BUSI 2304 (003): Business Communication

Stephen F. Austin State University
Nelson Rusche College of Business
Department of Business Communication & Legal Studies

Spring Semester, 2024, Three Credits
11:00 am - 12:15 pm on Mondays and Wednesdays / R.E. McGee Business 222

Instructor
Dr. Suhyung Lee
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McGee Business Building - 229D
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(936) 468-1463
E-mail
Suhyung.Lee@sfasu.edu (preferred method to reach me)
Office Hours
Monday: 9:00 am - 11:00 am (virtual only, by appointment)
12:15 pm - 1:45 pm (F2F or virtual)
Tuesday: 11:00 am - 2:00 pm (F2F or virtual)
Wednesday: 9:00 am - 11:00 am (virtual only, by appointment)
12:15 pm - 1:45 pm (F2F or virtual)
Thursday, Friday: By appointment

COURSE DESCRIPTION

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 ENGL 1301/1302 or equivalent with a C grade or better

1. Program Learning Outcomes (PLO)

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.

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)

2. 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 BUSI 2304, you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills-Written requirement—plus several others. 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.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</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>Individual Report Team Research Presentation</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>Individual Report Team Research Presentation</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>
</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 shared purpose or goal.</td>
<td>Team Research Presentation</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Ethics Situation Assignment – Four Dimensions</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 this course.</td>
</tr>
</tbody>
</table>
3. **Student Learning Outcomes (SLO)**

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.

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 PLOs identified by the Texas Higher Education Coordinating Board.

**COURSE REQUIREMENTS**

1. **Textbooks**


2. **Software**

   - Microsoft Word: All documents and assignments that are submitted online must be submitted using Microsoft Word.
   - Power Point: You will also need software to read PowerPoint slides, as well as create them for a presentation.
   - Adobe Reader: To read PowerPoint slides and to review some documents and graded assignments in PDF format.
   - Zoom: To record your presentation (if any), you will need to access your free Zoom account through SFA and have a video recorder with a microphone.

If you do not have Microsoft Word or Microsoft PowerPoint on your computer, plan to use the software in an on-campus computer lab or some other location where you have access to such
software. SFA offers free downloads of Office 365.

Use of any artificial intelligence (AI) software or tool, such as ChatGPT, to complete any assignment, including but not limited to any exams, research projects, or written work produced in the class, is considered a violation of the Academic Dishonesty policy and will be treated by the instructor as such.

3. Equipment

You will need reliable access to the Internet so that you can check the course on the D2L Learning Management System regularly.

4. Student Expectations

As business student, you are expected to conduct yourself in a professional manner. All communications in this class (including assignment submissions, email messages, and class discussions) should present you as a professional in the field. This means that you should always use professional language, proper spelling/grammar/punctuation, appropriate addresses, and completeness in your communications. Each communication you make will help shape your professional image, and this class is the time to practice this. Always proofread your messages from the standpoint of your receiver and make adjustments as needed.

COURSE ASSIGNMENTS AND GRADING POLICIES

1. Course Assignments and Grading (Tentative)

As learners, you are responsible for your own learning. You can do so by participating in each session, asking questions, striving for answers, and discussing issues related to the course content. The following activities are designed to facilitate your learning process. You will be evaluated on the basis of the quality, quantity, and timeliness of your efforts.

I do not grade on a curve. Technically, everyone in the class could get an A, and nothing would please me more. To get an A, you must demonstrate superior work on all fronts and consistently apply what you have learned. You must manage your own grade and resolve any issues of concern on a timely basis. Your grade book will be updated frequently on D2L and it is your responsibility to check your grade often and resolve any items of concern.

Your final grade in this course will be based on the following requirements and point allocations. Detailed information on each assignment except ongoing assignments such as learning exercise and class activity will be announced over the semester.

All assignments will be submitted to the D2L course site by their due dates and are due by 11:59 pm on the designated date. Written assignments must be prepared as Word (.doc or .docx) or Power Point for submission. Open Office (e.g., Google Doc) and other Apple file formats are not compatible with the D2L platform. Also, make sure that you submit every assignment on time to
get full credit. No late submissions will be accepted unless they are arranged in advance. If your Web connection is down for some reason, assignments should immediately be emailed to me. If not, it will be considered a late or no submission. Any empty or incorrect file will be regarded as no submission. Please be cautious on your work before submission.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Exercise</td>
<td>Review of an assigned chapter</td>
<td>70</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Class Activity</td>
<td>Practice Writing Assignments</td>
<td>55</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>Ethics Assignment</td>
<td>25</td>
<td>2/7</td>
</tr>
<tr>
<td></td>
<td>Negative News Message</td>
<td>100</td>
<td>3/6</td>
</tr>
<tr>
<td></td>
<td>Persuasive News Message</td>
<td>100</td>
<td>3/29</td>
</tr>
<tr>
<td></td>
<td>Individual Report</td>
<td>150</td>
<td>4/19</td>
</tr>
<tr>
<td></td>
<td>Resumé</td>
<td>50</td>
<td>5/1</td>
</tr>
<tr>
<td>Team Assignment</td>
<td>Team Research Presentation</td>
<td>150</td>
<td>4/29</td>
</tr>
<tr>
<td>Exams</td>
<td>Midterm / Final Exam*</td>
<td>300</td>
<td>3/18, 5/8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,000</td>
<td></td>
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</table>

* Final Exam is “keystone” assignment that is REQUIRED to be completed to pass the course, which cannot be made up on another date following faculty requirements regarding institutional absences (HOP policy 04-110).

**Attendance:**

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 (me) will take attendance every day. If you are absent for an exceptional and university-sanctioned reason (e.g., serious illness, a death in the family, or a school-related event), 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 marked ‘excused absence.’
If you are absent for class and cannot provide an acceptable excuse with associated documentation as described above, you will be marked ‘unexcused absent.’ If you will be marked unexcused absent four times, you will be dropped a letter grade. In addition, if you miss 8 class sessions (30% of class session of this course) in the total of both your excused and unexcused absences, you will automatically fail the course.

This course is designed as in-person class only, thus, you are not allowed to take this course remotely. If we have to move to online because of unexpected situation such as increases of cases of COVID-19, a new attendance policy will be introduced.

Learning Exercise:

Learning exercises will enable students to think about important topics of reading materials, find central points to read, and reflect what they have learned. Students will answer the questions of learning exercises for each chapter. (5 points per each exercise, 14 chapters). The learning exercise should be submitted through D2L by 11:59 pm on one day before the class. No late submissions will be accepted.

Class Activity:

There will be a number of in-class learning activities that students are expected to engage in. Activities include individual exercises, practice writing assignments, and group discussion based on chapters or cases. Points will be assigned differently depending on the activity and be awarded based on your efforts to complete the activity. Detailed information on each activity will be announced again over the semester. No late submissions will be accepted.

2. Grading Distribution

- 900 - 1,000 points = A
- 800 - 899.9 points = B
- 700 - 799.9 points = C
- 600 - 699.9 points = D
- 599.9 points or below = F

Grades are based on points only, never on percentages. Grades are weighted, and point values are firm. Bonus points may be available at the discretion of the instructor.

3. Workload

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning per week over a full semester (15 weeks) for an average student to achieve an average grade of ‘C’ in the course. Those enrolled in this three-credit course should expect to spend an additional 6.5 hours per week of the semester on coursework outside the classroom in order to earn a ‘C’.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments (Due)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/22</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1/24</td>
<td>Business Ethics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/29</td>
<td>Ch1. Establishing a Framework</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/31</td>
<td>Ch2. Interpersonal/Group Communication</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2/5</td>
<td>Ch3. Planning Messages</td>
<td>Ethics Assignment (2/7)</td>
</tr>
<tr>
<td>3</td>
<td>2/7</td>
<td>Ch4. Preparing Messages</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/12</td>
<td>Ch5. Communicating Electronically</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/14</td>
<td>Ch6. Good/Neutral Messages</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/19</td>
<td>Ch6. Good/Neutral Messages</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/21</td>
<td>No Class (Conference)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/26</td>
<td>Ch7. Bad News Messages</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/28</td>
<td>Ch7. Bad News Messages</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3/4</td>
<td>Ch7. Bad News Messages</td>
<td>Negative News Message (3/6)</td>
</tr>
<tr>
<td>7</td>
<td>3/6</td>
<td>Midterm Exam Review</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/11</td>
<td>No Class (Spring Break)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/13</td>
<td>No Class (Spring Break)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/18</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/20</td>
<td>Ch8. Persuasive Messages</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/27</td>
<td>Ch8. Persuasive Messages</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4/1</td>
<td>Team Building</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4/3</td>
<td>Ch12. Presentations</td>
<td></td>
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<tr>
<td>12</td>
<td>4/10</td>
<td>Ch9. Reports Process &amp; Research Methods / APA Format</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/22</td>
<td>Ch13. Resumes and Application Messages</td>
<td>Presentation Slides (4/28)</td>
</tr>
<tr>
<td>15</td>
<td>4/29</td>
<td>Team Research Presentations</td>
<td>Resumé (5/1)</td>
</tr>
<tr>
<td>15</td>
<td>5/1</td>
<td>Final Exam Review</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>5/8</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
GENERAL STUDENT POLICIES

1. Academic Integrity

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.

This class will be conducted in a professional manner. This means 1) submit work on time 2) avoid profanity and/or offensive language in your communication, 3) participate fully and courteously with your classmates and team members, and 4) turn off cell phones.

2. Withheld Grades Semester Grades 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

3. 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), 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

4. 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
936.468.7249
dos@sfasu.edu

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

*The Health and Wellness Hub “The Hub”* (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 741-741