

**Syllabus**  
**Instructional Training and Development**  
COMS 421  
TR 2:05-4:00

*Creative minds have always been known to survive any kind of bad training. – Anna Freud*

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**COURSE DESCRIPTION**

Provides upper-level undergraduates with the opportunity to learn how to design instructional training programs beginning with the needs assessment and continuing through the evaluation phase. Combination of lecture/discussion and student presentations.

**Course Assumption**

The following assumptions are made regarding your preparation for being in the course:

- You have completed a course in basic public speaking (COMS 103 or equivalent) where you have learned the fundamentals of speech outlining, preparation, delivery, and evaluation

**Course Objectives**

The following objectives will guide us for the next 10 weeks:

- (1) Compare and contrast training with education, development, and consulting.
- (2) Identify at least five characteristics of adult learning.
- (3) Describe the steps involved in producing communication training programs.
- (4) Conduct a needs analysis with an actual client.
- (5) Write clear learning objectives that meet the criteria for a well worded objective.
- (6) Identify two advantages and two disadvantages of various training methods.
- (7) Use appropriate visual aids to enhance training.
- (8) Produce a trainer guide for two contact hours of communication training.
- (9) Understand and utilize three methods for managing or reducing conflict in the training classroom.
- (10) Identify at least three advantages and disadvantages of various types of assessment instruments.
- (11) Model appropriate training techniques in a training presentation.

**Required Texts:**

Beebe, S. A., Roach, D. & Mottet, T. P. (2004). *Training and development: Enhancing communication and leadership skills*. Boston: Allyn & Bacon.

Chesebro, J. L., & McCroskey, J. S. (2002). *Communication for teachers*. Boston: Allyn & Bacon.

**Important Websites:**

American Psychological Association's Style website - <http://www.apastyle.org>

National Communication Association – <http://www.natcom.org>

Eastern Communication Association – <http://www.ecasite.com>

International Communication Association – <http://www.icaheadq.org/>

James C. McCroskey, Ed. D. - <http://www.jamesmccroskey.com/>

Virginia P. Richmond, Ph. D. - <http://www.virginiaprichmond-phd.com/>

Jason S. Wrench, Ed. D. - <http://www.roadspeakers.com/jwrench/>

Lilly Walters - <http://www.paidpublicspeaking.com/>  
 Dotty Walters - <http://speakandgrowrich.com/>  
 Walters International Speakers Bureau - <http://www.walters-intl.com/>  
 National Speakers Association - <http://www.nsaspeaker.org/>  
 International Federation for Professional Speakers - <http://www.hospitalitydoctor.com>  
 Christian Leaders, Authors, and Speaker Services (CLASS) - <http://www.classservices.com/>  
 Tom Antion - <http://www.antion.com/>  
 Burt Dubin - <http://www.dubinspeak.com/>  
 Mark Victor Hanesen - <http://www.markvictorhansen.com/>

**GRADING**

Final grades in this course will be based on the following:

GRADE	PERCENTAGE
A	93-100
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	59 and below

**ASSIGNMENTS**

**( % of points)**

- Training Related Assignments		
	Needs Assessment	(5) _____
	Client Training Proposal	(10) _____
	Instructional Training Session	(20) _____
	Training Evaluation One	(10) _____
	Written/Electronic Training	(20) _____
	Training Evaluation Two	(10) _____
- Examinations		
	Midterm	(10) _____
	Final	(15) _____
- Extra Credit		(X) _____
	<b>TOTAL</b>	_____

- You should monitor your own grades. It is very helpful to know your standing in the course at any time during the quarter. Since the passing of the Buckley Amendment by Congress, I am not allowed to give grades over the phone or Internet. However, you may inquire about your grades at anytime in person. Additionally, you may inquire in person about your final exam grade after you have received your quarter grade reports through the mail from the university.

## **Course Procedures**

### *Attendance*

Punctual attendance is expected at all class sessions, *especially* on speech days. If you participate in University sponsored activities (e.g., intercollegiate sports), you must inform your instructor ***before*** you are absent. Ohio University policy regarding attendance will be followed. Students are responsible for all missed work.

*Extra Credit* is not guaranteed in this course, but if opportunities arise they will be announced in class.

### *Academic Integrity*

Honesty and originality are expected in all the work you present in this class. Proper citation and documentation of others' work is required on all oral and written assignments. Plagiarism, cheating, or unethical behavior of any kind will not be tolerated.

### *American With Disabilities Act*

Any student, who, because of a disability, may require some special arrangements as prescribed by Ohio University Eastern in order to meet course requirements should contact me as soon as possible to make necessary accommodations. Accommodations will be made, but I must be aware of your needs in order to make proper accommodations.

### *Course Schedule*

Please note the schedule given on the first day of class is a tentative schedule and changes can be made at the instructor's/course administrator's discretion. To keep on top of any possible changes in the course schedule, regular attendance in class is necessary.

### *Readings*

While there is a lot to read in this class, the books are interesting and easy to read, so readings that are assigned should be read before you come to class.

## **Course Assignments**

### *Needs Assessment*

After having a preliminary discussion with your training client, you and your training partner/group will create a series of questions based on the information discussed in Chapter 3 of the Beebe, Mottet, and Roach (2004) text. You will then distribute your needs assessment within the target population and get an adequate sample (this will vary depending on your target population). You should run assessment by me prior to distributing it to your sample.

### *Client Training Proposal*

After completing your needs assessment, you will then prepare a brief document containing the following: a copy of the needs assessment tool, the results from your needs assessment, an interpretation of the results, and how you plan to use the needs assessment to create a training program. In the last section of the proposal, be as explicit with the client as possible. Think journalistically when writing this proposal: who, what, why, when, where, and how. This document should be very explicit and contain almost all of the information that will appear in your training session. Also, make sure you list your IGOs (Instructional Goal Objectives) within the proposal. You will also need to turn in a copy of this proposal to me. Don't worry, I will talk to the client myself after you have completed your training proposal.

### *Instructional Training Session*

Once your client has approved the training proposal, you will arrange with any necessary parties the training date and time. In the training session, you will distribute appropriate training materials and display appropriate verbal and nonverbal training skills as discussed in class. You will also need to clearly have all of the major components of a training seminar as discussed, and everyone within your group must actively participate in the training seminar. Since I will not necessarily be able to attend all training sessions, you will need to discuss with the Media Center having someone record the session well in advance.

### *Training Evaluation One*

In this evaluation, everyone in the group will separately turn in a page document no more than a week after the training session. In this document, you will discuss how you felt about the training session, how your training team worked together as a group, how your participants reacted to the training session (basic satisfaction survey), and how your group assessed that learning occurred.

### *Written/Electronic Training*

Since much of Corporate Training and Development budgets are now being spent on various electronic forms of T&D, the second training session is designed to help you take your interactive presentation and turn it into a self-directed learning experience. In this assignment, you and your training team will create an online, video, CD/cassette, or written training experience. Remember that each of these formats is useful for different training needs. Your training team will have to select the format that is most useful for your specific instructional training need. Also, make sure you create appropriate supplemental materials that go with your training and development session. You will then give your training session to a focus group to test its usefulness.

### *Training Evaluation Two*

In this evaluation, everyone in the group will separately turn in a page document no more than a week after the training session. In this document, you will discuss how you felt about the training session, how your training team worked together as a group, how your focus group reacted to the training session (basic satisfaction survey), and how your group assessed that learning occurred.

## Tentative Schedule of Course Events

Week Of	Tuesday	Thursday
1/3/04	Introduction to Instructional Communication and Training and Development	How Adults Learn
	Bebee et al.'s Chapter 1	Bebee et al.'s Chapter 2 Chesebro & McCroskey – Chapter 15
1/10/04	Conducting A Needs Assessment	Instructional Objectives, Curriculum Development, and Training Content
	Bebee et al.'s Chapter 3	Bebee et al.'s Chapter 4 & 5 Chesebro & McCroskey – Chapter 1
1/17/04	Training Methods	Developing Training Plans
	Bebee et al.'s Chapter 6	Bebee et al.'s Chapter 8 Chesebro & McCroskey – Chapter 7
1/24/04	Using Technology	Delivering Training Sessions
	Bebee et al.'s Chapter 7	Bebee et al.'s Chapter 9
1/31/04	MIDTERM EXAMINATION	Assessing Learning Outcomes
		Bebee et al.'s Chapter 11
2/7/04	Understanding the Trainees	Understanding the Trainees cont...
	Chesebro & McCroskey – Chapter 2, 3, 4, & 5	
2/14/04	Trends and Career Opportunities in Training and Development	Important Instructor/Trainer Behaviors
	Bebee et al.'s Chapter 12	Chesebro & McCroskey – Chapter 6, 8, 9, 10, 11, & 12
2/21/04	Important Instructor/Trainer Behaviors	Handling Conflict During Training
		Bebee et al.'s Chapter 10
2/28/04	Training at a Distance	Training Diverse Populations
	Chesebro & McCroskey – Chapter 13	Chesebro & McCroskey – Chapter 14
3/7/04	Putting It Together	Course Wrap Up / Test Review
	Chesebro & McCroskey – Chapter 16	

Need Assessment should be completed by 1/20/04.

Client Proposal should be presented to the client by 1/27/04.

First training session should occur during the one of the two weeks (1/31 or 2/7).

Mediated training session due by 3/20/04.

To determine our final time, see the OUE final schedule on the back cover of the course offerings booklet.