Dr. S. Ann Wilson, Professor
Department of Business Communication & Legal Studies
Syllabus for BCM 450 – Section 001
Fall 2017 (August 28 – December 15)
TR 11:00 – 12:15 in McGee Business 167

Phone: 936 468-3103
Office: BU 229L, Department of Business Communication & Legal Studies, McGee Business Building
E-Mail: wilsonsa@sfasu.edu

Office Hours: Tuesday 9:00 a.m. – 9:30 a.m. Office
1:30 p.m. – 4:00 p.m. Office
Wednesday 9:00 a.m. – 12:00 p.m. Office
1:30 p.m. – 2:30 p.m. Office
Thursday 9:00 a.m. – 9:30 a.m. Office
1:30 p.m. – 4:00 p.m. Office

Class Hours: Tues. /Thurs. 9:30 a.m. – 10:45 a.m. BCM 247
Tues. /Thurs. 11:00 a.m. – 12:15 p.m. BCM 450
Tuesday 4:00 p.m. – 6:30 p.m. GBU 550

Appointments for other times are available by contacting Dr. Wilson by email. Allow at least 24 hours in advance to schedule times other than those listed in the office hours.

Textbook/Material Needed:
  This textbook is required reading. You are unlikely to be able to successfully complete the course without studying the textbook.
• Selected additional readings to be assigned from selected current books related to leadership.
• Additionally each student will complete a personal assessment instrument that will become a part of their final project.

Course Description:
Study of leadership communication and practices used by business leaders in today’s prevailing economic climate. Practical corporate communication and leadership skills will be presented and discussed. A communication/leadership assessment will be administered and the results used to help the student assess his or her strengths and weaknesses; leading to the development of a personal improvement plan.

Student Learning Outcomes:
• The major course objective is to improve the student’s leadership ability through his or her use of effective communication and an understanding of leadership concepts and practices. Specific attention will be focused on skills which have led to business success.
• Students will research, study, discuss, and present specific information related to communication and leadership useful for business leaders including: inspiring vision, building trust, establishing credibility, listening as a leader, modeling integrity and core values, handling crucial conversations and confrontations, understand power of influence, communicating and leading during crisis, chaos, and change, valuing diversity and other leadership principals used by successful corporate leaders. Students will develop a personal leadership improvement plan based on this study and an individualized
leadership/communication assessment.

- Focus will be to build the student’s confidence in delivery of information through the development of personal communication skills. Students will learn how to write and present information in a manner that is both informative and interesting. Students will also learn how to read the feedback of an audience, demonstrate specific non-verbal supporting behavior, practice effective eye contact and voice control.
- Additionally, students will discuss and learn a formula for composing and delivering speeches that may be used in a wide variety of business situations. Students will increase their understanding of how to analyze an audience, research information, organize a presentation, create an effective introduction, prepare main topics with supporting illustrations, and present solid conclusions.

**Program Learning Outcomes:**
Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses at [http://www.sfasu.edu/cob/ug-plo.asp](http://www.sfasu.edu/cob/ug-plo.asp).

**Course Methodologies:**
- This course is taught in a highly interactive and participatory style. Everyone will participate in the learning process.
- Video recording will be done throughout the semester to help the student identify both strengths and weaknesses in his or her presentation and leadership style.
- There will be both individual and team projects providing the student many opportunities for improvement.

**Course Requirements Policies/Tasks:**
- Attendance: 10% of overall grade based on attendance. Attendance is expected and participation is enthusiastically expected and applauded. If you are on school business, arrangements should be made before the missed class for completion of the task.
- No assignment will be accepted after the assigned class period for completion. If you are on school business, arrangements should be made before the missed class for completion of the task.
- Oral Presentations/Speeches: Several presentations will be required during the semester, and students are expected to show improvement in each of their presentations.
  - Each student will be given the opportunity to give several short, 2-minute presentations to become accustomed to the camera and to the classroom. These will also be used as an opportunity for the instructor and student to evaluate what major areas need to be improved and what strengths the student may further develop. These presentations are graded on a pass/fail basis. Each student must complete these for successful completion of the course.
  - Two presentations of 5 minutes in length will be assigned. These presentations will be critiqued by the instructor, by other students, and by the presenter; and also graded by the instructor. One of these presentations may be a team project and one may be a presentation based on a book review related to leadership.
- Reflection Journal: students will keep a reflection journal throughout the semester concerning thoughts as they progress in the course. The journal may include reactions to the text, challenges in developing communication skills, and experiences that relate to leadership communication. This which will provide input for the final project.
- Peer Reviews: As presentations are made in class, students will be required to provide feedback to fellow classmates. These comments should focus on providing positive, constructive feedback to help each other improve their verbal and nonverbal communication skills. All students are to be involved in the critique process, both for their own presentations and for their classmates’ presentations.
- Final Leadership Project: This project will include a review and analysis of primary and secondary research on leadership and communication that the student investigated throughout the semester, both inside and
outside the classroom. The project will include the development of a personal leadership assessment and communication plan.

**Grading:**

<table>
<thead>
<tr>
<th>Grades (Tentative)</th>
<th>Points</th>
<th>Approx. %</th>
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<tbody>
<tr>
<td>Presentations</td>
<td>200</td>
<td>40%</td>
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<tr>
<td>Final Leadership Project</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Attendance</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>Reflection Journal</td>
<td>60</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>120</td>
<td>20%</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>530</td>
<td>100%</td>
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**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Total Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-60%</td>
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<tr>
<td>F</td>
<td>Less than 60%</td>
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**Course Schedule:**

BCM 450.001 – Leadership Communication for Business  
Fall 2017 Tentative Schedule*

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Dates</th>
<th>Topics &amp; Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>August 29</td>
<td><strong>In class:</strong> Introductions and overview to course, the learning environment</td>
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<td><strong>Homework:</strong> Prepare Presentation #1: Introduction Presentation (2 minutes)</td>
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<td></td>
<td>August 31</td>
<td><strong>In class:</strong> Presentation #1: Introduction Presentation</td>
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<td><strong>Homework:</strong> Reflective Journal Writing #1</td>
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<td>Week 2</td>
<td>September 5</td>
<td><strong>In class:</strong> Continued Presentation #1: Introduction Presentation</td>
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<td><strong>Homework:</strong> Read Chapter 1: What is Leadership Communications?</td>
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<td>September 7</td>
<td><strong>In class:</strong> Team led discussion of Chapter 1</td>
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<td><strong>Homework:</strong> 1. Reflective Journal Writing #2</td>
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<td>2. Read Chapter 2: Who Are You … and Why Are You Talking to Me?</td>
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<td>Week 3</td>
<td>September 12</td>
<td><strong>In class:</strong> Team led discussion of Chapter 2</td>
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<td><strong>Homework:</strong> 1. Chapters 1-2 Quiz in D2L</td>
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<td>2. Read Chapter 3: Developing the Leadership Message</td>
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<td>September 14</td>
<td><strong>In class:</strong> Team led discussion of Chapter 3</td>
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<td><strong>Homework:</strong> 1. Reflective Journal Writing #3</td>
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<td>2. Read Chapter 4: Leadership Communications Planning, pp. 41-52</td>
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<td>Week 4</td>
<td>September 19</td>
<td><strong>In class:</strong> Team led discussion of Chapter 4, pp. 41-52</td>
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<td><strong>Homework:</strong> Read Chapter 4: Leadership Communications Planning, pp. 52-66</td>
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<td>September 21</td>
<td><strong>In class:</strong> Team led discussion of Chapter 4, pp. 52-66</td>
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<td><strong>Homework:</strong> 1. Reflective Journal Writing #4</td>
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<td>2. Read Chapter 5, Leading With E-Communications</td>
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<td>Week 5</td>
<td>September 26</td>
<td><strong>In class:</strong> Team led discussion of Chapter 5</td>
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<td><strong>Homework:</strong> Prepare for Presentation #2: Leadership Style</td>
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<td></td>
<td>September 28</td>
<td><strong>In class:</strong> Presentation #2: Leadership Style</td>
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<td><strong>Homework:</strong> 1. Reflective Journal Writing #5</td>
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<td></td>
<td>2. Prepare for Presentation #2: Leadership Style</td>
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| Week 6 | October 3 | **In class:** Continued Presentation #2: Leadership Style  
**Homework:**  
1. Chapters 3-5 Quiz  
2. Read Chapter 6: Structuring the Stand-Up Leadership Presentation |
|-------|-----------|---------------------------------------------------------------|
|       | October 5 | **In class:** Team led discussion of Chapter 6  
**Homework:**  
1. Reflective Journal Writing #6  
2. Read Chapter 7, Assessing Your Audience |
| Week 7 | October 10 | **In class:** Team led discussion of Chapter 7  
**Homework:** Read Chapter 8, Delivering the Message |
|       | October 12 | **In class:** Team led discussion of Chapter 8  
**Homework:**  
1. Reflective Journal Writing #7  
2. Prepare for Presentation #3: Strengths and Weaknesses |
| Week 8 | October 17 | **In class:** Presentation #3: Strengths and Weaknesses  
**Homework:**  
1. Chapters 6-8 Quiz in D2L  
2. Prepare for Presentation #3: Strengths and Weaknesses |
|       | October 19 | **In class:** Continued Presentation #3, Strengths and Weaknesses  
**Homework:**  
1. Reflective Journal Writing #82.  
Read Chapter 9, Connecting with People Beyond Words |
| Week 9 | October 24 | **In class:** Discuss Chapter 9  
**Homework:** Read Chapter 10, Coaching – One-to-one Leadership Communication |
|       | October 26 | **In class:** Team led discussion on Chapter 10  
**Homework:**  
1. Reflection Journal Writing #9  
2. Prepare for Presentation #4: Business Topic |
| Week 10 | October 31 | **In class:** Presentation #4: Business Topic  
**Homework:**  
1. Chapters 9-10 Quiz  
2. Continued preparation for Presentation #4: Business Topic |
|       | November 2 | **In class:** Continued Presentation #4: Business Topic  
**Homework:**  
1. Reflection Journal Writing #10  
2. Read Chapter 11, Making Certain the Message Sticks |
| Week 11 | November 7 | **In class:** Team led discussion on Chapter 11  
**Homework:** Read Chapter 12, Leader As Storyteller |
|       | November 9 | **In class:** Discuss Chapter 12  
**Homework:**  
1. Reflection Journal Writing #11  
2. Prepare for Presentation #5: Leadership Example |
| Week 12 | November 14 | **In class:** Presentation #5: Leadership Example  
**Homework:**  
1. Chapters 11-12 Quiz  
2. Continued preparation for Presentation #5: Leadership Example |
|       | November 16 | **In class:** Presentation #5: Leadership Example  
**Homework:**  
1. Reflection Journal #12  
2. Prepare individual presentation on selected leadership topics |
| Week 13 | November 20-24 | **Thanksgiving Holiday** |
| Week 14 | November 28 | **In class:** Individual Presentations on selected leadership topics  
**Homework:** Continue preparation for individual presentation on selected leadership topics |
|       | November 30 | **In class:** Continued Individual Presentations on selected leadership topics |
| Week 15       | December 5       | **In class:** Leadership reflection/Final Project Assistance  
**Homework:** Complete Journal and Final Project Presentations |
|--------------|------------------|---------------------------------------------------------------|
|              | December 7       | **In class:** Journal reflections on the semester, learns, relearns, and surprises/Final Project Assistance  
**Journal Due Today!**  
**Homework:** Final Project Presentations |
| Week 16      | December 14      | Final Project/Presentations (5-6 minutes each student)  
10:30 a.m. – 12:30 p.m. |

* This schedule is tentative and is likely to change throughout the semester.

**General Student Policies:**

- **Student Academic Dishonesty (University Policy 4.1)** - Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

  **Definition of Academic Dishonesty**
  Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to (1) submitting an assignment as if it were one's own work when is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or (3) incorporating the words or ideas of an author into one's paper without giving the author credit. Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf).

- **Course Grades (University Policy 5.5)** - At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the remaining few weeks of course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy related to active military service. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please refer to the complete policy at [http://www.sfasu.edu/policies/5.5_course-grades.pdf](http://www.sfasu.edu/policies/5.5_course-grades.pdf).

- **Students with Disabilities** - To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Room 325 in the Human Services Building, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

- **Student Conduct (University Policy 10.4)** - Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the full Student Conduct Code at [http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf)). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. For information please see: [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp).