Stephen F. Austin State University
Department of Languages, Cultures and Communication
Communication Studies Program
Professional Communication
COMM 4306.500 Fall 2023
Course Syllabus

Professor: Larry J. King, Ph.D.
Office of Communication
Office: Boynton 208A
Phone: 936-468-1260
Email: lking@sfasu.edu

Students are expected to AVOID using the messaging function in D2L as a means of communicating.

Office Hours: MW: 10:45-Noon & 3:40-5:00 PM
Virtual Office Hours: E-mail or a phone call are preferred modes of communication to set Zoom or in-person appointments and ask course-related questions.

COURSE TIMELINE: Provided on D2L/Brightspace

COURSE DESCRIPTION:
COMM 4306 “Professional Communication” (3 credits) meets once, twice, or three times a week for a total of 150 minutes per week for a total of 15 weeks, and also meets for a 2-hour final examination. Online delivery contains extensive written content as well as audio-visual presentations and exercises that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Activities include readings, professional development activities, written work, and oral presentations. These various activities average a minimum of 6 hours of work each week to be prepared to engage in face-to-face class meetings and complete out-of-class readings, quizzes, and written work.

COURSE MATERIALS:
1. All reading material is provided in D2L/Brightspace.
2. Students are required to purchase a $20 student account with Digication.com (an electronic portfolio service).

COURSE OBJECTIVES:
1. Read, comprehend, and apply communication research published in communication journals to course content and assignments.
2. Define, analyze, and evaluate the uses of the term “professional” and its implications for contemporary work.
3. Compose professional communication documents such as cover letter and resume for employment searches.
4. Build/compile a library of professional resources in Digication – an electronic portfolio.
5. Analyze issues, problems, and competencies related to professional communication in an organizational context.
6. Create a training and development seminar to address an organizational issue.
COMMUNICATION PROGRAM LEARNING OBJECTIVES: *PLOs assessed in this course.
1. Theory Knowledge: Students majoring in Communication Studies should display comprehension of major communication theories.
2. Theory Application: Students majoring in Communication Studies will apply the major theories in the field to communicate effectively in a variety of settings.
3. Research Methods: Students majoring in Communication Studies will be able to use and demonstrate understanding of appropriate methodology in critical, humanistic, or social scientific paradigms in examining research questions in communication.
4. Diversity and Freedom of Expression: Students majoring in Communication Studies will be able to recognize the central role of diversity and freedom of expression in a global community.
5. Constitutive Nature of Communication: Students majoring in Communication Studies will be able to demonstrate knowledge of the constitutive nature of communication, which includes forces that enable and constrain communication such as technology, ethics, and organizational life.
6. Higher Order Thinking: Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.

UNIVERSITY PROGRAM LEARNING OBJECTIVES:
1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. Communication Skills - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.
3. 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 - to include the ability to connect choices, actions, and consequences to ethical decision-making.

COURSE POLICIES: The following policies will apply toward classroom decorum.

1. ACCEPTABLE STUDENT BEHAVIOR: 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 Code of Student Conduct and Academic Integrity, Policy 10.4).

2. COURSE ADAPTATIONS: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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/.

FOR THIS COURSE, the instructor expects students who receive institutional disability services approval to manage course adaptations responsibly by meeting with the instructor to discuss the specific accommodations for this course. For all assignments that require accommodations, the instructor appreciates an email reminder at least two days before each assignment. It is your responsibility to keep up with any course adaptation. Documentation for adaptations from ODS is required before any adaptations will be discussed or considered.
3. ACADEMIC INTEGRITY:

Abiding by the Code of Student Conduct and Academic Integrity is the responsibility of all university faculty and students. You can find the SFA Code of Student Conduct and Academic Integrity at https://www.sfasu.edu/docs/policies/10.4.pdf. All students should read and follow this policy.

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one's self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

PLEASE NOTE: The use of ChatGPT or any other AI in any assignment or test in this course will be considered plagiarism and is not allowed.

4. D2L AND ONLINE COURSEWORK: ALL students are expected to use D2L in this course to perform and keep up with graded activities and scheduled readings. Students should sign in at http://d2l.sfasu.edu using the same username and password as MySFA. Students are
responsible for using the platform correctly, using reliable technology, and using reliable internet services. The University supplies these tools in the Library and other Lab locations.

- **LATE WORK:** Work that is not submitted by the due date and time will not be accepted, unless you have an instructor approved excuse for not turning the work in on time (that excuse must be fully documented and approved by your instructor). If possible, you should present your excuse with documentation to your instructor before the assignment is due. You must follow the directions for submitting the assignments electronically. If you do not follow directions, your assignment will be considered late and not accepted. If you have trouble submitting your assignments in D2L you should contact the CTL at (936) 468-1919. Your instructor cannot help you with technical issues with D2L because your instructor does not have access to your view of D2L. The CTL is open 8 AM to 5 PM M-F, so do not wait till the last minute to submit your assignment.

5. **GRADE WITHHELD POLICY** (Semester Grades A-54): 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. [http://www.sfasu.edu/policies/semester_grds.asp](http://www.sfasu.edu/policies/semester_grds.asp)

**STUDENT SUPPORT:**
Should you have technical questions regarding part of the course requirements, please visit the Online Orientation at [http://www.sfaonline.info/supportandtutorials](http://www.sfaonline.info/supportandtutorials). If you still need help, please contact the Center for Teaching and Learning at 936-468-1919.

**STUDENT WELLNESS AND WELL-BEING:**
SFA values students’ overall well-being, mental health, and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249 dos@sfasu.edu
SFA Human Services Counseling Clinic Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit. Services include:
· Health Services
· Counseling Services
· Student Outreach and Support
· Food Pantry
· Wellness Coaching
· Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
· Burke 24-hour crisis line: 1.800.392.8343
· National Suicide Crisis Prevention: 9-8-8
· Suicide Prevention Lifeline: 1.800.273.TALK (8255)
· johCrisis Text Line: Text HELLO to 741-74

COURSE REQUIREMENTS:
This class is based on 1000 possible points. Therefore, the grading guide indicates how to convert to A, B, C, D, or F:
900-1000 – A; 800-899 – B; 700-799 – C; 600-699 – D; 0-599 – F

COURSE ASSIGNMENTS:

Discussion Posts 1-3 (200 points total)
Discussion post instructions are on D2L, and there is a general guide to writing discussion posts included in the syllabus.
Discussion Post 1 (25 points)
Discussion Post 2 (75 points)
Discussion Post 3 (100 points)

Dropbox Assignments (300 points total)
Dropbox assignment instructions are on D2L for each assignment including the assignment objectives, the instructions for completion and submission, and the assessment information.
Cover Letter and Resume (100 points)
Interview Guide (100 points)
Book Report: Developing Professional Knowledge (100 points)

Digication Portfolio (500 points total)
A Digication portfolio will be completed to provide an electronic portfolio and resume link to future employers. Instructions will be provided in D2L/Brightspace.

Guide to writing discussion posts:
There are five things I look for in the discussions.
1. The discussion posts address the questions raised in that discussion adequately including relevant definitions and examples from the course perspective - Remember, whenever you are talking about an issue in the discussions, you are always doing so in the context of this course – public speaking.
2. Whether the student is responding to other students’ posts in a meaningful manner - If the student simply agrees with another student, then that is not meaningful. The student needs to demonstrate understanding of the issue raised by fellow student and has to make clear WHY he/she agrees or disagrees with the post of fellow student. At least five responses other than your own post is required.

3. Whether the example given is creative, relevant and demonstrates outside research to the issue or tangential - Sometimes, students would give examples that are far-fetched and don’t really address the question or issue being discussed. You need to show that you are bringing in your own experiences and other research material to the discussion.

4. How does your post compare with those of your classmates’ posts - If you write a post that satisfies all the things, I have mentioned in the first three points and yet falls far below the depth and quality of posts by other members in your class, those members will earn higher grades than you would.

5. In order for your class members to respond to your posts, you need to post in a timely manner. Your first post must be made a day ahead of the deadline. You also need to respond to at least five other posts. If you are habitually posting really close to the 11 pm deadlines, then you will not earn full credit.

Note: If no one else posts, you’ll be graded on the quality of your own post. Your grades will not suffer due to the non-participation of other class members.

Also, make sure you type the post in a .doc file and then copy and paste it on the discussion board. This practice protects you from losing your work in case of any technology failure.