Course Description Business Communication (BUSI 2304):
Application of business communication principles through creation of effective business documents and oral presentations. Includes study and application of team communication and use of technology to facilitate the communication process. Prerequisites: ENG 131/132 or 133/235 or equivalent with a C grade or better.

Course Requirements: This course includes writing good news messages, bad news messages, persuasive messages, and research-based documents. Coverage will also include employment communication, team building skills, and oral presentation techniques. Other assignments may include primary research, secondary research, several quizzes, and multiple examinations.

This three-credit course may meet in an online or in-person format, with the latter consisting of either two 75-minute or three one-hour sessions for fifteen weeks during a standard length semester. During the course of the semester, students will engage in the textual study of business-communication theories validated through quizzes.
in-semester exams, and/or a final exam. Written deliverables include a combination of common business-
communication artifacts produced in either an individual or team setting. Course coverage will also typically
include employment communication, team building skills, and oral presentation techniques. Activities linked to
textual study, the research/drafting/revision phases of preparing written documents, and the development of
oral presentations will average a minimum of 6 hours of student work per week beyond the base number of
weekly credit hours.

Textbook:
BCOM10 plus BCOM Online, 1 term (6 months) plus Printed Access Card, Business Communication, Edition: 10
Authors: Carol Lehman & Debbie Dufrene. ISBN number for ordering is 978-0357026588, but also available in
(new, or can be rented for 180 days at $50 or purchased as an eBook for $50).

This is a required softback text. Purchase or rental of the book includes back-of-the-book review cards and a
code for accessing a web site that offers a set of quite useful additional electronic study materials. You will only
secure access to these electronic materials, however, if you purchase or rent a NEW student textbook. Note
that other textbooks by these same authors will not have the same arrangement and will cause confusion for
you. Due to the exam components in the course, you will definitely need the book to be successful in this
course. Moreover, while none of the electronic study materials will be required in this course, all of them can
help you succeed (especially tools like the Flashcards and sample quizzes for relevant chapters prior taking to
your “official” quizzes or exams).

NOTE: DO NOT follow the directions in your bundled software on how to access CourseMate, which includes
the useful study tools. I will provide you with the instructions that will work at this moment as I am working
with the textbook publisher.

Software:
For this course, most written documents and assignments will be completed using Microsoft Word for the PC.
Assignments submitted electronically to your instructor in formats like Microsoft Works, WordPerfect, or as
PDF, graphics, or zipped files (or as handwritten documents) will not be accepted—your score on those
assignments will be zero. In addition, there may be some assignments using Microsoft PowerPoint. You will
also need software to read PowerPoint slides (as chapter summaries) if you do not have the software. If you do
not have Microsoft Word or Microsoft PowerPoint on your computer, you should plan to use the software in an
on-campus computer lab or some other location where you have access to such software. You will need to
download Acrobat Reader to review some graded assignments in PDF format, too.

Equipment for the Course
You will need easy and reliable access to the Internet for this course. The Internet will be used for library
research, for D2L, and for other areas.

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 in the Curriculum Management Handbook
at http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources

1. The student will demonstrate effective oral and written communication skills by (1) composing a professional
quality business document, and (2) preparing and delivering a professional presentation on a business topic.
(Written Communication, Oral Communication)
2. The student will demonstrate knowledge of fundamental information technology tools and concepts. (Technology)

3. The student will exhibit an understanding of ethics and social responsibility. (Ethics)

4. The student will apply critical thinking skills by solving problems requiring quantitative and/or qualitative analysis. (Critical Thinking)

5. The student will demonstrate multicultural and diversity understanding. (Diversity)

6. The student will demonstrate an understanding of teamwork as it occurs in business situations. (Teamwork)

7. The student will effectively apply knowledge and skills in the functional areas of business. (Business Knowledge)

8. The student will demonstrate career readiness through completion of a structured field-based work internship experience. (Career Readiness)

General Education Core Curriculum (information provided by the Provost)

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in BCM 247, you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills-Written requirement—plus several other. The chart below indicates the core objectives addressed by this course and the assignment(s) that will be used to assess the objectives in this course, along with any expected upload due dates in additional dropboxes in D2L-based assessment courses that you have additionally been enrolled in. Note that not every assignment listed below will be submitted for core assessment every semester. If applicable this semester, your instructor will notify you which assignment(s) must be submitted for assessment in the D2L assessment dropboxes.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Informed Blog Assignment (Day 10-12).</td>
<td>Not assessed this semester.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Informed Blog Assignment (Day 10-12).</td>
<td>Not assessed this semester.</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Not assessed in this course.</td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Outcomes: Upon successful completion of this course, the student should be able to:

1. Apply critical thinking to business communication strategies and principles to prepare effective communication for diverse business situations. **Critical thinking.**

2. Effectively develop, interpret, and express ideas through written, oral, aural, and visual communication. **Communication**

3. Identify different points of view and work effectively in a team setting. **Teamwork**

4. Participate as a team member in activities that utilize collaborative work skills. **Teamwork.**

5. Identify issues relating to ethical, legal, cultural, and global situations affecting business communication that will result in ethical decision making. **Personal Responsibility.**

6. Utilize analytical and problem solving skills appropriate to business communication when creating business documents. **Critical Thinking**

7. Select appropriate organizational formats and channels used in developing and presenting business messages. **Communication.**

8. Compose and/or revise accurate business documents using computer technology. **Communication**

9. Communicate via electronic mail, Internet, and other technologies. **Communication**

10. Deliver an effective oral business presentation. **Communication.**

Note on Student Learning Outcomes:

In general, SLOs in a course that support the PLOs are specific and include the exact knowledge, skill or behavior taught in the course that supports the more global PLOs. For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp)

**FINAL EXAM:** The final exam will be held from 10:45am to 1:15pm on Wednesday, May 6th in Lab 222.

**Course Methods:**

The following methods may be used in the course: lectures, team discussions, online assignments, online exams, online quizzes, in- and out-of-class quizzes, draft workshops, creating and editing documents, team report development, team oral presentations, and electronic mail. Students will use D2L frequently to check progress in the course.

**General Student Policies:**
Academic Integrity (4.1). Abiding by the 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/student_academic_dishonesty.pdf

Additional academic dishonesty commentary: In this class, you are required to produce work that is original to you and that must have been created by you (barring team-produced assignments). They must have been created for this class only and for this section of the class only offered at this university only; in other words, they must not be reused or recycled works. However, you are permitted to incorporate the feedback you receive from either your instructor or your classmates (during in-class feedback sessions) without penalty, and the same is true for the assistance you may receive from tutors at the AARC (Academic Assistance and Resource Center).

Most importantly, understand that while a first instance of plagiarized work on any assignment or homework exercise may or may not cause you to fail the course (as noted above), a second instance during the course term will result in an automatic course failure.

Exams and quizzes: While you may access your text while taking any quizzes that may be scheduled outside of class sessions (if so directed on the syllabus), you are not permitted to collaborate with others on those exams while taking them, nor are you to employ any additional print or online resources while taking them. Nor, of course, are you permitted to collaborate on the lab-based exams that will occur during class. Breaching any of those conditions would be considered an academic integrity violation and would be pursued by your instructor as such.

Withheld Grades Semester Grades 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 generally be assigned only if the student cannot complete the 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 policies related to active military service. If a student registers 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/course-grades.pdf.

Students with Disabilities. To obtain disability related accommodations, alternate class-meeting or document 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
Failure to request services in a timely manner may delay your accommodations. For additional information, go to 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-conduct-code.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 iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Class Procedures:

Attendance Policy. Since excellent attendance frequently results in better classroom performance, and since this course is partially a course in pre-professional behavior, attendance is not optional. During the semester, your instructor will take attendance every day. If you are present, you’ll earn 2 points (for a maximum of 60 points for the semester). If you are absent for an exceptional and university-sanctioned reason—say, due to serious illness, a death in the family, or a school-related event—then you must let your instructor know within forty-eight hours of the absence and provide documentation to justify the missed class. In the case of medical excuses from health care providers, such documentation must also indicate specifically that you were advised not to attend (or were medically unable to attend) class in order for the absence to be excused.

If you are absent for class and cannot provide an acceptable excuse with associated documentation as described above, you will be marked absent. Furthermore, since being prepared for class and paying attention in class are attendance requirements, any student who either fails to bring in homework when assigned OR leaves a cell or smart phone visible to the instructor will be marked absent.

Note that being marked absent will have a deleterious effect on your grade. Since this is a face-to-face course that incorporates a significant amount of collaborative and group work, you face a finite absence limit in this section of BCM 247. Once you miss 5 class sessions, you will automatically fail the course. And there are no grounds on which you may appeal such a failure.

In addition—and this is very important to understand—once we begin working on the team project during roughly the last third of the course, any individual’s absence will count as a DOUBLE absence. Let this be repeated: any team-project absence counts as a double absence, since not only you but your teammates will have missed out on your participation. If a “double” absence ultimately leads to your failing the course, please note that the responsibility for that failure rests with you and you alone.

If you are concerned that in-person attendance may become an issue for you, then you are strongly advised to seek out an alternative section of the course (particularly, an online section...if in-person attendance represents a potential ongoing issue).

Additional attendance benefits.

There is a second way that strong attendance can positively impact your grade. At the end of the semester, I will swap in your accumulated attendance points in to replace your lowest score across the three in-semester exams (assuming the attendance score, of course, is higher than at least one of the exam scores). For example, if you missed no classes, you would earn 60 attendance points. If you earned a score of 28 of 60 on Exam 1, I would
replace the Exam 1 score with your aggregate attendance points, and thus your revised Exam 1 score would be 60 out of 60 instead of 28 of 60. [If your attendance points were 25 of 60, however, I would not trade out your Exam 1 score.]

Note that being more than 5 minutes late to class (i.e., Tardy) means you will be recorded as absent. In fact, the only difference to you between a tardy and an absence is that you can still receive credit for doing in-class work...for instance, possibly earning points on an exam if you arrived late. While being late is always better than not coming to class at all, you should strive never to be either late or absent in order to minimize any adverse grade impacts. Not to mention getting full value for your tuition dollars...

Important caveat to the attendance policy: Note that under no circumstances is a student to miss class when a team presentation is due, no matter how poorly a student may be feeling. These presentations cannot be made up. Moreover, in the real world scheduled speaking engagements are finite events and don’t get rescheduled because a presenter has the sniffles. Any individual who misses out on a team presentation will receive a score of 0 on that oral presentation assignment.

Surface Errors in Business Communications. You’d better get used to it: there’s simply no place for them. In every piece of business communication, you produce an artifact representing a clear indication of your attention to detail. Since each business message is a reflection of the care that the organization takes in its interactions with its customers, shareholders, suppliers, and regulators, it’s axiomatic and non-negotiable that business documents must be free of surface (or obvious) errors. Correct spelling, grammar, punctuation, pronoun usage, and word selection, etc.—all of these no longer represent “optional” elements in your writing and speaking. In other words, all business documents (including, yes, business-related blog posts or social media entries) must be correct according to the conventions of standard English.

As such, your instructor has adopted a specific grading rule: For your Informed Blog plus one of your in-class letter assignments, any documents containing three or more surface errors will not receive a grade. Instead, the offending documents will be returned to their owners with the errors circled. If such a document is returned to you, you will need to find a way to produce a clean AND rigorously proofread AND copy-edited version of your work before re-submitting it for a grade. If a subsequent submission still contains at least three errors, then it will also be returned. Note that your instructor does not apologize for a policy that terminates the “error-enablement” that likely occurs in your other courses, because in reality a single such error would cause your document to be ignored within the business community (at best)—and might lead to the termination of your employment (at worst). As such, your instructor views accepting a document with 2 surface errors as more than generous.

Note that once the initial versions of the assignments subject to the “three error” rule have been returned to you, you will have no more than 3 weeks to work through the process of producing and turning in a copy with two errors or less, and thus receive a grade. You may turn in new copies during this period to be checked for errors, and your instructor will look to turn these back to you as quickly as is reasonable. But if you don’t meet that standard within the established timeframe, then you won’t receive credit for the assignment.

Therefore, be aware: the time for “social promotion” of sub-standard high-school English is officially over for every member of this course, and you have been so advised of this.

If this policy concerns you—if, for instance, you don’t plan to take advantage of services like the AARC for every single one of your assignments AND to proofread out loud every single one of your assignments before turning them in—then you should seriously reconsider your enrollment in this particular section of BCM 247.

Forewarned is forearmed, as they say...

Makeup Letter Opportunity. During the course, you will compose two core “letters:” the Bad News Letter and the Persuasive Letter. During the term, if you either missed class the day we created a letter or were displeased with your score on a letter, then on the last day of class you will have an opportunity to write a REPLACEMENT
letter. You may only write ONE replacement letter that day, but if the replacement letter earns a higher score than your original letter score, then that higher grade will be swapped in for the original score.

**Late Work.** All work is due in class on the day it is assigned to be due. In other words, missing class is not an excuse for failing to turn work in on time. In fact, late work will NOT be accepted in this course at all unless you have arranged for a late waiver with your instructor PRIOR to the end of class when the work is due.

Your instructor is under no obligation to grant such a waiver, and waivers will only be granted for truly exceptional circumstances (i.e., namely circumstances that you could not reasonably have foreseen—and circumstances which, as a general rule, fall under the same “qualifying excuse” categories as those discussed in the next paragraph). Your instructor alone will determine the level of “exceptionality” in any argument you might make when requesting either a late waiver or that an absence should be excused. Furthermore, if you miss class and work is due that day (and work is almost always due every class period in BCM 247), then it is incumbent upon you to email a copy to your instructor OR have a classmate bring a copy in for you. If the work due pertains to a group project, then that work must be made available to the other members of the group before class begins.

If you miss class, in-class work (including exams) cannot be made up UNLESS you have a qualifying excuse: namely, something like a documentable illness for which you have sought medical attention AND which prevented you from attending class; a documentable death in the family; or a documentable university-sponsored event to attend that has been discussed beforehand with your instructor.

Moreover, in-class exams can ONLY be made up if you arrange for that with your instructor BEFORE the class in question begins; otherwise, “no dice” (barring, again, a truly exceptional circumstance, as determined by your instructor). Additionally, the format of any make-up exam may be different from the original exam (i.e., perhaps, say, as an essay-based versus an original multiple-choice exam).

**Quizzes.** Several quizzes have been included in the syllabus. They will pertain only to the material in the textbook on a chapter-by-chapter basis. They are to be taken outside of class by midnight of the day before we meet to discuss that chapter.

**NOTE:** Do not wait until 11:30pm the day before a quiz is due to start taking a quiz. You will only have two tries (if you wish to take a second try) to take each quiz, and you will receive the highest of the scores you receive on them. If you discover a technical problem accessing the quiz the day before it is due, then you must email your instructor by 7pm that day with a message detailing your technical roadblock—including a screenshot of the error condition. Only then would you be considered eligible for having a secondary quiz window opened up for you after the due date. On the other hand, any time after 7pm you are subject to the vagaries of the interwebs, of other soft- and hardware related gaffes, of setup issues, problems with quirky Java versions, etc. at your OWN risk. [Key lesson: Don’t wait until the last minute to read the chapter, prep for the quizzes, and take the quizzes.]

In addition, we will have a set of three in-class exams (along with a final exam) that will also cover the material presented in the textbook.

**Teams and collaborative work.** Early in the semester, all students will be randomly assigned to teams. Teams will generally contain three to four members depending on class enrollment. Your active involvement in your team is critically important, as you will be involved in a jointly produced team presentation and team report. Participation in team activities is not an “option” in this course; rather, it is a requirement.

The official channel of communication for your team will be the team discussion board on Desire 2 Learn (D2L), unless you establish an alternative messaging and/or document-sharing repository (like Google Dox, for instance) if the members of your team agree to do so. When it comes to producing and sharing work, DO NOT
make your team (and certainly not your instructor) chase you down. It is YOUR RESPONSIBILITY to keep in touch with your team about your activities. If you don’t, well, you run a curious and interesting risk:

Any team member who is not performing effectively in the eyes of the remainder of the team can be FIRED from the team. Firing can only occur with the approval of the instructor after an appropriate consultation with the “firing” team members. In addition, the instructor may proactively fire any team member for noticeably substandard work or for letting the team down on more than one occasion.

The primary causes for firing include invisibility (i.e., the student has not communicated with the team on a timely basis); missing at least one team-project related class session; or for general non-performance (i.e., the student in question does not complete his/her work in a timely manner, or he or she produces work of obviously poor quality). To institute a firing, a member of the team must draft a brief email memo to the instructor outlining the rationale for firing. The instructor will make a final firing decision based upon the rationale provided in the memo and/or upon the instructor’s observation of inappropriate participation levels or behaviors. Finally, the instructor is the only individual permitted to notify a fired student of his/her new isolated status.

A fired team member will be given a choice: either to complete the team report by him or herself, or to receive no credit for that assignment. A fired team member will not be permitted to earn a higher score than the remaining team members on the project. For example, if the team earned a C on the written report, the highest grade the fired individual could earn would be a C.

Furthermore, a fired team member cannot produce a group oral presentation, and thus will receive a zero on that assignment.

Note, too, that when a team assignment is turned in, if multiple team members report that a specific team member has laxly participated in the project or has contributed a significantly smaller amount of work than his or her peers, then the final points for the project may be adjusted by the instructor such that the points for the underperforming team member may be reduced or eliminated.

Therefore, your goals in a team project include cooperating and working within your team so that you are not fired—nor are your project points reduced.

Note that any student who misses two class sessions dedicated to team-project development will automatically fail the course based upon the fact that team-project misses count as two missed class periods.

Oral Presentation – Your team will be creating an oral presentation of no more than ten to twelve minutes in length that will be accompanied by an appropriate number of presentation slides. More details on the assignment will follow.

Stock-picking Competition – As a non-graded exercise, each member of the course will provide the instructor at an appointed time with the name of a publicly traded company to be entered within a stock-picking competition that will last throughout the semester. The students selecting the strongest and weakest performing stocks will receive a gratuity on the last day of class.

Professional courtesy. This class will be conducted in a professional manner and is designed to meet the needs of professionally-minded people. This means that you are expected by your instructor and your classmates 1) to come to class on time, 2) to submit work on TIME – no excuses, 3) to avoid profanity and/or offensive language in your written (and most verbal) communications, and 4) to participate fully and courteously with your team members. “No excuses…and no tears” will remain the course motto.
When it comes to team courtesy, please know that you are not to send harassing emails, texts, messages, or other communications deploying insulting, demeaning, or offensive language to other team members. Such communications may result in a reduction to the sender’s grade at the instructor’s discretion.

**Appropriate Use of Technology.** In our labs, students have access to technology that should be used appropriately—namely, for BCM 247 class assignments. Using devices for interacting on social-media sites such as Facebook or Twitter is NOT an appropriate in-class use of technology. Sending text messages, taking photos of other students, sending/receiving instant messages, playing games, and/or making/receiving phone calls during class all represent distractions to the learning environment. As such, they will not be tolerated; moreover, they will subject students engaging in them to being marked absent or, at worst, for receiving no credit on an assignment. Please note that working on assignments for another class during our sessions remains a technology violation, too, unless you have received permission from your instructor.

The use of cell phones, smart phones, tablets, laptops, or other personal computing devices is forbidden in class unless your instructor has granted you an exception for that day (or, in extremely unusual cases, for the semester). In the unlikely event that the instructor temporarily waives the no-phone policy (for instance, to ask students to find information on their smartphones), then those devices are authorized for such usage ONLY at those specific times—and are to be put away thereafter.

**Appropriate Pre-professional Conduct.** Everyone in this course will be treated as a professional. However, any student who demonstrates unprofessional behavior will be treated by the instructor and by his/her peers as the adolescent he or she has thus demonstrated himself or herself to be. [Instructor’s recommendation: Do not let this happen to you, because you won’t like being treated as an adolescent by your instructor. At all.]

Moreover, please note that unprofessional behavior—including but not limited to handing in trivial or “joke” assignments, and/or using inappropriate or questionable content within your oral presentations or other assignments, and/or engaging in disrespectful verbal or written treatment of another student—may result in either reduced or even zero credit for the assignment being worked on at that time (solely at your instructor’s discretion).

If you have legitimate questions about what might or might not be considered unprofessional conduct, please contact your instructor BEFORE you engage in that behavior in order to avoid a potentially unforeseen grade penalty.

**Figuring Your Grade.**

Go to MyGrades in D2L and see how many points you earned for each of the assignments indicated. Add up your points and divide them by the total number of points available at that time. For example, if your assigned points were 500 based on a total of 600 points completed by that point, then you would have an average of 83.3%. By looking at the scale below, you could determine that such a score would represent a “B” grade.

The course is organized within the following modules. Modules and additional information will be released throughout the course, though all quizzes (if applicable) will be available effectively from the beginning of the semester (their due dates can be found on the syllabus). This is the content order we will follow:

**Module 1 - Communication Foundations Module.**

Ch. 1. Establishing a Framework for Business Communication [**Objectives**: Communication Skills & Personal Responsibility].

Ch. 2. Focusing on Interpersonal and Group Communication [**Objectives**: Communication Skills & Personal Responsibility].

Ch. 12. Designing and Delivering Presentations [**Objectives**: Communication Skills and Teamwork].

**Module 2 – Communication Analysis and Electronic Module.**

Ch. 3. Planning Spoken and Written Messages [**Objective**: Critical Thinking and Communication Skills].

Ch. 4. Preparing Written Messages [**Objective**: Critical Thinking and Communication Skills].
Ch. 5. Communicating Electronically [Objective: Communication Skills].

Module 3 – Delivering Messages Module.
Ch. 6. Good- and Neutral-News Messages [Objective: Communication Skills].
Ch. 7. Bad-News Messages [Objective: Communication Skills].

Module 4 – Communication Through Reports Module.
Ch. 11. Organizing and Preparing Reports [Objective: Teamwork and Communication Skills].

Module 5 – Communication for Employment Module.
Ch. 13. Preparing Résumés and Application Messages [Objective: Critical Thinking and Communication Skills].

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Total Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
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</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Item Range</th>
<th>Percent for this class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters, memorandums, and written messages</td>
<td>27%</td>
</tr>
<tr>
<td>Documented report/proposal with recommendations</td>
<td>21%</td>
</tr>
<tr>
<td>Examinations</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes and other assignments</td>
<td>19%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>9%</td>
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Estimated Points (these may change as the course goes along).

<table>
<thead>
<tr>
<th>Module 1 Chapters 1, 2, 12</th>
<th>Initial Resume draft</th>
<th>20</th>
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<tbody>
<tr>
<td></td>
<td>Three quizzes</td>
<td>30</td>
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<tr>
<td></td>
<td>Exam I</td>
<td>60</td>
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<tr>
<td>Module 2 Chapters 3, 4, 5</td>
<td>Three quizzes</td>
<td>30</td>
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<tr>
<td></td>
<td>Exam II</td>
<td>60</td>
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<tr>
<td>Module 3 Chapters 6, 7, 8</td>
<td>The Informed Blog</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Bad News Message</td>
<td>10</td>
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<tr>
<td></td>
<td>Homework for Bad News</td>
<td>100</td>
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<tr>
<td></td>
<td>Persuasive News Message</td>
<td>10</td>
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<tr>
<td></td>
<td>Homework for Persuasive News</td>
<td>30</td>
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<tr>
<td></td>
<td>Three quizzes</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Exam III</td>
<td>60</td>
</tr>
</tbody>
</table>

| Module 4 Chapters 9, 10, 11 | Portfolio Recommendations Report (team score) | 100 |
|                            | Team Oral Presentation (including points for both team and individual presentation performance) | 100 |
|                            | Presentation Slides (team score) | 50 |
|                            | Team Assessment Memo (individual score) | 30 |

| Module 5 Chapters 13, 14   | Final copy of Resume | 30 |
|                            | Course Evaluation (done through MySFA) | 10 |
| Semester Attendance        | Attendance: Two points deducted per unexcused absence | 60 |
| Final Exam                 | Covering chapters 9-11 and 13-14 | 100 |

| Estimated Total Points:    | 1090 |

<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>60-69%</td>
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<tr>
<td>Class #</td>
<td>Date</td>
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</table>
| 1      | 1/15   | • Introduction to course, inc. policies and procedures review.  
• Review of Course materials.  
• **Demo:** How to access MindTap/Cengage/CourseMate resources.  | **Homework:**  
• Review the Course Policies & Procedures **carefully.**  
  o Bring in any questions to class.  
• Complete and bring in student “Info sheet.”  
• Read Chapter 1.  
  o Bring any questions to next class.  |
| 2      | 1/20   | MLK Holiday                                                                                                                                    | **No class.**                                                                                   |
| 2      | 1/22   | • **Discussion:** Questions re: Syllabus, policies, etc.?  
• Review of Chapter 1.  
• **Discussion:** Business “style,” including the 7 C’s; avoiding “blockiness;” and a preference for objectivity.  | **Homework:**  
• Prep for Quiz 1 using online tools in Cengage or MindTap.  
• Take Chapter 1 quiz no later than the day before our next class.  
• Read Chapters 2 and 12.  
  o Bring any questions to next class.  |
| 3      | 1/27   | • Begin review of Chapters 2 & 12.  
• **Discussion:** Team projects.  
• **Discussion:** Modeling feedback (stating-restating, question, clarifications, suggested “next steps,” etc.).  | **Homework:**  
• Prep for Quiz 2 using online tools in Cengage or MindTap.  
• Take Chapter 2 quiz no later than the day before our next class.  |
| 4      | 1/29   | • Continue review of Chapters 2 & 12.  
• Assign students to teams.  
• **Discussion:** Why (and how) resumes matter?  
• **Exercise:** “Scrubbing” a sample paragraph exercise (group assignment).  | **Homework:**  
• Prep for Quiz 12 using online tools in Cengage or MindTap.  
• Take Chapter 12 quiz no later than the day before our next class.  
• Bring in the name of a publicly traded company for the stock-picking contest.  
• Bring in 2 copies of your current resume (if you don’t have one, create one using the sample resumes on the Career Services website as a guide and/or the “Resume Toolbox”).  |
| 5      | 2/3    | • Record stock picks.  
• Initial *Resume* due (in print).  
• Finish review of Chapters 2 & 12.  
• **Discussion and review:** Experiential action-point development in resumes.  | **Homework:**  
• Prep for EXAM I (chapters 1-2, 12) using online tools in Cengage/CourseMate/ MindTap.  
• Revise your resume for clarity, concision, use of business-centric verbs, and metrics.  |
| 6      | 2/5    | • EXAM I (Chapters 1, 2, and 12) in LAB 222.  
• **Discussion:** Academic Integrity.  | **Homework:**  
• Second plagiarism exercise.  
• Read Chapter 3.  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Homework</th>
</tr>
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</table>
| 7/2/10 | Review of Chapter 3.  
 *Review: Plagiarism exercises.  
 *Discussion: Why “to be” and “to have” are filthy cockroaches that need to be stamped out.  
 *Exercises: Developing longer, more “flowing” sentences (and, most importantly, avoiding “trivial” sentences).  
 Homework:  
 *Read Chapter 4.  
  - Bring any questions to next class.  
  - Prep for Quiz 4 using online tools in Cengage or MindTap.  
  - Take Chapter 4 quiz no later than the day before our next class.  
  - Bring a copy of your resume to class. |
| 8/2/12 | Review of Chapter 4.  
 *Center for Career and Professional Development presentation (in our usual classroom).  
 Homework:  
 *Read Chapter 5.  
  - Bring any questions to next class.  
  - Prep for Quiz 5 using online tools in Cengage or MindTap.  
  - Take Chapter 5 quiz no later than the day before our next class. |
| 9/2/17 | Review of Chapter 5.  
 *Discussion: Rhetorical Fallacies (and examples).  
 *Exercises: The “Four Dimensions of Business Communication.”  
 Homework:  
 *Prep for Exam II. |
| 10/2/19 | EXAM II (Chapters 3-5) in LAB 222.  
 *Introduction to the Informed Blog.  
 *Discussion: The usefulness of academic databases...  
 Homework:  
 *Read Chapter 6.  
  - Bring any questions to next class.  
  - Prep for Quiz 6 using online tools in Cengage or MindTap.  
  - Take Chapter 6 quiz no later than the day before our next class.  
  - Read required Blog articles and find a third aligning with your perspective.  
  - Develop a sample blog and bring a print (and a soft) copy to our next class. |
| 11/2/24 | LAB 222: Informed Blog draft workshop.  
 *Peer feedback.  
 *APA citation tips.  
 *Print and drop off a copy of your latest Blog draft before leaving the lab.  
 Homework:  
 *Read Chapter 7.  
  - Bring any questions to next class.  
  - Prep for Quiz 7 using online tools in Cengage or MindTap.  
  - Take Chapter 7 quiz no later than the day before our next class. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>2/26</td>
<td>Review of Chapter 7.</td>
<td>Finalize your Blog, print out a copy for next class, and upload Blog to our course’s D2L Dropbox.</td>
</tr>
<tr>
<td>3/16</td>
<td>LAB 222: Persuasive Letter/Memo development.</td>
<td>Homework: Practice for Exam III (covering chapters 6-8) using online tools in Cengage or MindTap.</td>
</tr>
<tr>
<td>3/18</td>
<td>EXAM III (chapters 6-8) in LAB 222.</td>
<td>Homework: Q: Any Blog rewrites?</td>
</tr>
</tbody>
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**Discussion:**

- **Delivering bad news:** a time when ‘passive’ writing might actually be useful...
- **Style tips:** Cohesion (through “tailing”) and avoiding confusion through pronoun overuse.

**Homework:**

- Sample “persuasive” message draft
- Q: Any Blog rewrites?
and bring a copy of interesting ones to class.
- Draft concise summaries of at least 3 useful articles pertaining to your team’s company and share with team on D2L before class.
  - Include the APA citation information for each article on its summary.
- Bring in a printed copy for each of your teammates plus one for your instructor.
- Develop a sample References list for the articles you’ve found that you think the team will keep going forward.
- Q: Any Blog (last chance) or Persuasive Letter rewrites?

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|19 | 3/30 | • Review of Chapter 10.  
• Portfolio Recommendation Report Workshop in LAB 222:  
  o Share your research summaries with teammates to determine whether you would/would not recommend your stock for purchase...and why.  
  o Demonstration of APA citation formats/sources  
• Final date for Blog resubmissions | Homework:  
• Read Chapter 11.  
  o Bring any questions to next class.  
• Team to begin consolidating towards a single References list.  
• Draft your initial Portfolio Recommendation Report components and bring in a copy for your instructor.  
• Q: Any Persuasive Letter rewrites? |

|20 | 4/1 | • Portfolio Recommendation Report Workshop in LAB 222:  
  o Share your drafts.  
  o Review and scrub drafts.  
  o “Stitch” document together.  
  o Allot topics for which each team member will develop initial draft slides. | Homework:  
• Continue scrubbing Report (perhaps your team’s best editor)  
• Develop at least 4 slides (per team member) of information for a draft Team presentation.  
  o Print out enough copies so that each group member has a physical copy of your slides.  
  o Print one additional copy of your slides for the instructor (note: please make sure your name is on them to receive credit for your homework).  
• Q: Any Persuasive Letter rewrites? |

|21 | 4/6 | • Team Presentation LAB 222:  
  o Additional scrub of report.  
  o In-class presentation deck development using | Homework:  
• Continue revising report based on feedback from today’s session.  
• Revise your slides based upon feedback from today. |
<table>
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<tr>
<th>Date</th>
<th>Action</th>
<th>Homework</th>
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<tbody>
<tr>
<td>22</td>
<td>Review Team Report as a group to confirm core content.</td>
<td>Update your individual <strong>Portfolio Recommendation Report</strong>.</td>
</tr>
<tr>
<td></td>
<td>Update project decks in class in LAB 222 using round-robin feedback / duplication reduction / gap approach.</td>
<td>Final copy of PRR due at the beginning of next class: Upload to D2L AND produce a print copy (one per team).</td>
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<td>Final date for Persuasive Letter resubmissions.</td>
<td>Combine the team’s slide materials into a single presentation deck.</td>
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<td>o Standardize formats and “look and feel.”</td>
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<td>o Make sure each group member has access to the whole deck printed out for the next class.</td>
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<td></td>
<td>o Print one copy for your instructor (per group).</td>
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<td>Open Group workshop to:</td>
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<td></td>
<td>o Finalize project decks in class in LAB 222 using round-robin feedback / duplication reduction / gap approach.</td>
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<td>o Map out “who’s got which slide?”</td>
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<td>o Begin developing individual “scripts.”</td>
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<tr>
<td>24</td>
<td>In LAB 222, <strong>Team Oral Presentation</strong> workshop:</td>
<td><strong>Revise individual scripts.</strong></td>
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<td></td>
<td>o Review initial presentation “scripts.”</td>
<td>Bring two print copies to next class.</td>
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<td></td>
<td>o Edit them in conjunction with team members.</td>
<td>Q: Last minute changes to slides?</td>
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<td>o Modify “deck” as needed.</td>
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<td><strong>Review “staging” of presentation.</strong></td>
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<tr>
<td>25</td>
<td>In LAB 222, <strong>Team Oral Presentation</strong> workshop:</td>
<td><strong>Continue to edit presentation scripts and FINALIZE slide deck.</strong></td>
</tr>
<tr>
<td></td>
<td>o Review revised presentation “scripts.”</td>
<td><strong>Practice.</strong></td>
</tr>
<tr>
<td></td>
<td>o Edit them in conjunction with team members.</td>
<td><strong>Consider practicing as a group outside of class at least once before you have to give your presentation.</strong></td>
</tr>
</tbody>
</table>

**HOLIDAY**

**Easter Break.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Homework</th>
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</table>
| 26/4/22 | **Dress Rehearsal day.**  
Practice your presentation from start to finish, including how you are going to “stage” the presentation at the podium.  
Consider practicing behind the podium you’ll be using the classroom tech where the presentation will be taped.  
**Modify “deck” as needed.**  
Practice (and time) your presentation.  
**Homework:**  
- Read Chapter 13.  
- For Day 1 Speakers:  
  - Finalize presentation script and slide deck.  
  - Practice.  
  - Ensure online access to your slide deck for PC download next class.  
- Consider practicing as a group outside of class at least once before you have to give your presentation. |
| 27/4/27 | **Team Presentations: Day 1.**  
**Homework:**  
- Read Chapter 14.  
- Day 1 speakers may load *Presentation slide deck* to Dropbox.  
- For Day 2 Speakers:  
  - Finalize presentation script and slide deck.  
  - Practice.  
  - Ensure online access to your slide deck for PC download next class.  
- Consider practicing as a group outside of class at least once before you have to give your presentation.  
- Revise final *Resume* and submit it to Dropbox.  
- Also: Bring an extra printed copy of your *Final Resume* to next class. |
| 28/4/29 | **Team Presentations: Day 2.**  
*Final Resume* due.  
Close out stock picking competition, too...  
**Homework:**  
- All teams: Make sure your team’s *Presentation slide deck* is in the Dropbox by 5pm tomorrow.  
- All students: Prepare your individual *Team Assessment Memos* (via a print copy only—please bring it to the Final Exam).  
- Prep for Final Exam (Chapters 9-11 and 13-14).  
  - Finish course evaluations by the start of exam period (for the extra 10 pts). |

| Final Exam | The Final Exam will be held from 10:45am to 1:15pm on Wednesday, May 6 in Lab 222. |
| Final Exam | The Final Exam will cover the material from chapters 9-11 and 13-14 PLUS a “make up letter” opportunity. |