Name: Professor Thomas Hotz  
Email: Thomas.Hotz@sfasu.edu  
Office: 602-635-0012; Skype tom.hotz1  
Office Hours: MON, TUES, THURS 4:00 PM-6:00 PM CST, OR BY APPOINTMENT (Phone, Zoom, Skype)  
Department: Business Communication & Legal Studies  
Class meeting time and place: ONLINE ONLY-No F2F Class (with exception of Zoom Guest Lecture 9/15/21 5:30 PM CST)

Course Description:
BUSI 2304 Business Communication (formerly BCM 247) – 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: six hours from English 131, 132, 133, or 235 with a C grade or better.

Text and Materials:
BCOM10  Lehman/Dufrene ISBN: 9780357026588 (Available thru bookstore and or/Cengage Mindtap

Program Learning Outcomes (PLO):
PLO’s 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.

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 resume, prior job experience, and/or other activities as applicable pursuant to Chapters 13 & 14 of text. (Career Readiness)
General Education Core Curriculum:
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking, Communication Skills, Teamwork, and Personal 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 BUSI 2304 – Business Communication you are enrolling in a Core Curriculum Course that fulfills the CRITICAL THINKING, WRITTEN AND ORAL COMMUNICATION, TEAMWORK, AND PERSONAL RESPONSIBILITY requirements.

General Education Core Curriculum Objectives/Outcomes:
1. **Critical Thinking.** Students will be instructed in and will apply critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
2. **Communication Skills.** Students will be instructed in and will apply communication skills to include development, interpretation and expression of ideas through written, oral, and visual communication.
3. **Teamwork.** Students will be instructed in and will apply, practice, and demonstrate Teamwork to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. **Personal Responsibility.** Students will be instructed in and will apply, practice, and demonstrate Personal Responsibility to include the ability to connect choices, actions, and consequences of ethical decision-making.

The chart below indicates the core objectives addressed by this course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Business Communications BUSI 2304</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Discussions in all assignments; Research Assignment; Chapter 3; 4, 9; 10; LABS 3 and 4; Team Assignment</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9,10,11 12, 13 and 14 inclusive; Podcast Final Project (audio or video/audio); Discussions in all assignments, LABS 1-4 inclusive; Team Oral Zoom Presentation; Research Assignment</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a Team Oral Zoom Presentation Assignment Chapter 1.4, 2.4(c,d), 2.5, 5.6</td>
<td>Team Oral Zoom Presentation Assignment; Chapter 1.4, 2.4(c,d), 2.5, 5.6</td>
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</table>
shared purpose or goal.

<table>
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<tr>
<th>Personal Responsibility</th>
<th>To include the ability to connect choices, actions and consequences to ethical decision-making.</th>
<th>Chapters 1,3, 4, 5, 2, 7, 8, 12, 13, 14, LABS 1-4 inclusive, Discussion Assignments, Team Assignments</th>
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<tbody>
<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 course</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</td>
<td>Not assessed in course</td>
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**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.*
9. Communicate via electronic mail, Internet, and other technologies.

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)
**Written Assignment Rubric for BUSI 2304-General Guidelines**

<table>
<thead>
<tr>
<th>Standard Score</th>
<th>Excellent (A)</th>
<th>Good (B)</th>
<th>Fair (C)</th>
<th>Poor (D)</th>
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<td><strong>Standard 1:</strong></td>
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<tr>
<td>Content Knowledge</td>
<td>Student demonstrates proficient command of the subject matter in the assignment. Submission shows an impressive level of depth of student’s ability to relate content to practical examples and applications.</td>
<td>Student demonstrates good command of the subject matter in the assignment. Submission indicates a recognizable depth in how student relates content for the audience.</td>
<td>Accurately and thoroughly covers the design of the assignment.</td>
<td>Does not meet assignment parameters and/or standards for undergraduate work.</td>
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<td><strong>Standard 2:</strong></td>
<td>Paper contains an introduction, main body, and conclusion. Introduction lays out main theme and gives the reader a clear sense of the purpose and direction for the work submitted. The conclusion brings everything together, acknowledges potential shortcomings of the work, and gives the reader a sense of what further work might be done to advance the subject matter under examination.</td>
<td>Paper contains an introduction, main body, and conclusion. The introduction lays out main theme but gives the reader little idea of what to expect. The conclusion concretely summarizes the main argument and evidence but does not move beyond what has already been presented to the reader.</td>
<td>Meets basic assignment parameters. Minimal organization with an unclear purpose. Conclusion is brief and/or unclear.</td>
<td>Ineffective organization with no clear direction for the reader. Purpose is not easily understood by the reader. Does not meet standards for undergraduate work.</td>
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<tr>
<td><strong>Standard 3:</strong></td>
<td>All sentences are grammatically correct and clearly written. No words are misused or</td>
<td>All sentences are grammatically correct and clearly written. An occasional word is</td>
<td>A few sentences are grammatically incorrect or not clearly written. Several words are</td>
<td>Paper contains obvious grammatical errors and bad writing. Several words are</td>
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<tr>
<td>Grammar and Writing Clarity</td>
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<td>Voice, Sentence structure, grammar</td>
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<td>unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are always explained. All information is accurate and up-to-date. Paper/discussion has been spell-checked, proofread, and contains no obvious errors.</td>
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<tr>
<td>misused or unnecessarily fancy. Technical terms are usually, but not always, explained. All information is accurate and up-to-date. Paper/discussion has been spell-checked and contains no more than a few minor errors.</td>
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<tr>
<td>misused. Technical terms are rarely explained. Not all information is accurate and up-to-date. Paper/discussion contains several errors, impacting readers’ ability to navigate the material.</td>
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<tr>
<td>misused. Not all information is accurate and up-to-date. Paper/discussion has not been spell-checked or proofread, and contains numerous errors. Does not meet standards for undergraduate work.</td>
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<tr>
<th>Standard 4: Analysis and Synthesis</th>
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<tbody>
<tr>
<td>The paper successfully breaks the argument, issue, or problem into relevant parts. The connections between the parts are clear and highly accurate. The paper successfully integrates all relevant parts from various places into a coherent whole. The connections between the parts are clear and insightful.</td>
</tr>
<tr>
<td>The paper successfully breaks the argument, issue, or problem into relevant parts. The connections between the parts are fairly accurate. The paper integrates most relevant parts from various places into a mostly coherent whole. The connections between the parts are generally clear.</td>
</tr>
<tr>
<td>The paper breaks the argument, issue, or problem into parts, but some parts may be missing or unclear. The connections between the parts are somewhat accurate. The paper integrates some parts from various places into a somewhat coherent whole. The connections between the parts are somewhat unclear.</td>
</tr>
<tr>
<td>The parts identified are not the correct and/or relevant ones. The connections between the parts are completely inaccurate. The parts to be integrated are not clear and/or relevant. The connections between the parts are unclear. Does not meet standards for undergraduate work.</td>
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</tbody>
</table>

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<tr>
<th>Standard 5: References &amp; Citations</th>
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<tbody>
<tr>
<td>Evidence is used from a wide range of sources, including lectures and course readings. Author has consulted scholarly books, authoritative websites, journal articles, etc., not explicitly required or discussed in lecture.</td>
</tr>
<tr>
<td>Evidence is used from many references, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when</td>
</tr>
<tr>
<td>Uses only a few of the sources provided in class or does not go beyond what has been provided by professor when required to do additional research. Some pieces are</td>
</tr>
<tr>
<td>Uses one or two references repeatedly; relies exclusively or primarily on non-scholarly outside sources. Citations are absent or improperly constructed; multiple mistakes</td>
</tr>
</tbody>
</table>
All evidence of research is properly cited in footnotes or endnotes according to APA style manual.

required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based. All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of multiple citations.

unreferenced or inaccurately referenced, and there are problems with completeness and format of citations.

are noted. Does not meet standards of undergraduate work.

Course Requirements:

Assignments comprise the following which comport to core assessments described above in seven (7) course modules:

- Introduction to course (required reading) outlining business and academic "netiquette", academic dishonesty per University regulations, office hours of instructor, access link to Cengage/Mindtap, etc.;
- Graded “icebreaker” discussion assignment requiring initial response and two responses to student responses for full credit. APA 7.0 references attached to responses are considered for extra credit;
- Five graded discussion assignments designed to promote writing intensive answers demonstrative of critical thinking and basic research regarding various aspects of business communication (oral, written, electronic);
- 14 graded quizzes accessed through D2L/Brightspace covering 14 chapters of textbook—one quiz per chapter;
- 4 graded exams to be administered through Cengage Mindtap covering textbook material. Exams contain three essay questions each. Exams are designed to test course subject matter knowledge (non-cumulative) and critical thinking skills;
- 4 graded Lab Assignments dealing with one page letter responses testing Neutral/Bad News Messages, Persuasive Messages, Thank You Letters, and Positive/Affirmative Messages all related to business situations;
- Section 505-Zoom guest lecture featuring: a) Andra Floyd, SFA Computer Laboratory Specialist, who will present regarding Oral and Electronic Communications; and b) Flora Lawson, Phd/Human Resources Management (Walden University) and entrepreneur/owner of Flexellence Inc, who will speak to job interviewing and resumes (Chap 13 and 14 of textbook addressing Job Readiness objective of course) to be given Wed 9/15/21 at 5:30 PM CST;
• Graded Research Assignment addressing APA 7.0 guidelines (Chapt’s 9 and 10 of textbook) while comporting with Research and Critical Thinking skills. Writing rubric for this as well as all writing assignments included in syllabus and Brightspace;
• Graded Zoom Group Oral Presentation to be submitted at end of Module 6. Instructor divides class into small groups who meet on their own during the course regarding choice between two business communication topics of immediate import. Topics involve the impact of COVID-19 pandemic on business communication skills in all areas, OR the impact of COVID-19 pandemic on Higher Education Institutions from both academic and business standpoints.
• Powerpoints for each chapter included for study review;
• YouTube and Cengage videos covering each chapter and relevant course objectives, promoting electronic communication objectives of course;
• Goals and objectives as well as content (video and/or written) for each chapter;
• Checklists provided for each chapter, located in respective modules;
• Graded Written Resume and Cover Letter Assignment covering Business Readiness, Written Communication, and Electronic Communication core objectives;
• Grammar Component provided through Cengage Mindtap (ungraded but strongly encouraged, along with instructor support for severe issues in this arena)-link provided through Brightspace. Students are also informed about Grammarly and referred to pgs.277-297 in the BCOM10 textbook which contains a Grammar appendix, as well as referred for academic reinforcement through tutoring as appropriate;
• Final graded Podcast project with the topic of Global Business Communications. Transcript and APA references are to be attached to the final product, which may be either audio or audio/video. Grade will be determined by:
  • How well the introduction sets the scene.
  • Clarity, accuracy, and relevance of content.
  • Whether the conclusion provided a clear summary of the main points.
  • The structure and flow of the podcast.
  • Technical sound quality (volume and clarity).
  • Creativity is also considered

Course Calendar:
Create a tentative timeline for the course. At a minimum, list the topics that the course will cover and the week they will be discussed. Be sure to indicate when each core objective will be addressed in the course.

• Week 1: 8/23/21-8/29/21: Chapters 1 and 2 of Text (Establishing a Framework for Business Communications; Focus on Interpersonal and Group
Communications)-(Core-Communication Skills, Critical Thinking, Personal Responsibility) **Start of Team Zoom Project Preparation**

- **Week 2: 8/30/21-9/5/21:** Chapters 4 and 5 of Text (Preparing Written Messages; Communicating Electronically (Core-Communication Skills)

- **Week 3: 9/6/21-9/12/21:** Chapters 3 & 7 of Text (Planning & Decision Making; Delivering Bad-News (“Sorry”) Messages) (Core-Communication Skills; Personal Responsibility; Critical Thinking)

- **Week 4: 9/13/-9/19/21:** Chapters 6 & 8 of Text: (Delivering Good-and-Neutral News Messages; Delivering Persuasive Messages) (Core- Communication Skills; Personal Responsibility; Critical Thinking) **Zoom Guest Lecturer Presentation 9/15/21 5:30 PM EST Tent**

- **Week 5: 9/20/21-9/26/21:** Chapters 9 & 10 of Text: (Understanding the Report Process and Research Methods; Managing Data and Using Graphics) (Core- Personal Responsibility; Communications Skills; Critical Thinking)

- **Week 6: 9/27/21-10/3/21:** Chapters 11 and 12 of Text: (Organizing and Preparing Reports and Proposals; Designing and Delivering Business Presentations) (Core- ; Personal Responsibility; Communications Skills; Critical Thinking) **Team Zoom Presentation Due 10/1** (Core-Teamwork)

- **Week 7 10/4/21-10/8/21 (FINAL SHORT WEEK):** Chapters 13 & 14 of Text (Preparing Resumes and Application Messages; Interviewing for a Job and Preparing Employment Messages) (Core-Job Readiness; Communication Skills; S Personal Responsibility)

**Grading Policy:**

**Grading Scale**

Graded work will receive a numeric score reflecting the quality of performance as given above in evaluation methods. Your overall course grade will be determined according to the following scale:

- **A:** 90% - 100% (900-1000)
- **B:** 80% - 89% (800-899)
- **C:** 70% - 79% (700-799)
- **D:** 60% - 69% (600-699)
- **F:** 59% or Below (698 or less)
• Letters, Memos, and other Written Messages (Discussions) 250 pts
• Documented Report/Proposal 150 pts
• Objective Examinations 300 pts
• Quizzes (140 pts) and other assignments (Labs)-110 pts= 250 pts
• Oral Group presentation(s) 50 pts
  • Xtra credit as applicable through discussions, resumes etc-50-100 pts

• Letters, Memos, and other Written Messages 25%
• Documented Report/Proposal 15%
• Objective Examinations 30%
• Quizzes and other assignments 25%
• Oral Group Presentation(s) 5%

TOTAL POINTS-1,000 pts (XTRA CREDIT-50-100 PTS)

Links to Support
SFASU Academic Catalog: http://catalog.sfasu.edu/content.php?catoid=1&navoid=28
https://www.sfasu.edu/sites/default/files/2018-03/owl-how-to-use.pdf

Academic Resources & Writing Center:
http://catalog.sfasu.edu/content.php?catoid=1&navoid=28
https://www.sfasu.edu/aarc

Library: https://library.sfasu.edu/#/?_k=g4mu57

Bookstore: https://sfasu.bncollege.com/shop/sfasu/page/find-textbooks?utm_source=google&utm_medium=cpc&utm_campaign=Catch+All%3EDSA%3ETextbook%3EReturning+Users&gclid=Cj0KCQjw0K-HBhDDARIsAFJ6UGiRpl4f25Q8CKv8uHve_dmoEW5NRFBmnsMTW3GU4VMp2OOWFKImpEaApOnEALw_wcB&gclsrc=aw.ds

About SFASU: https://www.sfasu.edu/about-sfa

Instructions for Accessing, Downloading, and Activating Office 365 Pro Plus: Go to your home page of MySFA.

Attendance Policy:
You will notice in Brightspace a list of the due dates for each assignment. Activities are to be submitted on a Tuesday, no later than 11:59 pm CST. Each day an assignment is late, 10% will be deducted from your grade. After 48 hours, assignments will not get accepted and you will get an F or grade of zero (see below).
If computer issues prevent you from submitting assignments on time, please leave a message on my cell phone asking for an extension. For any other extenuating circumstances, please email me. (You may use Brightspace as well as my University Email for this purpose to make sure I see it.)

*Note this exception to the above: A university non-scheduled outage exceeding twelve hours is a bona fide reason for missing a deadline.*

Per University policy, no assignment will be accepted after two days past the Tuesday due date (11:59 PM). Assignments submitted late without extension approval by me will result in a grade reduction as follows.

<table>
<thead>
<tr>
<th>HOURS LATE</th>
<th>PENALTY</th>
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<tbody>
<tr>
<td>0-24</td>
<td>-1 Letter Grade</td>
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<tr>
<td>24-48</td>
<td>-2 Letter Grades</td>
</tr>
<tr>
<td>49-72</td>
<td>not graded. Zero</td>
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</tbody>
</table>

As previously stated, should there be extenuating circumstances which will prevent you from submitting an assignment on time, please contact me and your academic advisor immediately.

By policy, bulk loading, submitting one or more assignments before receiving feedback on an earlier assignment is not allowed. I hold firmly to this policy. I will do my part and grade your assignments in a timely manner. I urge you to plan your time well and leave time to receive my feedback on one assignment before submitting the next.

**Academic Integrity (A-9.1)**

**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 it 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-4.1.pdf](http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf)
Course Grades (University Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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/.

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). 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 SFA’s Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Mental Health and Wellness

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

SFACounselingServices www.sfasu.edu/counselingservices
Rusk Building, 3rd Floor 936.468.2401

SFA Human Services Counseling www.sfasu.edu/humanservices/139.asp
Human Services, Room 202 936.468.1041

Crisis Resources: Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741