BUSI 2304  
Business Communication  
Department: Business Communication and Legal Studies  
Class meeting time: T-TR 11:00-12:15 (Section 007) in McGee Business Bldg. Rm 237  
Spring 2024  

Instructor: Dr. Juliana Lilly  
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Email: Juliana.Lilly@sfasu.edu  
Office hours: Tu 1-5; Wed 10-12 and 1-4; Th 9-11; or by appointment  

Course Description: Application of business communication principles through the 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 of English 131, 132, 133, or 235 with a grade of C or better.  


Required software/technology: Microsoft Word, PowerPoint  

Class format: The class will consist of lectures, class discussions, and in-class work. Students are expected to read the assigned material before class so that meaningful discussions in class can take place.  

The grading in this course will consist of individual work and teamwork.  

<table>
<thead>
<tr>
<th>Individual work</th>
<th>Points</th>
<th>Teamwork</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (14)</td>
<td>280</td>
<td>Team Charter</td>
<td>15</td>
</tr>
<tr>
<td>Final exam</td>
<td>120</td>
<td>Team Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Report</td>
<td>125</td>
<td></td>
<td></td>
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<tr>
<td>Bad news message</td>
<td>100</td>
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<tr>
<td>Persuasive message</td>
<td>100</td>
<td></td>
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<tr>
<td>Resume</td>
<td>30</td>
<td></td>
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<tr>
<td>Ethics paper</td>
<td>30</td>
<td></td>
<td></td>
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<tr>
<td>Practice writing (2)</td>
<td>50</td>
<td></td>
<td></td>
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<tr>
<td>Professional Communication Test</td>
<td>50</td>
<td></td>
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</tr>
</tbody>
</table>

Total points = 1000  

A = 900 or higher  
B = 800-899  
C = 700-799  
D = 600-699  

Please note: NO LATE WORK IS ACCEPTED, and NO MAKEUP WORK IS ALLOWED  

Quizzes: There are 14 chapter quizzes worth 20 points each that will be administered during class. Each quiz is worth 2% of the final grade. Students absent on the day of the quiz will not be allowed to take the quiz late or take the quiz remotely. Passwords for quizzes will be provided in class on the day of the quiz. Students who miss a quiz because they are on official university business need to make arrangements to take the quiz in advance.  

Final Exam: The final exam is comprehensive and is worth 120 points.  

All quizzes and exams must be taken using a laptop or phone and will be monitored in class. Students who do not have the technology for the exams must inform the instructor at the beginning of the semester to find a solution.
For all assignments: **Using any artificial intelligence (AI) software or tool, such as ChatGPT, to draft and/or revise materials for an assignment is prohibited unless authorized by your instructor.** Student papers will be scanned using software for plagiarism and AI-generated writing. Students with high scores for plagiarism and AI-generated writing will be reported to the university administration for academic dishonesty.

**Report:** Students will write one brief research report on company ethics worth 125 points. Instructions for the report are found in the Assignments section.

**Bad news message:** Students will write one bad news message worth 100 points. Instructions are found in the Assignments section.

**Persuasive message:** Students will write one persuasive message worth 100 points. Instructions are found in the Assignments section.

**Resume:** Students will write a resume worth 30 points. Instructions are found in the Assignments section.

**Ethics paper:** Students will write one ethics paper worth 30 points. Instructions are found in the Assignments section.

**Practice writing:** Students will have two practice writing assignments worth 25 points each. Instructions are found in the Assignments section.

**Team charter:** Each team will write a team charter worth 15 points outlining the rules and policies on how the team will operate during the semester. All team members will receive the same grade UNLESS a team member is removed from the team for poor performance. Instructions are found in the Assignments section.

**Team presentation:** Each team will make an oral presentation worth 100 points. All team members will receive the same grade UNLESS a team member is removed from the team for poor performance. Instructions are found in the Assignments section.

**Professional Communication Test:** Students will need to demonstrate an ability to write documents that are free from obvious or surface errors in their writing. **The test will be administered on Jan 25 during class** and is worth 50 points.

**Professional Communication Test (50 points)**

**Expectations on writing quality in this course.** Your business communication reflects your professionalism, intelligence, business acumen, and attention to detail. These documents also reflect the care that your employer or organization takes in its interactions with its customers, shareholders, suppliers, and regulators. As such, your writing must be free of obvious or surface errors such as spelling, grammar, punctuation, pronoun usage, word choice, sentence fragments, etc. Moreover, you must use Standard American English (SAE) in your writing.

In this writing-enhanced course, and in the documents that you upload for grading, 30% of your grade is based on writing mechanics. If writing is still a challenge for you at this stage in your academic career, take steps now to get help from AARC or use Microsoft Tools or Grammarly.com to find and correct these credibility-killing errors **before** you submit your work.

**Professional Communication Test (PCT).** To ensure your success in this course, your proficiency in these areas will be measured in the second week of class. You will need to score a 70% or better on the Professional Communication Test that is worth 50 points. Areas covered on the test include:

- Plural Nouns
- Possessive Nouns
- Pronouns
- Verbs
You may prepare for the test by studying these areas in the Grammar and Usage Appendix in your textbook on pp. 265 - 294.

Students who score below 70% will be required to produce a legible, handwritten writing manual that contains rules that apply for each of the PCT sentences. The manual is due on October 18.

Sample for handwriting manual entry:

Original Sentence: 1. The legal team disposed of the company's assets.

Applied Rule: Use an apostrophe and s ('s) to form the possessive case of a singular noun or a plural noun that does not end with a pronounced s.

Corrected Sentence: The legal team disposed of the company’s assets.

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 the completion of a structured field-based work internship experience. (Career Readiness)

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

**BUSI2304** is a Core Curriculum Course that fulfills the **Communication Skills Written** requirement – plus several others. The table 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</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>Individual report</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 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 assignment</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, the Internet, and other technologies.
10. Deliver an effective oral business presentation. **Communication.**

**General Student Policies**

**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.

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.

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/.

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)
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”
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)
- Crisis Text Line: Text HELLO to 741-741
## Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Jan</th>
<th>Tentative Event</th>
<th>Mar</th>
<th>Tentative Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>○</td>
<td>Class introduction</td>
<td>19</td>
<td>○ Ch 8 Delivering Persuasive Messages</td>
</tr>
<tr>
<td>23</td>
<td>○</td>
<td>Ch 1 Establishing a Framework</td>
<td>21</td>
<td>○ Ch 9 Understanding the Report Process&lt;br&gt; ○ Ch 8 Quiz</td>
</tr>
<tr>
<td>25</td>
<td>○</td>
<td>Professional Communication Test</td>
<td>26</td>
<td>○ Persuasive Message due&lt;br&gt; ○ Ch 9 Quiz</td>
</tr>
<tr>
<td>30</td>
<td>○</td>
<td>Ch 2 Interpersonal/Group Communication&lt;br&gt; ○ Ch 1 quiz</td>
<td>28</td>
<td>○ Easter Holiday</td>
</tr>
<tr>
<td>Feb 1</td>
<td>○</td>
<td>Ch 2 – continued&lt;br&gt; ○ Ch 2 Quiz</td>
<td>Apr 2</td>
<td>○ Ch 10 Managing Data and Using Graphics</td>
</tr>
<tr>
<td>6</td>
<td>○</td>
<td>Ch 3 Planning and Decision Making&lt;br&gt; ○ PCT Corrections due</td>
<td>4</td>
<td>○ Ch 13 Preparing Resumes and Applications&lt;br&gt; ○ Ch 10 quiz</td>
</tr>
<tr>
<td>8</td>
<td>○</td>
<td>Ch 3 – continued&lt;br&gt; ○ Practice Writing 1 due&lt;br&gt; ○ Ch 3 Quiz</td>
<td>9</td>
<td>○ Ch 13 – continued&lt;br&gt; ○ Ch 13 Quiz</td>
</tr>
<tr>
<td>13</td>
<td>○</td>
<td>Ch 4 Preparing Written Messages</td>
<td>11</td>
<td>○ Ch 11 Organizing and Preparing Reports&lt;br&gt; ○ Resume due</td>
</tr>
<tr>
<td>15</td>
<td>○</td>
<td>Ch 4 – continued&lt;br&gt; ○ Form Teams&lt;br&gt; ○ Ch 4 Quiz</td>
<td>16</td>
<td>○ Ch 12 Designing and Delivering Presentations&lt;br&gt; ○ Ch 11 quiz</td>
</tr>
<tr>
<td>20</td>
<td>○</td>
<td>Ch 5 Communicating Electronically&lt;br&gt; ○ Practice Writing 2 due</td>
<td>18</td>
<td>○ Ch 14 Interviewing and Employment Messages&lt;br&gt; ○ Ch 12 quiz</td>
</tr>
<tr>
<td>22</td>
<td>○</td>
<td>Ch 6 Delivering Good/Neutral Messages&lt;br&gt; ○ Ch 5 quiz</td>
<td>23</td>
<td>○ Ch 14 - continued</td>
</tr>
<tr>
<td>27</td>
<td>○</td>
<td>Ch 6 – continued&lt;br&gt; ○ Team charter due&lt;br&gt; ○ Ch 6 Quiz</td>
<td>25</td>
<td>○ Individual report due&lt;br&gt; ○ Ch 14 quiz</td>
</tr>
<tr>
<td>29</td>
<td>○</td>
<td>Ch 7 Delivering Bad News Messages</td>
<td>30</td>
<td>○ Team Presentations</td>
</tr>
<tr>
<td>Mar 5</td>
<td>○</td>
<td>Ch 7 – continued&lt;br&gt; ○ Ethics paper due</td>
<td>May 2</td>
<td>○ Team Presentations</td>
</tr>
<tr>
<td>7</td>
<td>○ Ch 7 quiz&lt;br&gt; ○ Bad news message due</td>
<td>7</td>
<td>○ Final exam 8:00 class is 8:00-10:00&lt;br&gt; ○ Final exam 11:00 class is 10:30-12:30</td>
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<tr>
<td>12</td>
<td>Spring Break</td>
<td>14</td>
<td>Spring Break</td>
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Assignments

Practice Writing 1

Answer the following questions. The entire paper should be no longer than one page, double-spaced, in 12-pt font. Organize the paper so that it is easy to find the information.

1. Why is it important to follow directions on assignments?
2. Why is writing correctly important for professional success? Include two reasons and explain your answer.
3. Honestly assess your writing skills. Do you often make writing errors? Does your work easily flow from start to finish? Is your writing tailored to the right audience?

Practice Writing 2

Apply the ethical dimensions of the business behavior model (below for reference) to the case below. Select the appropriate dimension for the case and then explain why you believe it falls in this category. In your response, identify which dimension of business behavior applies to the situation and provide your reasons for your decision. Finally, tell what you would do in the situation and why. The paper will be graded on critical thinking and writing quality.

Case: You have a lot of stress in your life right now. Your parents are having financial difficulties, you have some unpaid bills that you can’t afford to pay right now, and you are getting behind on your schoolwork. As you study in the library, you see a student pick up his backpack and leave. On his way out, you see money falling out of his backpack that looks like it could be a lot of money. Then you see a different student right behind him pick up the money, put it in his pocket, and look around. No one else saw what happened except you, and you do not know either student. The second student sees you looking at him. He comes to you and offers to split the money with you. Your half would be $40.

What would you do?

As you write the assignment, please follow these instructions:
- Use a deductive introduction.
- Write at least two paragraphs. Each paragraph should have a topic sentence and be coherent.
- Sentences should be written in active voice.
- The entire paper should be no longer than one page, double-spaced, in 12 pt. font.
Ethics paper assignment

Apply the ethical dimensions of the business behavior model to the case below. Select the appropriate dimension for the case and then explain why you believe it falls in this category. In your response, identify which dimension of business behavior applies to the situation and provide your reasons for your decision. Finally, tell what you would do in the situation and why. The paper will be graded on critical thinking and writing quality.

Case: Your job at the electronics store is very stressful, but it is the only job in Nacogdoches that pays enough money to cover your bills for school and your apartment. Your manager has told you several times in the last two weeks that you must increase your sales of extended warranties for computers, tablets, and laptops to match the sales of your coworkers. However, you have not been very successful, and your manager is becoming impatient with you.

There are so many computer choices that customers often rely heavily on salespeople to give them information about the products. It is very easy to “stretch the truth” about the speed, efficiency, battery life, and overall quality of computers to convince customers to buy a much more powerful computer than they need. The biggest profit, however, is from selling extended warranties to customers for the computers they buy. Most people don’t realize the computers already have a warranty and purchasing the additional warranty protection is not necessary. Giving customers false information is a deceptive sales practice.

Your manager just told you that you must sell at least one extended warranty by the end of your shift or your work hours will be cut in half and given to other sales associates who sell more warranties.

Ten minutes later, a customer approaches you. You help her buy a computer but she hesitates when you suggest purchasing the extended warranty. She then asks you for your honest opinion on whether the extended warranty is needed.

What would you do?

As you write the assignment described, please follow the instructions below:

- Use a deductive introduction.
- Write at least two paragraphs. Each paragraph should have a topic sentence and be coherent.
- Sentences should be written in active voice.
- The entire paper should be no longer than one page, double-spaced, in 12 pt. font.

Team Charter

Team charters help establish the goals, roles, norms, and performance expectations of a team. The team charter is extremely important, especially for teams such as those in this course where team members may not know each other.

The Team Charter has five sections. Each section is worth 3 points, and one grade is assigned for the entire team. Please address each part of the assignment within each of the five sections.

1. Team goals – there must be at least one goal for the final project and one for working together
   - Goals for final project – quality, grade, just check-the-box, etc.
   - Goals for working together – meet new people, learn, just check-the-box, etc.
2. Team member roles – everyone must be assigned at least one role – Examples:
   - Meeting logistics coordinator (calls and runs meetings, keeps team on track, etc.)
   - Note taker (takes accurate notes, creates action list, distributes notes to team, etc.)
   - Research lead (coordinates assigned research tasks, keeps team on track, etc.)
   - Liaison for team/instructor (communicates with each team member and the instructor each week to ensure everyone has what they need)
   - Administrator (keeps track of each person’s contributions to the team and runs discipline process if needed)
3. Performance expectations – list expectations for all categories below
o Expectations of work quality – content, font, spacing, writing errors, etc.
o Expectations of attendance at, and participation in, team meetings
o Expectation of response time to emails, texts, etc.

4. Team rules and procedures – Be specific on the discipline process
   o Discipline process – What happens if someone
     a. Misses a deadline?
     b. Does poor quality work?
     c. Is unresponsive to texts/emails?
     d. Is rude/uncivil toward others?
     e. Tries to do all the work themselves?
     f. What causes someone to be removed from the team?

5. Approval – each team member must write a sentence stating their approval of the charter and their willingness to participate in the team.

Bad News Assignment

As you write the assignment described below, please read the situation carefully and follow the instructions.

Situation

Assume you are the Treasurer for the SFA chapter of a national student organization called Alpha Gamma. The address of the organization is 1234 Raguet Street, Nacogdoches, TX 75961.

The SFA chapter was chosen to host the annual state meeting for all Texas chapters of the Alpha Gamma organization in Nacogdoches. About 200 people typically attend the state meeting which starts on Friday morning and ends on Sunday at noon.

Your chapter has spent several months planning the meeting which includes workshops, guest speakers, social events, and meals. The cost for one student to attend the conference is $400 which includes lodging, t-shirts, information folders, access to all events, and food. Attendees were required to make a deposit of $200 when registering, and it was clear in the registration form the deposit was non-refundable unless students canceled at least four weeks before the meeting.

The deposit is non-refundable because your local chapter signed contracts for hotel rooms and food that require you to pay the full amount unless you make changes to the number of rooms and the amount of food needed four weeks before the meeting. The $200 deposit covers the cost of rooms and food your local chapter would have to pay if someone registered but does not attend.

As Treasurer, it is your responsibility to monitor the registration process for the state meeting. One week before the meeting is scheduled to begin, you receive a request from a student at Sam Houston State University asking for a refund of the deposit because their apartment flooded. The student says they do not have time to attend the meeting because it will take them at least a few weeks to clean up the mess.

Instructions

• Write an indirect letter denying the refund. The student’s name is John Smith, and the address is 12411 Bowers Boulevard Apartment 243, Huntsville, TX 77341. (Note: This type of situation is normally handled through email but write a letter to demonstrate knowledge of letter format.)
• Format the letter in Full Block with open punctuation using traditional or contemporary spacing (see p. 295 in text)
• Create a letterhead with your organization’s name and address.
• Provide a convincing argument to your reader without copying this wording directly.
• Write from the reader’s perspective and provide an alternative solution.
Persuasive message assignment

As you write the assignment described below, please read the situation carefully and follow the instructions. Find a job that you really want right now as a student. The job should be interesting and related to your major. In addition, the work experience you get from the job should help you obtain a good position when you graduate. Assume that several people have applied for the same position, but you believe you would be a better employee than the others for several reasons.

- Your work ethic is fantastic.
- You are very personable and work well with others.
- You are interested in learning as much as possible about the business because it will help you in your long-term career.
- Your course work is related the job, so you already have some knowledge of the skills required for the position.
- You are willing to do whatever it takes to be successful in the position.

Unfortunately, you have heard the hiring manager is hesitant to hire college students because she believes they may have too many other obligations with school. She has mentioned to others that it is sometimes difficult to schedule work shifts for students because of their class schedules.

Write a letter that will be attached to your job application that persuades the manager to hire you for the position. Explain why you want the job, how you can benefit the company, and ask for an interview.

Instructions

- Write an indirect letter to the hiring manager, Kate Smith, at Ideal Job Company, 9687 North Street, Nacogdoches, TX, 75965.
- Format the letter in full block with open punctuation using traditional or contemporary spacing (see p. 295 in text)
- Create a letterhead with your name and address. Do not get too fancy or creative.
- Provide a convincing argument to the reader without copying this wording directly. Write from the reader’s perspective and provide a persuasive appeal.
- The entire letter should be no longer than one page using traditional or contemporary spacing in 12 pt. font.
- Be sure to proofread for spelling and grammar.

Individual Report Assignment on Company Ethics

Your business communication instructor is requiring you to write a formal report about corporate ethics. The report must analyze the ethical reputation of a Fortune 500 company using published articles about that company’s ethical behavior.

Since you plan to apply for a professional position when you graduate, you decide to use the assignment to research a company you will eventually consider for employment.

The report must contain the following information.

1. A brief description of the company and the industry in which it operates.
2. A summary of published information about the company’s reputation that could include positive behaviors toward employees/community or unethical behaviors toward others.
3. One graphic (table, list, figure, etc.) to help the reader understand the information in parts 1 and 2.
4. A conclusion (opinion) of whether you believe the company has an ethical reputation that is supported by the information provided in parts 1 and 2.

The report must include four articles correctly referenced in APA format and be no longer than two pages, double-spaced, in 12-pt font. The report must contain at least four paragraphs:

1. An introductory paragraph
2. A company and industry description
3. Information from the four articles paraphrased in a coherent fashion
4. A conclusion telling if the company is ethical or not

To find articles, use the library database, and type in the name of the company and the keyword “ethics” in the search fields. The Fortune 500 companies should have many articles written about them. Please ask the instructor for help if needed.

Team Presentation

Which Fortune 500 company has the best internships for college students?

Each team should choose five Fortune 500 companies that offer college internships. Teams should research the internships available at each company and compare types of internships, pay, ease of application, requirements, reputation, placement rates, etc. After making the comparisons, the team should decide which company has the best internships. The decision must be supported by facts from the research.

Team presentations should be recorded with students dressed in business casual attire.

The presentation should last 15-20 minutes and be organized as follows:

1. Introduction
   a. Capture the attention of the audience
   b. Present the purpose of the presentation and preview (outline) points that will be covered
2. Body
   a. Present the five companies
   b. Provide relevant statistics
      i. Give credit for source of statistics
   c. Use at least two visual graphics (tables, charts, graphs, etc.) in the presentation
3. Conclusion
   a. State which company has the best internships
   b. Tie the conclusion back to the introduction and body for unity and coherence

When using PowerPoint slides:

a. Don’t put too much information on slides. Use mostly keywords and phrases. Logos and pictures are nice.
b. Type font must be large enough for the audience to see.
c. Find an attractive layout and slide design that is easy on the eyes.
d. Give credit for sources as needed in the presentation.

Resume

Compose a resume that applies to a specific job. Prepare a current, truthful resume that should be true RIGHT NOW that you can use today to apply for a job. Your resume should be exactly one page, visually appealing, and complete.
**Using a resume template is not allowed.** Students should create a letterhead using Microsoft Word to create a unique and easily-edited document for future updating.

Information to include:

1. Name and contact information at the top (heading)
2. A specific goal, objective, or summary statement
3. Education that includes your degree in progress with expected graduation date
4. Experience that is paid or unpaid. This can be work experience, campus involvement, and/or volunteer work.