  
  - Oral presentation  
  - Written statement | 18 – Making oral presentation sand using multimedia (111-121)  
  21 – Designing documents (138-148)  
  Personal Narrative outline & grading criteria (distributed in class) | Quiz 2  
 Analysis of Professional Standards Due (group)  
 In-class: Exploration of PowerPoint |
| 6    | 10/1   | Complex and compound sentences  
 Work on Personal Narrative Project | 40 – Pronouns (365-375)  
 41 – Adjectives and adverbs (376-382)  
 49 – Comma splices and run-on sentences (408-411)  
 53 - Coordination and subordination (423-426) | Quiz 3  
 Personal narrative outline due  
 In-class: work on Personal Narrative presentation  
 In-class: “In the beginning there was joy” sentence analysis |
| 7    | 10/8   | Personal Narrative Presentations  
 Review of “in the beginning there was joy” exercise | None | Personal Narrative Presentations |
| 8    | 10/15  | Class meets at CSUF Campus Library  
 Introduction to research  
 Library overview  
 Thematic project assignment | 23 – Starting a research project (157-161)  
 24 – Developing a search strategy (162-169)  
 Thematic project outline and grading criteria (distributed in class)  
 Selected NAEYC position statement (online) | Homework: work on Personal Narrative papers |
| 9    | 10/22  | Review of thematic paper outline  
 Scholarly vs. popular sources  
 Evaluating source quality  
 - Appropriateness/relevance  
 - Origin/review process  
 - Timeliness  
 - Context  
 APA style  
 - Citations  
 - References | 25 – Finding and evaluating library-based sources (170-184)  
 26 – Researching the web wisely (185-190)  
 34 – A student’s APA-style research paper (297-309)  
 32 – skim APA in-text citations (276-181)  
 33 – skim APA references list (282-296)  
 See additional APA resources on class website for your reference | Complete Personal Narrative paper due:  
 - Reflection on presentation  
 - Written personal statement  
 - Printout of presentation  
 Selection of Thematic Project topic & team due  
 In-class: identification of sources |
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</table>
| 10   | 10/29| • More on sentence structure | 44 – Word order (391-393)  
45 – Prepositions (394-395)  
50 – Problems with sentence shifts (412-415) | Quiz 4  
List of sources for Thematic Project due  
In-class: Dr. Seuss analysis |
| 11   | 11/5 | • More on writing  
  o Outlining  
  o Drafting and revising  
  o Paragraphs | 7 – Drafting (42)  
8 – Revising, editing, and proofreading (43-47)  
9 – Composing paragraphs (48-60) | Quiz 5  
Analysis of Thematic Project sources due  
In-class: develop outline for thematic paper & presentation |
| 12   | 11/12| • The purpose of writing  
  • Addressing the audience: modifying your message  
  o Vocabulary  
  o Concrete and specific examples  
  o Format | 10 – Writing to inform (61-66)  
11 – Writing to argue (67-82)  
52 – Conciseness (419-422) | Thematic project outline due  
In-class: work on thematic project |
| 13   | 11/19| • Consistency issues in writing  
  • Other issues in writing  
  o Jargon  
  o Slang  
  o Gendered terms  
  o Biased language | 56 – Word meanings and word impact (447-452)  
57 – Using inclusive language (453-455) | Quiz 6  
In-class: modifying message activity |
|      | 11/26| Thanksgiving Break - No class meeting | None | |
| 14   | 12/3 | Wrap up | None | In-class: work on thematic project |
| 15   | 12/10| Final presentations | None | Final presentations |
| 16   | 12/17| Final exam period scheduled for Wednesday 12/13 at 5:00 PM | None | Final presentations & paper due |