BA 324 **Business Communication** **Fall 2012**

Master Syllabus

Applies to All BA 324 Sections

Instructor Info	**Sections**
JJ Riekenberg (**JJ.Riekenberg@mccombs.utexas.edu**) *Office*: GSB 4.126J / *Phone:* 471-8051 *Office Hours:* MW 2:30-3:30 p.m. T 11:00 a.m.-12:00 p.m. Th 2:00-3:30 p.m. *Graders*: TBA	01965/ MWF 10:00 / CBA 4.322

Prerequisites

Required classes:	English 603A, Rhetoric and Writing 306, 306Q, 309K, or Tutorial Course 603A, and credit or registration for BA 101H (or 102H), 101S, or 101T
Expected skills:	Basic writing skills, including grammar and mechanics Computer skills, including the ability to create PowerPoint presentations, communicate via email, and use the Internet

Primary Textbook

The primary required textbook for all BA 324 sections is *Business Communication: Process & Product*, 7th edition, by Mary Ellen Guffey and Dana Loewy. Individual lecturers may require additional texts and/or reading packets. The textbook is available in two versions: bound and loose leaf.

Mission Statement

The mission of BA 324 is to provide McCombs School of Business undergraduates with a conceptual framework and specific tools for communicating in complex environments and accomplishing strategic academic and professional business goals. This core course provides writing, oral, and collaborative skills necessary for future business courses, internships, and professional positions.

Course Objectives: Preparing Students for Business Environments

BA 324 focuses on writing, speaking, and interpersonal communication. Although differences in instructors' presentation styles are a natural and valuable part of a multi-section course, all sections of BA 324 have the same objectives. These objectives specify that business students, at the conclusion of the course, should be able to

- Analyze communication situations and audiences to make choices about the most effective and efficient way to communicate and deliver messages
- Conduct research that includes the use of electronic library resources and the Internet; use the results of that research to complete written and oral reports
- Deliver effective business presentations in contexts that may require either extemporaneous or impromptu oral presentations
- Provide feedback, accept feedback, and use feedback to improve communication skills
- Write business documents that are grammatically correct and use appropriate business style
- Develop effective interpersonal communication skills
- Use communication technology appropriately and effectively

Core Communication Skills and Required Assignments

BA 324 focuses on a core set of communication skills and requires assignments that support students in their learning of these skills. Students can expect to work on this core set of skills in all sections of BA 324, although individual sections may add or substitute specific assignments that teach the same skills and fulfill the same course objectives. These communication skills and the types of assignments that teach those skills are described below.

Written Communication: Students write letters, memos, proposals, formal and informal reports, work plans, and progress reports.

Oral Communication: Oral presentations from 2-30 minutes long address informative, persuasive, and extemporaneous methods of delivery. Some oral presentations require the use of visual aids such as handouts, overhead transparencies, and presentation software such as PowerPoint.

Time Management: Assignments are varied, integrated, and overlapping, and students must focus on multiple issues, projects, and demands. Students must, therefore, take responsibility for planning and pacing their own work as well as developing time management skills.

Project Development: Groups of approximately four to six students develop projects, complete research, schedule meetings, write team papers and reports, and deliver a 20-30 minute oral presentation using visual aids. These projects build on and use the skills developed in other class assignments.

Evaluation/feedback: Assignments that require students to learn and develop evaluation and feedback skills are included throughout the course. These assignments may involve editing one's own writing and doing self-critiques, self-evaluations, or analyses of one's own presentations, interpersonal communication, and other class activities. These assignments may also involve peer-editing as well as providing evaluations and critiques of the work of other class members.

Group Management: Students work on group projects to practice interpersonal skills by communicating with group members, other groups, and peers outside the group.

Meeting Management: As part of the projects, groups meet on a regular basis, develop meeting goals, make agendas, facilitate meetings, provide feedback, and submit meeting summaries.

Grading, Key Content Areas, and Required Assignments

Grades in BA 324 are based on a student's work in three key content areas. These content areas reflect the mission of the course, the course objectives, and the core communication skills that students are expected to learn. Each of these content areas represents a fixed percentage of the course's content. In two of these areas, there is a minimum number of specific assignments required for all sections of the course. Students should review the required assignments for their particular BA 324 section.

<u>Three key content areas for BA 324:</u>

Written Communication (50%)

Including ***a minimum of***

- Eight 1- to 3-page assignments or exercises (e.g., memos, emails, letters, blogs, summaries, etc.).
- One business research report or proposal
- Agendas, work plans, PowerPoint slides, outlines, etc.

Oral Communication (35%)

Including ***a minimum of***

- One group research presentation
- One interpersonal assignment

Professional Development (15%)

Including

- Exams (essay or multiple choice), quizzes, and worksheets
- Class participation
- Professional conduct
- Other assignments (written or oral) requiring analysis and integration of course concepts

BA 324: Writing Flag Designation (Substantial Writing Component Course)

Courses that carry a writing flag are intended to offer students significant opportunities to hone their writing skills as they progress through their core curricula and major coursework.

A writing flag course fulfills the following criteria:

- *Requires students to write regularly—several times during the semester—and to complete writing projects that are substantial. It is only through the practice of writing that students learn to improve their writing.*
- *Is structured around the principle that good writing requires rewriting. Students must receive meaningful feedback from the instructor (or teaching assistant) so they can improve successive drafts.*
- *Includes writing assignments that constitute at least one-third of the final grade in the course. These assignments must be graded on writing quality as well as content.*
- *Provides an opportunity for students to read each other's work and offer constructive criticism. Careful reading and analysis of the writing of others is a valuable part of the learning process.*

Written assignments comprise 50% of the grade for this course. Of that 50%, half of the grade is based on the quality of your writing, and the other half is based on evidence of your understanding of the material and fulfillment of other criteria.

Revision/Rewrite Policy

One writing project, chosen at the instructor's discretion, will involve revision. "Rewriting" goes beyond the correction of grammar, mechanics, and usage. It typically involves the re-thinking of major arguments, organizational elements, perspectives, or stylistic choices in the project.

Instructor Communications

Instructors use mass email functions (e.g., Blackboard) to communicate with students. Students are responsible for checking their university email accounts regularly. Emails from instructors contain important information about the course.

Attendance /Punctuality Policy

Since BA 324 teaches both conceptual knowledge and skills, daily attendance and active participation in the class are required. Students should view class attendance as they would work attendance and communicate to their peers and instructor in an appropriate manner.

If your absences exceed three days for a MWF course or two days for a TTh course, your final grade is impacted by a minimum of a 1% deduction of your final grade per absence. Instructors reserve the right to fail students whose absences exceed eight MWF classes or five TTh classes.

A student who arrives 20 or more minutes after the beginning of class will be considered absent.

Please review carefully the additional attendance requirements specified by your instructor.

Grading Policy for All BA 324 and BA 324H Sections

The following plus/minus scale will be used to determine final course grades in all BA 324 and BA 324H sections:

A 93 and above
A- 90-92.9
B+ 87-89.9
B 83-86.9
B- 80-82.9
C+ 77-79.9
C 73-76.9
C- 70-72.9
D+ 67-69.9
D 63-66.9
D- 60-62.9
F 59.9 and below

University Policies Relevant to BA 324 Students

Academic Integrity (Please read very carefully)
The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business, available online at
http://www.mccombs.utexas.edu/udean/Scholastic_Responsibility.asp

One of the provisions of this statement reads as follows:

> "The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business. By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all of the student responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification. Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website (**http://deanofstudents.utexas.edu/sjs/**) or the *General Information Catalog* to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty."

BA 324 instructors will follow and enforce the provisions of the Policy Statement on Scholastic Dishonesty for the McCombs School of Business. You are responsible for reading, understanding and following the Policy Statement on Scholastic Dishonesty for the McCombs School of Business and the policies and procedures on scholastic dishonesty on the Student Judicial Services website. Included in these responsibilities is the responsibility for understanding what actions constitute scholastic dishonesty.

You may not use any resources, including, but not limited to books, computers, databases, etc. for out-of-class assignments if using such resources constitutes one or more acts of scholastic dishonesty, as defined in the *General Information Catalog* or as described in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business. By way of example and not by limitation, you may not consult or submit work (in whole or in part) that has been completed by other students in this or previous years for the same or substantially the same assignment.

Students should be aware that all required writing assignments may be submitted through a software program called SafeAssign on Blackboard. The software is designed to help

faculty and students organize and improve the writing process by encouraging original submissions and proper citation practices.

Class Websites and Student Privacy

Password-protected class sites are available for all accredited courses taught at the university. Syllabi, handouts, assignments, and other resources are types of information that may be available within these sites. Site activities may include exchanging emails, engaging in class discussions and chats, and exchanging files. In addition, class email rosters may be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For more information go to

http://www.utexas.edu/student/registrar/catalogs/gi02-03/app/appc09.html

Services for Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Religious Holidays

A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. Review this policy at
http://www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#religion

Campus Safety

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/ :

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050

Further information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.

Writing Rubric
BA 324 Business Communication: Oral and Written

Criteria	Poor	Satisfactory	Strong
Organization	Writing is not concise and tends to ramble; lack of direction interferes with audience understanding; lacks clear topic sentences	Focus and direction of writing are acceptable and do not interfere with audience understanding; minor errors in cohesion	Writing is concise and clear; information is easy to understand; focus and and direction of writing are obvious to audience
Introduction and Conclusion	Main idea or purpose is not established in the appropriate paragraph; conclusion does not include contact information, end date, goodwill, or future relationship	Main idea or purpose is established in the appropriate paragraph; conclusion is satisfactory but lacks at least one important statement	Introduction not only establishes main idea or purpose as appropriate, but also has an interesting hook; conclusion includes every necessary action or statement
Punctuation and Spelling	Writing contains numerous and/or significant errors which distract from the message	Writing contains occasional errors, which do not distract from the message	Writing is nearly error free with no item that distracts from the message
Sentence Structure and Transitions	Sentence structure lacks readability and/or is awkward; connections between topics, ideas, or arguments lack clear transition	Most sentences build within paragraphs for readability; a few sentences lack transition	Sentences are clear, well developed, and express concise ideas; transitions create strong readability
Background and Critical Thinking	Ideas lack support or are expressed with personal views; no original thoughts that show critical thinking	Ideas are supported with occasional citations or class lessons; some individual, original ideas are expressed	Arguments are supported with cited references or relevant facts; strong use of originality is shown throughout the message
Professional Format and Tone	Document is not professionally formatted; tone and language are inappropriate	Document follows most of the traditional format guidelines but has at least one distracting error; tone and language use are fair	Professional format style is obvious; all aspects of the tone and language lend to audience's verbal and non-verbal understanding

Adapted from the Association to Advance Collegiate Schools of Business (AACSB) Assessment Writing Rubric

Oral Presentation Criteria

Criteria for Grading Speeches*

To receive a C on your speeches, you must meet the following standards:

1. The speech must be original.
2. The type of speech presented must be appropriate to the assignment.
3. The topic must be appropriate for the audience and sufficiently focused.
4. The speech must fit the time requirements of the assignment.
5. The speech must be presented on the day assigned.
6. Main ideas must be supported with facts and figures, appropriate testimony, examples, or narratives.
7. The speech must have a clear sense of purpose.
8. The speech must have a clearly identifiable and appropriate design, complete with an introduction and a conclusion.
9. The speech must be presented extemporaneously.
10. The speech must satisfy any specific requirements of the assignment, such as number of references, formal outline, or use of visual aids.
11. The speaker must use language correctly.

To receive a B on your speech, you must meet the following standards:

1. Satisfy all requirements for a C speech.
2. Select a challenging topic and adapt it appropriately to your audience.
3. Reflect a greater depth of research
4. Clearly identify sources of information and ideas.
5. Create and sustain attention throughout the speech.
6. Make effective use of transitions, previews, and summaries.
7. Use good oral style.
8. Present the speech with poise.

To receive an A on your speech, you must meet the following standards:

1. Satisfy all requirements for a B speech.
2. Demonstrate imagination and creativity in topic selection and development.
3. Develop and sustain strong bonds of identification among the speaker, audience, and topic.
4. Consistently adapt information and supporting material to the experiential world of your audience.
5. Reflect an even greater depth of research (Refer to your assignment sheet for each presentation)
6. Demonstrate artful use of language and stylistic techniques.
7. Make a polished presentation that artfully integrates verbal and nonverbal communication skills.

A D speech does not meet one or more of the standards for a C speech or:

1. Is obviously unrehearsed.
2. Is based entirely on biased information or unsupported opinions.

An F speech does not meet three or more of the standards for a C speech, reflects either of the problems associated with a D speech, or:

1. Uses fabricated supporting material.
2. Deliberately distorts evidence.
3. Is plagiarized.

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These same criteria will apply to all oral presentations in this course.

Instructions for Dr. Riekenberg's Classes

Business Communication: Oral and Written

Business professionals spend about seventy percent (70%) of their time communicating. Thus, good communication skills are essential to you in your career, and they are the chief criteria of employers in both hiring and promotion decisions. This course was designed in response to industry feedback about the communication skills needed for business graduates to enter successfully into today's competitive marketplace. This course is very practical. It will, however, require effort on your part. It will also require regular attendance, because we spend a lot of class time working in groups to apply principles and strategies discussed in your books and in class. You improve your communication skills by working together and giving and getting constructive criticism.

This course is not difficult, but it is demanding just like the office/work/corporate environment you will enter in a few months or years!

Attendance:
Reliable and punctual attendance is critical in the workplace. Attendance in this class is important for you to learn through experiential development of written and oral communication skills. Each student is allowed three absences (MWF = 3 absences) without grade consequences, **<u>but you are responsible for emailing the instructor concerning all absences.</u> After three absences, 10 points per absence are deducted from your overall grade points. It is your responsibility to keep up with assignments in missed classes and to notify the instructor by email of expected and unexpected absences. Three late arrivals constitute one absence. A student who arrives 20 or more minutes after the beginning of class will be considered absent.** Regardless of the reason for your absence(s), you must notify all members of your group if you are going to be absent - before your absence if possible. It is your responsibility to provide your contributions to group efforts in advance of any absence.

Readings: There are **three** (3) **required** texts for this course.
* Mary Ellen Guffey's *Business Communication: Process & Product*, 7th Edition.
* Porter et al's *Communication Matters: Write, Speak, Succeed, A Collection of Readings in Business Communication*, 2nd Edition.
* William Earnest's *Save Our Slides*, 2nd Edition

The content of these texts is thorough and easily understood. Staying up with your reading makes your class participation much more effective and the texts also serve as a helpful guide as you prepare materials for your assignments. In-class graded exercises are based on reading assignments from these texts and other materials.

- **Each student purchases one flash drive for BA 324 work; keeps electronic copies of all assignments for this semester!**
- **All students purchase a small stapler to carry with you for BA 324.**
- **Students can view playbacks of their presentations by going to the Blackboard Course Documents, selecting the Mediasite folder, and clicking on the unique course number link in the folder. Presentation files are labelled by date - one file per presentation date.**

Articles may be assigned in professional publications or business periodicals during the semester. These materials, lecture content, and class discussion information are sources for test questions.

GENERAL CLASSROOM POLICIES

In an effort to create a classroom environment conducive to learning, please remember to follow these rules every day:

1. Turn off all cell phones and pagers – if you forget, turn it off quickly. Please do not take any calls in the classroom. If you are expecting an important call, sit by an exit and step outside to take it
2. Close laptops during lectures, class discussions, and student presentations. Please also put away all newspapers, books, and other materials not related to our class. Keeping your attention on activities in the classroom helps all of us stay engaged and maximizes the value of our limited class time together.
3. Avoid side conversations during lecture, discussion, and class activities, and while fellow students are asking questions.
4. Treat your fellow students and professor with respect by being polite, considerate of each other's needs, and using inquiry more than advocacy in discussions: "seek first to understand, then be understood" (Stephen Covey)

GRADE QUESTIONS - ASSIGNMENTS

You are welcome to raise questions about potential data entry or calculation errors with me. If you do not understand the reason you received a specific grade on any assignment, please come to office hours or make an appointment to talk with me about it. Please wait 24 hours after receiving your grade, but no more than one week to discuss your grading questions with me. A tone of inquiry (e.g. "help me understand….") is the most successful approach. While I am happy to listen to your viewpoint or perception of an assignment or exam question, do not expect this to change your grade since a major course objective is for you to learn how to understand and respond to other's viewpoints.

GRADE QUESTIONS – COURSE

The final grade assigned in the course is an informed and final evaluation and is not open for discussion or negotiation. Any lobbying efforts (e.g., asking for a higher grade because you want one, need one, etc.) does not demonstrate an audience-centered approach to communication and will not be successful. No additional assignments or extra credit are offered to individual students. To make your desired grade in this course, you must produce work that is high quality and technically clean to earn the points tied to the grade-level standards indicated above. Please note that grades reflect your outputs and outcomes, not effort nor improvement.

COURSE GOALS

This course is designed to help you:

- Develop basic communication skills you need to write, make oral presentations, communicate interpersonally, and work effectively in groups.
- Value the differences between yourself and others and to employ that understanding to improve the quality of your communication.
- Recognize and value the diverse contributions of all members of an organization.
- Improve your communication in future courses and in your career.
- Refine the process of written and oral communication in business.
- Use methods of problem solving in business communication that can be used as an individual or as a group.
- Develop basic reading, writing, listening, and speaking skills in addition to the ability to follow complete, complex written and oral instructions.

BUSINESS WRITING CRITERIA

Clarity, Concreteness, and Conciseness:

- Clarity - write so that your concepts, organization, paragraphs, and sentences are clearly understandable to your audience
- Concreteness - write specifically for your audience in a way that includes examples to support your ideas
- Conciseness - write simply and directly, unless you have a specific purpose for doing otherwise

Organization

- Organize letters, memos, and reports around the main ideas as detailed in the assignment objectives
- Lay out main ideas clearly and support them with specific examples
- Connect all parts of your writing with logical, smooth, and understandable transitions

Style

- Use a business style that is related to the level of formality of the communication
- Base your style on the audience to whom you are writing
- Choose a format that is appropriate to your audience, the purposes of your communication, and your organizational context
- Remember that you can receive excellent assistance at the UT Learning Center in Jester and the Undergraduate Writing Center in the FAC. Your written assignments are detailed on an assignment sheet in this syllabus. Specific topics for assignments are made as each is discussed in class.

Point Value for Work in Dr. Riekenberg's Sections

Written Communication (50%)		
One Memo & one email (50 pts each)	=	100 points
Cover letter & Resume (letter 50 pts/resume 10 pts)	=	60 points
Indirect Letter	=	50 points
Two Executive Summaries (20 pts each)	=	40 points
Group Presentation Outline & PowerPoint	=	50 points
Group Polished Draft Written Report	=	50 points
Group Formal Written Report	=	100 points
Agenda & Work Plan (15 pts each)	=	30 points
Peer Group Evaluation	=	20 points
Oral Communication (35%)		
Dyad/Triad Oral Report	=	100 points
Group Oral Report (100 pts for grp+100 pts/individual)	=	200 points
Topic Talk Individual Extemporaneous Speech	=	10 points
Two Rounds of Impromptu Speeches (20 pts each)	=	40 points
Professional Development (15%)		
Two Exams (50 pts each)	=	100 points
Professional Conduct & Class Participation	=	50 points
Total		**1000 possible points**

The following plus/minus scale will be used to determine final course grades in all BA 324 sections:

A 93% and above
A- 90-92.9%
B+ 87-89.9%
B 83-86.9%
B- 80-82.9%
C+ 77-79.9%
C 73-76.9%
C- 70-72.9%
D+ 67-69.9%
D 63-66.9%
D- 60-62.9%
F 59.9% and below

There has not been an occasion in the past when a grading curve was necessary because most students perform well in this class. This is a skills course and very different from content courses in your area of concentration.

Due to the amount of work to be completed in this one course, it is critical that you take responsibility for your own work, cooperate fully with your peers, grader, and instructor. If you need additional information not found in your syllabus, textbook, or on your assignment sheets, ASK QUESTIONS!

RECORD ALL YOUR GRADES ON THE GRADESHEET INCLUDED IN THIS PACKET!

Special Topics

All major assignments must be completed to pass this course!

Bring this copy of the syllabus with you to class daily! You will make additions and changes to the schedule as the semester progresses.

Office hours: Additional office hours can be arranged by appointment when students' schedules conflict with the listed hours. Your instructor is available before and after class. E-mail is a good way to contact your instructor or the grader for quick answers for your questions! The grader will meet with you in the same office for consultation on revisions.

Library Workshop: Each student must complete the scheduled Library workshop scheduled for this course. If you are absent on the day of the scheduled workshop, written proof of a library research workshop completion is required for this course. You are also responsible for completing the two (2) online library tutorials, located on Blackboard.

E-Mail Access: **You need a personal UT Austin or McCombs Business School e-mail account to complete assignments in BA 324** in order to send and receive messages from your group members, grader, and instructor during this semester. Other email addresses are less reliable and often are not compatible with the McCombs School of Business or UT Austin email servers.

Writing Assistance: If you need help with your basic writing skills, please go to the Sanger Learning & Career Center in Jester or the Undergraduate Writing Center in FAC. **Please ask for their help at anytime.** Websites such as the Purdue University OWL online writing lab <http://owl.english.purdue.edu/handouts/print/grammar/> are excellent online resources.

Late or Missed Assignments: Due to the number of students in each class, late or missed assignments are not accepted. No extensions for written assignments are made unless you have a verifiable medical emergency. There are no opportunities to make up oral presentations or group work for this class, so be prepared on the day assigned. Students with a medical emergency can appeal in writing within 24 hours for reconsideration for a missed individual written or oral presentation. This policy is enforced during the semester.

General Grading Criteria for Written Assignments:
Specific criteria for each assignment describing the nature of the assignment and the purpose of the assignment are included in this syllabus. Aside from assignment-specific criteria, the graders and I evaluate your letters, memos, and reports on your ability to:

- write with appropriate formats
- write without errors in spelling, mechanics, grammar, and punctuation
- write clearly, cohesively, emphatically, and concisely
- write effectively in different situations
- write tactfully, positively, credibly, interestingly, and without bias
- write accurately and include all and only relevant content material

Save all your documents on a BA 324 disk and all graded hardcopies!! Due to the number of assignments, you need to keep your own grade records up-to-date and retain your completed assignments! See the grade record sheet at the end of your syllabus.

SafeAssign Writing Assignment Submissions

SafeAssign is a software resource designed to help students organize and improve the writing process and avoid plagiarism and improper citation. ***Students should be aware that all required writing assignments may be required to be submitted through SafeAssign on Blackboard.***

Aside from grading on assignment-specific criteria, your oral presentations and group communications are evaluated on your ability to:

- analyze the needs of your audience
- plan, organize, and deliver a presentation in a conversational manner
- speak comfortably before a group in formal, informal, and impromptu situations
- maintain an audience's attention and interest

Professional Conduct Grade

The following behaviors will be considered evidence of your professional conduct and will be evaluated by your peers and your instructor.

- Participation in class and group meetings
- Completion of the two Online Library and Plagiarism tutorials and two online tests
- Timely notice about absences to peers and instructor via email
- Attention to and courteous behavior toward instructor, peers, graders, and guest lecturers
- Participation in class discussion and exercises to learn and to contribute to the learning of others
- Completion of assignments and preparation for class
- Courteous and respectful communication to faculty, staff, guest speakers, and peers
- Encouragement of others by asking questions, by allowing others to complete their ideas, and by responding to what others have said
- Use of supportive feedback
- Respect for diversity of others
- Honest responses (i.e., if you do not know something or have not yet completed an assignment, say so!)
- Contributions of information and ideas that add to the value of the class
- Behavior consistent with that expected in any business meeting or business environment (i.e. on time, stay until end, no eating, prepared, accept and give constructive feedback)

Scholastic Dishonesty

Scholastic dishonesty as defined by university standards will not be tolerated. Students found to engage in scholastic dishonesty, including plagiarism and unauthorized collaboration, will be referred to the Office of the Dean of Students for disciplinary action. An 'F' in the course will be the recommended penalty in most cases of scholastic dishonesty. See <http://www.mccombs.utexas.edu/udean/Scholastic_Responsibility.asp> and <http://deanofstudents.utexas.edu/sjs/scholdis.php> for more information.

BA 324 -Business Communication – Fall 2012

Instructor – JJ Riekenberg, Ph.D. **Phone Number: 471-8051**
E-mail: JJ.Riekenberg@mccombs.utexas.edu **Office: GSB 4.126J**

Office Hours: M W 2:30-3:30 p.m., T 11:00 a.m. – 12:00 p.m., Th 2:00 – 3:30 p.m., & by appointment.
Additional office hours can be arranged by appointment Monday –Thursday. Your instructor is available before class and after scheduled office hours by appointment. E-mail is a good way to contact your instructor or the graders for quick answers for your questions! Your grader can meet with you to review assignments in my office.

Class Schedule

Remember to bring your Guffey text to class everyday for in-class assignments!!! Be sure to read the chapters thoroughly and review the exercises provided in the textbook. <u>All assignments and/or first drafts of assignments are word processed unless otherwise specified.</u>

Date	Assignments Due	Class Activities
W 8/29		Introduction to Course Meet classmates; self-introductions
F 8/31	Guffey Chapters 1 & 3 Wade Article: Pitfalls of Cross-Cultural Business (CM 2e, p 5-8)	*Discussion: Questions about course, syllabus & readings* *Discussion: Basic concepts of communication; Communication Models*
M 9/3 Labor Day		No Class
Tuesday, September 4 Last day for official add/drop of courses		
W 9/5	Guffey Chapter 2 Kraus Article: The "Cool Hand Luke" Theory of Project Communication (CM 2e, p 149-154)	*Discussion: Effective Listening in Business* Listening, Non-verbal and Group Exercises Review Memo Assignment Distribute Grammar Diagnostic
F 9/7	Guffey Chapters 4, 5, & 6 McCune Article: The Write Stuff (CM 2e, p 43-47)	*Discussion: Concepts of effective writing* Review Executive Summary #1 Assignment In-class Exercise
M 9/10	Baron Article: Effective Criticism Made Easy (CM 2e, p 19-21) Grammar Diagnostic due Direct Memo Assignment First Draft	*Discussion: Writing Process and Peer Feedback Process for this Course* Peer Review of Memo First draft
W 9/12	Wallen Article: 10 Easy Ways to Improve Your Public Speaking (CM 2e, p 83-85) Gallo Article: It's Not Your Mouth That Speaks Volumes (CM 2e, p 91-92) Job/Internship Position Advertisement	Review Email Assignment Review Dyad/Triad Assignment Sign up for presentation dates
CAREER EXPO Wednesday, September 12 – UT RecSports Center 12:00 - 5:00 p.m. Professional dress required.		

Date	Assignments Due	Class Activities
Mock Interviews Thursday, September 13 – 10:00 a.m. – 3:00 p.m. – FCC Interview Suites		
Friday, September 14 = 12th Class Day Last day to add or drop a course		
F 9/14	Lloyd Article: The Art of Receiving Feedback (CM 2e, p 23-25) Direct Memo Assignment Due	Discuss Peer Evaluation Review Exam 1 Review Topic Talk Individual Speeches Sign up for Topic Talk articles
M 9/17 MOD Lab PCL Library Session	Complete two online tutorials (Library and Plagiarism) and two online tests. All four are available on Blackboard under BA 324 Research Tutorials (on the left column).	Class meets in CBA 5.304 MOD LAB West for PCL research review session.
W 9/19	Guffey Chapters 7 & 8 Direct Email Assignment First Draft	*Discussion: Effective Speaking & Audience Analysis* Peer Review of Direct Email First draft
F 9/21	Exam over Guffey 1, 2, 3, 4, 5, & 6	*In class written exam*
M 9/24	Optional Reading: Guffey 14 Dyad Presentations, videotaped and timed Outline, Bibliography & Articles	Dyad Presentations Peer Evaluation and Feedback to Presenters
W 9/26	Dyad Presentations, videotaped and timed Outline, Bibliography & Articles Direct Email Assignment Due	Dyad Presentations Peer Evaluation and Feedback to Presenters
F 9/28	Dyad Presentations, videotaped and timed Outline, Bibliography & Articles Guffey 15 / Optional: Guffey 10	Discuss Cover Letter & Resume assignment Dyad Presentations Peer Evaluation and Feedback to Presenters
M 10/1	Dyad Presentations, videotaped and timed Outline, Bibliography & Articles Executive Summary #1 Due	Dyad Presentations Peer Evaluation and Feedback to Presenters
W 10/3	Dyad Presentations, videotaped and timed Outline, Bibliography & Articles	Dyad Presentations Peer Evaluation and Feedback to Presenters
F 10/5	Dyad Presentations, videotaped and timed Outline, Bibliography & Articles Guffey 9	Review Indirect Letter Assignment Group Member Assignments Group Assignments/presentation date sign-up
M 10/8	Hastings Article: Diverse Backgrounds and Personalities Improve Groups (CM2e, p 183-184) Exercise: Group Agenda Cover Letter & Resume Due	Review Executive Summary #2 & Exam 2 *Discussion: Effective Groupwork & Agendas* Discuss Agenda Assignment Topic Talk Individual Speeches
W 10/10	Indirect Letter First Draft Preliminary Research Info for Group Presentation Guffey 11, 12 & 13	Peer Review of Indirect Letter First Draft Topic Talk Individual Speeches Group Workday - bring research to class to discuss

Date	Assignments Due	Class Activities
F 10/12		Topic Talk Individual Speeches Group Workday
M 10/15	Exercise: Group Work Plan	Discuss Work Plan Assignment Topic Talk Individual Speeches Group workday
W 10/17	Topic presented to instructor Indirect Letter Due	Review Group Presentation Assignment in order of date of presentation Group Workday
F 10/19	Topic presented to instructor Executive Summary #2 Due – bring hard copy & upload ES #2 to SafeAssign	Review Group Presentation Assignment in order of date of presentation Group Workday
M 10/22	Exam over Guffey 7, 8, 9, 11, 12, & 13	*In class written exam*
W 10/24	Earnest: Save Our Slides McAfee PowerPoint Example	*Discussion: Effective Powerpoint Design* Group Workday
F 10/26		Review formal written report assignment Q & A with instructor
M 10/29	Group Presentations, videotaped & timed Group Outline & Slides	Peer Feedback to Presenters
W 10/31	Group Presentations, videotaped & timed Group Outline & Slides	Peer Feedback to Presenters
F 11/2	Group Presentations, videotaped & timed Group Outline & Slides	Peer Feedback to Presenters
M 11/5	Group Presentations, videotaped & timed Group Outline & Slides	Peer Feedback to Presenters
W 11/7	Group Presentations, videotaped & timed Group Outline & Slides	Peer Feedback to Presenters
F 11/9	Group Presentations, videotaped & timed Group Outline & Slides	Peer Feedback to Presenters
M 11/12	Polished Draft Reports due Bring hard copy to class & upload compiled polished draft to SafeAssign	Topic Talk Individual Speeches Group Report Workday Q & A with instructor
W 11/14	Polished Draft Reports due Bring hard copy to class & upload compiled polished draft to SafeAssign	Topic Talk Individual Speeches Group Report Workday Q & A with instructor
F 11/16	Polished Draft Reports due Bring hard copy to class & upload compiled polished draft to SafeAssign	Topic Talk Individual Speeches Group Report Workday Q & A with instructor

Date	Assignments Due	Class Activities
M 11/19	Runion Article: Picking the Power Phrases That Give You Results (CM 2e, p 113-118) Optional Reading: Guffey 16 Impromptu Speeches	Impromptu Round #1 Peer Feedback and Evaluation of Presenters
W 11/21		Group work day
F 11/23 Thanksgiving		No class
M 11/26	Impromptu Speeches	Impromptu Round #1 Peer Feedback and Evaluation of Presenters
W 11/28	BOUND GROUP REPORTS Bring hard copy to class & upload final draft to SafeAssign	In Class Assignment: Peer Groupwork Evaluations
F 11/30	Impromptu Speeches	Impromptu Round #1 Peer Feedback and Evaluation of Presenters
M 12/3	Impromptu Speeches	Impromptu Round #2 Peer Feedback and Evaluation of Presenters
W 12/5	Impromptu Speeches Substitute Executive Summary Due Bring hard copy to class & upload optional ES to SafeAssign	Impromptu Round #2 Peer Feedback and Evaluation of Presenters
F 12/7	Impromptu Speeches	Impromptu Round #2 Peer Feedback and Evaluation of Presenters

FINAL EXAM SCHEDULE FOR FALL 2012:

MWF 10:00-11:00 Saturday, December 15 9:00 a.m. – 12:00 p.m.

Changes in this schedule can occur due to guest speakers, visiting VIPS, delay of assignments, etc. It is your responsibility to keep up with any changes in the class schedule.

BA 324: Business Communication Assignments for Fall Semester 2012

The assignments included here are to be completed during this course. Slight adjustments can be made at the time the assignment is discussed in class. Topics for these assignments are announced in class and differ from section to section. **Always save a disk copy** of each written assignment and speech outline.

WRITTEN ASSIGNMENT: Direct Memo

Type of written document: Direct Memo: case on Page 20 of syllabus

Due Date: Check your course schedule

Subject for the memo: Guffey Activity: see next page for case study

Details for this assignment

- One page direct memo using information in the exercise indicated
- Use the full block template for the memo and refer to the Guffey text for assistance and examples
- Word processed and printed on a Laser printer (or similar good quality printer)
- Create a letterhead for your company
- Submit a hard copy at beginning of class on due date

Grading Criteria:

a. Organization & design
1. Use of white space
2. Use of headings and subheadings
3. Overall attractiveness of document

b. Coherence & clarity
1. Openings & closings
2. Transitions throughout the document
3. Clarity of content in message

c. Paragraphs & sentences
1. Length
2. Bullet points
3. Topic sentences

d. Brevity
1. Avoid wordiness
2. Avoid overlong sentences

e. Style of document
1. Conversational or formal
2. Active or passive
3. Jargon or no jargon

f. Audience analysis
1. Message adapted to needs of (a) primary audience & (b) secondary audience

g. Spelling, grammar, & typographical errors

h. Calls for necessary action if needed

i. Correct template style

j. Overall effectiveness of document

Memo for Analysis

To: Katherine Smith
From: Paul Rouse
Subject: REPORT

Katharine:

I went to the Workplace Issues conference on August 31. The topic was how to prevent workplace violence, and I found it very fascinating. Although we have been fortunate to avoid serious incidents at our company, it's better to be safe than sorry. Since I was the representative from our company, I thought you would like me to report about some suggestions for preventing workplace violence. Susan Sloan was the presenter, and she made suggestions in three categories, which I will summarize here.

Ms. Sloan cautioned organizations to prescreen job applicants. As a matter of fact, wise companies do not offer employment until after a candidate's background has been checked. Just the mention of a background check is enough to make some candidates withdraw. These candidates, of course, are the ones with something to hide.

A second suggestions was that companies should prepare a good employee handbook that outlines what employees should do when they suspect potential workplace violence. This handbook should include a way for informers to be anonymous.

A third recommendation had to do with recognizing red-flag behavior. This involves having companies train managers to recognize signs of potential workplace violence. What are some of the red flags? One sign is an increasing number of arguments (most of them petty with coworkers. Another sign is extreme changes in behavior or statements indicating depression over family or financial problems. Another sign is bully or harassing behavior. Bringing a firearm to work or displaying an extreme fascination with firearms is another sign.

By the way, the next Workplace Issues conference is in October, and the topic is the employee e-mail monitoring.

I think that the best recommendation is prescreening job candidates. This is because it is most feasible. If you want me to do more research on prescreening techniques, do not hesitate to let me know. Let me know by September 20 if you want me to make a report at our management meeting, which is scheduled for September 31.

Paul

YOUR TASK: Analyze the memo above. It suffers from wordiness and lack of graphic highlighting techniques to improve readability. Revise it to submit on the date listed in your schedule. List its weaknesses on a separate page.

WRITTEN ASSIGNMENT: 2 Executive Summaries

Type of written document: Executive Summary

Due Dates: Check your course schedule

Subject for the executive summary: articles (minimum of 4 pages of 12 point type) about business communication issues. The first Executive Summary is based on the *Encyclopedia of Business* article, "Cross-Cultural/International Communication" by David Victor. You can find a copy of this article under Assignments in Blackboard. The second Executive Summary is based on an online business publication (e.g., *Forbes*, *Wall Street Journal*, etc) article secured via UT Direct from the PCL website about *business communication issues* in your particular chosen field (i.e. accounting, management, finance, IROM, etc). If you have not chosen a major yet or you cannot find an Internet article about your major, you may use an article about general *business communication issues*.

NOTE: No late papers are allowed on these executive summaries. No exceptions made. If you wish to improve your grade on one of these two papers you may submit another ES over a different, additional article for a substitute grade. No make up grades are allowed if you do not turn in the original two executive summaries of Internet articles scheduled in your syllabus.

Details for this assignment

- Compose an executive summary, using the 10:1 rule, of the key points of the article
- Use the executive summary handout as your template
- Word process your name and class time in the upper right-hand corner of the ES
- Word process and print on an inkjet or Laser printer (good quality printer)
- Submit a hard copy at the beginning of class on due date
- Staple a hard copy of the ES #2 article on 8.5 X 11 paper to the back of your ES
- Upload ES #2 to SafeAssign (located in Blackboard under Assignments)

Grading Criteria:

a. Organization & design
1. Use of white space
2. Use of headings and subheadings
3. Overall attractiveness of document

b. Coherence & clarity
1. Openings & closings
2. Transitions throughout the document
3. Clarity of content in message

c. Paragraphs & sentences
1. Length
2. Bullet points
3. Topic sentences

d. Brevity
1. Avoid wordiness
2. Avoid overlong sentences

e. Style of document
1. Conversational or formal
2. Active or passive
3. Jargon or no jargon

f. Audience analysis
1. Message adapted to needs of (a) primary audience & (b) secondary audience

g. Spelling, grammar, & typographical errors

h. Calls for necessary action if needed

i. Correct template style

j. Overall effectiveness of document

WRITTEN ASSIGNMENT: Direct E-mail

Type of written document: Direct Request
Direct Memo sent by e-mail to the instructor at <JJ.Riekenberg@mccombs.utexas.edu>

Due Date: **Check your course schedule**

Subject for the memo:

Choose an actual job/internship advertisement from the newspaper, placement office, career center, etc. that sounds like a position for you. (This advertisement must be dated after August 15, 2012. The date should appear on the source with the advertisement.) Sophomores seek an internship position. Assume that the desirable job advertisement indicates that you should email them for additional information about the job and the interview process with their company. You are very interested in their job and really hope that you are hired for the advertised position. You only have the information included in the advertisement, but want the email to demonstrate your ability to write clearly and ask for important information from your potential new employer. Please email the memo directly to me as if I were the person to whom you are applying.

Details for this assignment:

- One page direct memo using an information request format
- Memo is transmitted to instructor before class time via email
- Bring a hard copy of the email memo and a copy of the job advertisement (taped or copied onto a separate piece of 8.5 x 11 letter size paper) to class on the due date; staple the memo on top of the advertisement.

Grading Criteria:

a. Organization & design
1. Use of white space
2. Use of headings and subheadings
3. Attractiveness of document

b. Coherence & clarity
1. Openings & closings
2. Transitions throughout the document
3. Clarity of content in message

c. Paragraphs & sentences
1. Length
2. Bullet points
3. Topic sentences

d. Brevity
1. Avoid wordiness
2. Avoid overlong sentences

e. Style of memo
1. Conversational or formal
2. Active or passive
3. Jargon or no jargon

f. Audience analysis
1. Message adapted to needs of (a) primary audience & (b) secondary audience

g. Spelling, grammar, & typographical errors

h. Calls for necessary action if needed

i. Correct template style

j. Overall effectiveness of document

ORAL ASSIGNMENT: Triad/Dyad Informative Presentation

Type of oral presentation: Informative Presentation

Time limit: 12 minutes for triads; 8 minutes for dyads

Due Date: Check your course schedule

Subject for the speech: select three (3) or more journal articles from business journals or publications or business education journals on a **topic concerning group work and/or interpersonal communication within groups.** One article must come from the *Communication Matters* 2e book. Subjects are suggested during the course and selected from a generated list. After the two journal articles, additional Internet information can be included with the research. Present the key ideas from these articles in an informative speech to the class. The purpose of the presentation is to inform this audience about the variables involved in the processes of effective group work and communication.

Requirements for this assignment:
- 1.5-2 page short phrase outline, including introduction, body, and conclusion*
- Correct bibliographic entries for each journal article (APA format)
- Copy of the (1) key journal or trade publication article stapled to the outline
- **Speakers may use 4X6 or 5X8 note cards for the presentation (this is a keyword outline)**
- Speakers use visuals for the presentation
- Speakers discuss their presentation topics with the instructor during class
- Speakers use an extemporaneous delivery for the presentation **(no manuscripts or memorized speeches)**

*Copy of the short phrase outline and references to be handed to instructor before presentation

Each presentation will be recorded by a volunteer from the audience.

Read evaluation criteria for all oral presentations on the following page.

Criteria for Grading Speeches*

To receive a C on your speeches, you must meet the following standards:

1. The speech must be original.
2. The type of speech presented must be appropriate to the assignment.
3. The topic must be appropriate for the audience and sufficiently focused.
4. The speech must fit the time requirements of the assignment.
5. The speech must be presented on the day assigned.
6. Main ideas must be supported with facts and figures, appropriate testimony, examples, or narratives.
7. The speech must have a clear sense of purpose.
8. The speech must have a clearly identifiable and appropriate design, complete with an introduction and a conclusion.
9. The speech must be presented extemporaneously.
10. The speech must satisfy any specific requirements of the assignment, such as number of references, formal outline, or use of visual aids.
11. The speaker must use language correctly.

To receive a B on your speech, you must meet the following standards:

1. Satisfy all requirements for a C speech.
2. Select a challenging topic and adapt it appropriately to your audience.
3. Reflect a greater depth of research
4. Clearly identify sources of information and ideas.
5. Create and sustain attention throughout the speech.
6. Make effective use of transitions, previews, and summaries.
7. Use good oral style.
8. Present the speech with poise.

To receive an A on your speech, you must meet the following standards:

1. Satisfy all requirements for a B speech.
2. Demonstrate imagination and creativity in topic selection and development.
3. Develop and sustain strong bonds of identification among the speaker, audience, and topic.
4. Consistently adapt information and supporting material to the experiential world of your audience.
5. Reflect an even greater depth of research (Refer to your assignment sheet for each presentation)
6. Demonstrate artful use of language and stylistic techniques.
7. Make a polished presentation that artfully integrates verbal and nonverbal communication skills.

A D speech does not meet one or more of the standards for a C speech or:

1. Is obviously unrehearsed.
2. Is based entirely on biased information or unsupported opinions.

An F speech does not meet three or more of the standards for a C speech, reflects either of the problems associated with a D speech, or:

1. Uses fabricated supporting material.
2. Deliberately distorts evidence.
3. Is plagiarized.

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These same criteria will apply to all oral presentations in this course.

ORAL ASSIGNMENT: Topic Talk Individual Extemporaneous Speech

Type of oral presentation: Informative Presentation

Time limit: 4 minutes total; approximately 3 minutes for presentation & 1 minute for Q & A

Due Date: Check your course schedule

Subject for the speech: choose an article that is neither assigned as a class reading nor selected by another presenter from the *Communication Matters* 2e textbook. On your scheduled day, you will teach a mini-lesson by presenting an overview of the article. Discuss the main idea(s) and appropriate supporting information.

Presenters invite audience questions about the article content and respond appropriately. One way to begin the class discussion might be to ask, "How might this article be beneficial to your knowledge of business communication?" or "How might you use what you learned from this article?" or "What experience(s) have you had in this communication situation?"

Audience interaction is highly encouraged. Reflecting upon the content and asking questions about it helps to increase learning. Those audience members who contribute to the discussion will receive credit towards their participation grade.

- Speakers may use 4X6 or 5X8 note cards for the presentation
- Speakers choose non-computer-dependent visuals for the presentation (i.e., no computers may be used during the presentation)
- Speakers use an extemporaneous, conversational delivery for the presentation **(no manuscripts or memorized speeches)**

Read evaluation criteria for all oral presentation on the preceding page.

WRITTEN ASSIGNMENT: Letter of Application and FCC Resume

Dates Due: Check your course schedule

Written Assignment: Cold call cover letter of application with resume

Key objectives of letter:

1. **Indicate your interest in working for the specific company (research the company thoroughly to address company products, services, achievements)**
2. **Specify your skills and/or area of expertise**
3. **Highlight your strengths not specified in the resume**
4. **Ask for the opportunity to interview in person**

General Writing Criteria: See Guffey Chapter 15 & Ford Career Center handouts.

Writers/Audience: As students today and employees in the future; you will write cover letters or letters of application at many points in your work life. Your ability to state your interest in a position clearly, to explain your qualifications for that position, and to schedule the actual interview are all priority lifetime skills. At your present age you may work for as many as 8-10 different companies and you may change jobs within the same firm several times. Each change can be preceded by numerous letters, resumes, and interviews. This letter demonstrates your ability to meet the demands of a particular job with a particular company. The cover letter showcases your resume, adds information to your application, and requests an interview.

Grading Criteria:

- **a. Organization & design**
  1. Use of white space
  2. Use of headings and subheadings
  3. Attractiveness of document
- **b. Coherence & clarity**
  1. Openings & closings
  2. Transitions throughout the document
  3. Clarity of content in message
- **c. Paragraphs & sentences**
  1. Length
  2. Bullet points
  3. Topic sentences
- **d. Brevity**
  1. Avoid wordiness
  2. Avoid overlong sentences
- **e. Style of memo**
  1. Conversational or formal
  2. Active or passive
  3. Jargon or no jargon
- **f. Audience analysis**
  1. Message adapted to needs of (a) primary audience & (b) secondary audience
- **g. Spelling, grammar, & typographical errors**
- **h. Calls for necessary action if needed**
- **i. Correct template style**
- **j. Overall effectiveness of document**

WRITTEN ASSIGNMENT: Indirect Letter

Type of written document: Indirect Letter

Due Date: Check your course schedule

Subject for the letter: To be assigned via oral instructions during class.

Refer to the Guffey text, Chapters 9, for guidance on this assignment and ask questions in class as you begin this assignment. The letter will (a) set up a buffer, (b) explain the problem, (c) imply or imbed the problem, (d) suggest the necessary action, and (e) end on a positive note. Even though each student submits his or her own letter, you can seek feedback on a first draft from class peers, the instructor, or the grader.

Details for this assignment:

- One page indirect letter
- Create some type of personal letterhead and address
- Use the modified block format for the letter
- Sign the letter

Grading Criteria:

a. Organization & design
1. Letter format for specified audience
2. Use of white space
3. Overall appearance of document

b. Coherence & clarity
1. Buffer, explanation, imbed problem, necessary action, positive note
2. Essential information
3. Clarity of content in message

c. Paragraphs & sentences
1. Length
2. Bullet points
3. Topic sentences

d. Brevity
1. Avoid wordiness
2. Avoid overlong sentences

e. Style of letter
1. Conversational or formal (relates to readers for this letter)
2. Active or passive
3. Jargon or no jargon

f. Audience analysis
1. Message adapted to needs of (a) primary audience & (b) secondary audience

g. Spelling, grammar, & typographical errors

h. Calls for necessary action if needed

i. Attachments if necessary

j. Overall effectiveness of document

WRITTEN ASSIGNMENT: Agenda

Type of written document: Direct, informative

Due Date: The agenda is due sometime between the beginning of the large group presentations and the day before the bound formal written reports are due. *Each group member is responsible for emailing the instructor one copy of an agenda for a meeting that the individual will facilitate*. Timing is up to the individual.

The agenda is to be emailed to the instructor 24 hours in advance of the meeting. Use the agenda template agreed on by the group and send it as an attachment to < JJ.Riekenberg@mccombs.utexas.edu>.

Grading Criteria:

a. Organization & design
1. Letter format for specified audience
2. Use of white space
3. Overall appearance of document

b. Coherence & clarity
1. Buffer, explanation, imbed problem, necessary action, positive note
2. Essential information
3. Clarity of content in message

c. Paragraphs & sentences
1. Length
2. Bullet points
3. Topic sentences

d. Brevity
1. Avoid wordiness
2. Avoid overlong sentences

e. Style of letter
1. Conversational or formal (relates to readers for this letter)
2. Active or passive
3. Jargon or no jargon

f. Audience analysis
1. Message adapted to needs of (a) primary audience & (b) secondary audience

g. Spelling, grammar, & typographical errors

h. Calls for necessary action if needed

i. Attachments if necessary

j. Overall effectiveness of document

GROUP ASSIGNMENT: GROUP PRESENTATIONS

Group Oral Presentation

Due Date: Check your course schedule
TIME LIMIT: 27-30 MINUTES
The oral presentation, outline, and paper copy of slides (6 per page) are due on the day of the oral presentation. **Note cards are NOT allowed for this presentation.**

Topic for the Presentation: Your group will choose to research a company/corporation/organization that recently (three or fewer years ago) took an illegal, unethical or bad action that affected its employees, the public, and/or the organization itself.

Sub-topics that you consider in preparing the report:

- Short history of the company (name, type, industry, customer base, year founded, other key factors that clarify the role of this organization)
- Key players/contributors to problem
- Description of the problem or action context (historical, economic, social, political, etc.)
- Evaluation of the action (i.e., *why* was the action illegal, unethical, or bad?)
- Impact of the problem on employees, public, corporate reputation
- Action required by courts, government, or negotiations
- Recommendations for company/corporation to repair damage with all parties
- Recommendations for company/corporation to prevent similar problems in future

OUTLINE DUE THE DAY OF YOUR PRESENTATION
Outline includes necessary bibliographic entries in APA format
Group provides a B&W paper copy of slides with the outline (6-9 per page)
PowerPoint Presentation is required for this assignment
Group uses appropriate graphics for this topic
NO NOTECARDS or manuscripts are used
PROFESSIONAL ATTIRE REQUIRED FOR THIS PRESENTATION

Oral Report Assignment: Each group presents a professional report, with appropriate graphics, that is a formal assessment of your topic. See the details for the written report to secure information about the topic for both assignments. Each group hands in a formal outline and paper copy of slides for the oral presentation before you begin the actual presentation. The final outline is a phrase type outline with three levels of detail, including an introduction, body, and conclusion.

Report Organization and Style: This oral report should be more formal than group work meetings, but not a series of individual speeches. You DO NEED to include each group member in the actual oral presentation and the presentation should have an introduction, body, and conclusion. **Each group member speaks, but the presentation is not a series of 5-6 short speeches.** Group members are expected to discuss issues and alternatives at some point in the overall presentation. **Avoid scripting the presentation as this only leads to reading a series of manuscripts**. **Note cards are not used for this presentation.** Attempt to divide presentation time evenly between group members. (One member should not carry 30% or more of the presentation content and time.) Timing is essential so your group needs to practice the entire oral presentation until it flows smoothly.

Preparing and presenting with PowerPoint adds a professional touch to your group effort and is required for this one presentation. **Each presentation will be recorded by a volunteer from the audience for later viewing.** A practice round with the video equipment from the Media Services Center also provides you with greater confidence. To make equipment arrangements, call 232-6679.

Based on your research, use clear headings and divide your presentation into major issues and supporting information.

It is important that each group looks for a creative, persuasive approach for the oral group report to create audience interest. Begin by briefly and positively describing the topic and the purpose of this report. This introduction is to capture the interest of the audience and to remind your listeners of the purpose of this oral report.

Graphics: From the data assembled by your group, determine what best illustrates your conclusions. How can you graphically represent the changes that need to be made?

GRADING:

Grading Criteria: This oral group report is a compilation of all the aspects of good business communication. It should be positive, clear, and concise, with excellent delivery, grammar, and form. The quality of the group presentation and the visuals should demonstrate the combined talents and skills of your group. As a group you need to edit, practice, edit, and practice again! Work as a group to make this a powerful and persuasive presentation.

Groups as a whole will be evaluated on the following:

A. Total group involvement in the final oral presentation
B. Thoroughness of the final oral report delivered to the audience
C. Coherence and clarity of the oral presentation
D. Adaptation of business communication concepts in the oral report
E. Creativity of the approach to the report, use of visuals, style of presentation, etc.
F. Grades and ratings given on the group peer evaluations and individual group member assessments by your peers
G. Instructor's grades for the group oral report (individual group members and group as a whole)

GROUP ASSIGNMENT: GROUP PRESENTATIONS
Formal Written Report with Graphics

Date Due: Check your course schedule

Written Assignment: Each group writes an eight to ten (8-10) page professional report with at least two graphics (tables or graphs preferred). Topic is the same as your oral presentation.

Section One of this report focuses on your topic. You will need to discuss the history of the corporation/company, nature and severity of the problem faced by this entity, key players in the hierarchy, actions taken via law or negotiations, impact on employees, public, and company and recommendation for future actions by this corporation. The written report requires primary, as well as secondary research. The two most appropriate types of primary research are interviews and/or surveys. Construct Section One in a formal, third-person writing style (i.e., professional language, no contractions, no personal pronouns, no personal references to the group or group processes), including appropriate formatting, headings, margins, and in-text citations. Use APA style.

Section Two of the report examines the group and group processes and includes evaluations of the group project as a whole, the oral presentation, and group written recommendations. You may refer to your group and individuals by name or by using personal pronouns.

Contents for the Report:

- **Cover sheet**
- **Title page and group member signature page**
- **Letter of Transmittal**
- **Table of Contents & List of Figures**
- **Executive Summary**
- **First page of report and remainder of the body of report (8-10 pages, including two graphics of 1/3 page size)**
- **Bibliography for Section One**
- **Appendices for Section One (Surveys and/or interviews)**

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- **Divider title page for Section Two**
- **Final copy of work plans & agendas**
- **Outline and bibliography for Oral Presentation**
- **Hard Copy of PowerPoint slides (6-9 slides per page)**
- **Group Summary of Videotape Review of Oral Presentation (2-3 pages – refer to the presentation feedback form used during class, write in paragraph form, & use graphic highlighting)**
- **Recommendations for Improvements for Group Written Report Process (2-3 pages - write in paragraph form & use graphic highlighting)**
- **Review of Learning Outcomes for Entire Group Project (Oral & Written; 2-3 pages - write in paragraph form & use graphic highlighting)**
- **A list of pages written by each group member for polished draft and final paper**

All pages bound in a professional binder.

(instructions continued on the next page)

SCHEDULE FOR REPORT WRITING:

Due 11/12, 11/14, and 11/16 (polished drafts of written reports are due in the same order as the order of oral presentations)

Polished draft of the 8-10 page paper:

1. **Each student writes a polished draft of 1.5 -2 pages for the 8-10 page body of the report**
2. **Report should be as close to "publishable" form as you can make it (include correct formatting, headings, margins, and in-text citations)**
3. **Group assembles the pages in the correct order to submit polished draft to instructor during class**
4. **Each student hand-prints his/her name next to his/her paragraphs on the word processed pages or parts of pages of the draft**
5. **Each group should retain a copy of the polished draft for their own records**
6. **Upload the compiled polished draft to SafeAssign (located in Blackboard under Assignments)**

Due 11/28 – all Bound Final Formal Written Reports

- **Turn in the hard copy of the final report at the beginning of class**
- **Upload the final report to SafeAssign (located in Blackboard under Assignments)**

Present the key ideas from your research and determine how they relate to the problem. The purposes of the paper are to: 1) prepare a formal report on the researched topic and 2) evaluate the overall group process.

Begin by briefly (one paragraph) and positively describing the issues to be considered in the report. This introduction is to remind your readers of the importance of the report. Read Guffey chapters 11, 12, & 13. **Prepare the polished draft carefully and listen carefully to the feedback on that segment of the writing assignment. Seek feedback from the grader and your instructor on your workdays for the final written report.**

Writers: As business people, you are faced with providing the very best information to the readers of this report. This is an important opportunity to impress your colleagues and superiors. View the instructor and the grader as people who have some say about your potential promotions and raises in your company.

ORAL ASSIGNMENT: Impromptu Speeches Round #1

Type of oral presentation: Impromptu Speech

Time limit: 3-4 minutes per round

Due Date: Check your course schedule

Subject for the speech: Interview questions asked by UT recruiters

Requirements for this assignment:

- Speakers will perform in a situation that reflects the pressure of the interview situation
- Speakers use extemporaneous delivery for this presentation (no manuscripts or memorized speeches)
- Speakers do not know their topics until they speak in class
- Questions will deal with communication and group situations – apply classroom experience and knowledge gained this semester
- Peers will provide feedback after each speaker presents

ORAL ASSIGNMENT: Impromptu Speeches Round #2

Type of oral presentation: Impromptu Speech

Time limit: 3-4 minutes per round

Due Date: Check your course schedule

Subject for the speech: Questions asked by the instructor

Requirements for this assignment:

- Speakers use extemporaneous delivery for this presentation (no manuscripts or memorized speeches)
- Speakers do not know their topics until they speak in class
- Peers will provide feedback after each speaker presents

Grading criteria for both rounds is the same as information provided with the informative presentation assignments.

BA 324 Grade Recording Sheet – Fall 2012

Name: **Section of BA**

Check it out now! Keep this record sheet and all your assignments in case of questions.

Activity	**Possible Points**	
Written Communication (50%)		
Memo	**50**	_____
Email	**50**	_____
Cover Letter and Resume (50 CL/ 10 R)	**60**	_____
Indirect Letter	**50**	_____
Two Executive Summaries (20 pts. each)	**40**	_____
Group Oral Report Outline & PowerPoint	**50**	_____
Individual Polished Draft of Group Written Report	**50**	_____
Group Formal Written Report	**100**	_____
Agenda & Work Plan (15 pts. each)	**30**	_____
Peer Group Evaluation	**20**	_____
Oral Presentations, Interpersonal Communications & Group Work (35%)		
Dyad/Triad Informative Oral Presentation	**100**	_____
Group Oral Report Presentation	**200**	_____
Topic Talk Individual Speeches	**10**	_____
Two Rounds of Impromptu Speeches (20 pts. each)	**40**	_____
Professional Development (15%)		
Two Exams (50 pts. each)	**100**	_____
Professional Conduct	**50**	_____

Items considered:
- Attitude toward course, peers, instructor
- Evidence of preparation for assignments
- Peer Evaluation
- Participation in class
- Small group work during class
- Professional approach to learning
- Respect for diversity and everyone's ideas
- Behavior consistent with successful business people

TOTAL POSSIBLE POINTS **1,000**

The following plus/minus scale will be used to determine final course grades in all BA 324 sections:

A	**93% and above**	**C**	**73-76.9%**
A-	**90-92.9%**	**C-**	**70-72.9%**
B+	**87-89.9%**	**D+**	**67-69.9%**
B	**83-86.9%**	**D**	**63-66.9%**
B-	**80-82.9%**	**D-**	**60-62.9%**
C+	**77-79.9%**	**F**	**59.9% and below**

A curve is not used in this course.