# Business Communication Master Syllabus Applies to All BA 324 Sections

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*, 7<sup>th</sup> 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.

# Three key content areas for BA 324:

# 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 hook;	Main idea or purpose is not established in the appropriate paragraph; conclusion does not include contact information	Main idea or purpose is established in the appropriate paragraph; conclusion is n, satisfactory but lacks at least	purpose as appropriate, but
	end date, goodwill, or future relationship	one important statement	conclusion includes every necessary action or statement
Punctuation and Spelling	Writing contains numerous and/or significant errors which with no item that distracts	Writing contains occasional	Writing is nearly error free errors, which do not distract
	distract from the message	from the message	from the message
Sentence Structure and Transitions	readability and/or is awkward;	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 with cited references or	Ideas are supported with	Arguments are supported occasional citations or class
	no original thoughts that show	lessons; some individual, original ideas are expressed	relevant facts; strong use of originality is shown throughout the message
Professional Forma	t Document is not professionally	γ.	Document follows most of the
and Tone	are inappropriate	traditional format guidelines bu has at least one distracting error tone and language use are fair	t 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 $\underline{\mathbf{A}}$ 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 $\underline{F}$ 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.

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

<sup>\*</sup>Reprinted by permission of the Speech Communication Association.

# Mrs. Starnes' BA 324 Course Policies—Spring 2013

Instructor Information	Class Hours	Unique #/Room
Mrs. Jan Starnes (janstarnes@mail.utexas.edu)  Office: GSB 5.124G Phone: 471-5245  Walk-in Office Hours: 1:00-2:30 M  1:00-1:45 TTh  Appointment Hours made 24 hours in advance: 2:30-3:00 M and 12:30-1:00 TTh  or will try to accommodate	2:00-3:30 TTh 3:30-5:00 TTh	02115/CBA 4.322 02125/CBA 4.322

# Required Texts

- 1. <u>Business Communication: Process & Product</u>, 7<sup>th</sup> ed., Guffey and Loewy (no other editions) Purchase only the 3-hole version to save money. DO NOT purchase the e-book version. Places to find: UT Coop, online, or Cengage virtual textbook site: UT Austin Microsite, <a href="http://www.cengagebrain.com/shop/micro/utacampus">http://www.cengagebrain.com/shop/micro/utacampus</a>
- 2. Communication Matters, Riekenberg, et al 2<sup>nd</sup> edition
- 3. Save Our Slides, Earnest
- 4. My course packet: purchase new from Duplicating Center in GSB 3.136

# **Individual Assignments and Percentages**

Written Communication—50%		Professional Develo	pment—15%
Electronic/Positive Message	4%	Test 1	6%
Negative Message	5%	Test 2	6%
Executive Summary	5%	Credit Points	3 %
Agenda	4%	Plagiarism Tutor	ial, C.L.U.E. pre-test,
Individual Polished Proposal Draft	6%	and Performance Evaluation	
Blue Book Readings	6%		
Team Proposal	15%		
Team PowerPoint Slides	5%		
Oral Communication —35%			
Informative Individual Presentation	5%		
UT Library Database Search (individual PowerPoint slides)	5%		
Persuasive Dyad Presentation	10%		
Persuasive Team Presentation	15%		

#### **Business World Focus**

BA 324 is designed to simulate the work environment in as many ways as possible. Many assignments will challenge your critical thinking, as well as your skill levels. Following all directives is important, just as it will be in the workplace. Some criteria will be written out in detail; some criteria will be delivered orally. This is representative of the way you will communicate in the business world.

BA 324 is an interactive class in which student involvement plays an important role in daily activities, and you will need to participate in all that is going on during class just as you should in a business meeting in the workplace. Your participation will enable you to learn material that will ultimately affect your understanding of course concepts and graded assignments.

#### Attendance

Regular and punctual class attendance is expected. Absences can affect instructor goodwill, just as missing work can cost you employer goodwill. Because BA 324 is such an interactive class with daily assignments, group work, and discussions during most class meetings, it will be difficult for you to miss class and maintain the highest average you may strive for.

If you miss more than one week of classes, which is two class days, one point will be deducted from your final overall average for each additional absence. Absences such as university-required events, medical issues, court appearances, or deaths in the family can be excused with relevant documentation.

Instructors reserve the right to fail students whose absences exceed eight MWF classes or five TTh classes.

Attendance is required on the days of all oral presentations. The presentation skills students can learn as part of an audience are invaluable. One-half point will be deducted from your final overall average (including any other points for regular attendance days) for each day of unexcused absence during presentations. Please make particular note of these dates at the beginning of the semester. You will receive lower/no credit on your own presentation if you are late to class or do not attend class on your presentation date unless I have 24-hour notice and documentation of the absence. I will decide if you can be rescheduled—there is no guarantee.

When students arrive late or leave class early, it is an interruption that should be avoided. Excessive late arrival, which is more than three times, can affect your final overall grade if acceptable reasons are not offered. One-half point will be deducted from your overall final grade for unexplained, excessive late arrivals. It is your responsibility to sign immediately the late arrival sheet that is provided in order to confirm your attendance. Please do not inform me at a later time.

It is important that if you miss a class you get in touch with a classmate for notes or assignments. **Advice:** Make three or four friends and exchange phone numbers and/or e-mail addresses. I always offer extra help to any student who did not understand some aspect of a chapter or assignment after receiving the information.

# Format of Written Business Documents

All graded written business-style documents for this class, except PowerPoint slides, must be single-spaced in 10-point Arial font or 11-point Times New Roman font, have one blank line between paragraphs, and use no tab indentions. Assignments must be printed in a manner representative of the professional work place (see information on printers in course packet). Many students' Microsoft Word programs are defaulted for different settings. I do not accept these settings, so they need to be changed! Professional style documents are an important non-verbal communication skill.

# Grammar/Mechanics Application and Writing Assistance

An important communication skill is the correct use of grammar and spelling. You are responsible for knowing the traditional rules of grammar and any additional guidelines set forth in class, on Blackboard documents, and in the course packet. All graded documents are reviewed with attention to grammar and spelling. These items are important aspects of professional communication in the workplace. It is helpful to have a grammar rulebook to use and a "buddy" to proofread your work.

To be prepared for grammar and writing mechanic issues, I highly recommend you take advantage of the C.L.U.E. reviews in the Guffey and Loewy textbook. You can also refer to two documents on Blackboard found under "Documents." One is called "Style Guide for General Business Writing," and the other is called "The Bare Essentials." The "Style Guide" is used for specific grading items in my

course and should be reviewed every time you write a document in this class. "The Bare Essentials" is particularly helpful to those students who do not have a strong background in grammar/mechanics and need more extensive information.

Guffey and Loewy also include grammar guidelines in the Appendix, which I strongly urge you to use. It is important that you use all of these recommended resources during the semester to improve your grammar/mechanic skills. If you need help with your basic writing skills, you can use the UT Learning Center in Jester or the Undergraduate Writing Center in the Flawn Academic Center 211 (tell the UWC you are a BA 324 student). These advisors will NOT edit papers! They only give you writing mechanic guidelines and help. Online websites, such as the one at Purdue University, also provide resources: <a href="http://owl.english.purdue.edu/handouts/print/grammar/">http://owl.english.purdue.edu/handouts/print/grammar/</a>.

## **Preparation for Class**

Reading textbook information prior to class is essential. It should be noted that lecture material is not necessarily intended to duplicate assigned readings, but rather to provide supplemental material. It will be difficult to achieve the highest score possible on assignments and tests if you did not prepare in advance. Please bring your Guffey and Loewy textbook and my course packet to each class meeting unless instructed otherwise. Questions for Tests 1 and 2 will be drawn only from the Guffey and Loewy textbook.

# **Professional Courtesy**

Please turn off cell phones before entering the classroom. Never access your cell phone during class, such as to text a message. Your final grade will be dropped by two points if I see this occur.

Laptop use is not allowed during regular class meetings due to the distractions it can cause you or other students; however, when working on your group project toward the end of the semester, laptop use is acceptable.

Professional courtesy includes respecting others' opinions, working together in a spirit of cooperation, and listening actively to those who are speaking. Please avoid behaviors that make it difficult for us to accomplish our mutual objectives. You should notify your group members if you must miss a group meeting and provide your contributions to group efforts in advance of any absence.

#### Course Work Deadlines and Guidelines

Deadlines and guidelines for assignments are in the syllabus or will be discussed specifically in class. If you are unsure of anything that you read or hear, please ask me for clarification. Asking for feedback helps you to achieve good communication.

#### **Submitting Papers**

I strongly recommend that you show me a sample of your printer quality and get my signature approval before you turn in your first written document. Because the BA 324 goal is to simulate industry practice, I have high standards regarding printer quality, which is part of a non-verbal message. High-quality printers (laser or high-quality ink jet) must be used for all graded documents. There will be a 5- to 10-point deduction for poor quality print as real-world quality work is expected.

Document assignments should already have your name on them in the signature line; if this is not the case, however, type your name in the top left corner of the paper. All papers must be computer-generated in the acceptable format for that assignment (you will be told what is appropriate for each assignment). Do not justify the right margin—the right edge should be "jagged" for a more personalized look.

I recommend that you take care of all printing and copying of graded documents rather than use any professional copy center. You will know my guidelines whereas a copy center will not.

#### Late Work

Assignments are due no later than five minutes after the start of class on the due date. You will discover in the workplace that due dates are extremely important—learn this now! Most late assignments will be penalized 20% of the final score. There may be an occasional assignment which cannot be turned in late for credit (if you are ever unsure, please ask me). No assignments will be accepted after the class meeting following the due date. In addition, the course schedule does not allow flexibility in rescheduling oral presentations (see Attendance/Participation section). In-class assignments cannot be made up or turned in late. Delays due to typing or computer problems will not be excused. Work should be completed far enough in advance to anticipate any problems such as viruses or printer issues.

# **Grading Concerns**

If you would like the grading of a paper to be reviewed, you may come to my office hours to discuss the assignment or give the paper to me in a folder with a memo stating what needs to be reviewed (please follow correct memo format) and documentation of correctness. Please bring prepared notes for discussion or typed notes attached to the memo. We will discuss your concerns, and I will keep the paper to re-grade it. When I review a paper, it is only fair that points can be deducted as well as added (additional errors may be found when I review the paper). Do not ask me to "give" you a higher grade-grades are earned and all students are treated equally.

When you visit my office, come prepared with specific questions regarding your paper. Research grade deductions first by reviewing the textbook, class notes, and resources you've been offered. You have one week (e.g., Tuesday to Tuesday) after the paper is returned to you to request a re-grade. Please do not bring papers over a week old to me at any time during the semester in an effort to receive more points. Absolutely no class time will be spent on grading questions. No phone calls or e-mails, please--stop by during my office hours. I do not edit papers before they are turned in to be graded; however, if you wish to discuss general content or specific concepts before an assignment is due, I am happy to do that.

You should record your own grades in some manner (e.g., next to the percentage list in this packet), as well as keep all graded papers and an electronic copy of your written assignments until you have your final course average. Without the original documents that have my handwritten score on them, you will not be able to argue your case if we disagree. Replacement of a lost assignment, even if you feel that I lost it, is your responsibility; therefore, please discuss any lost assignment with me immediately.

I will record grades on the Blackboard Grade Center (https://courses.utexas.edu); however, my handwritten hard copy of grades will be the official record, not Blackboard. It is not always possible for me to keep the grades current on Blackboard each week.

#### **Additional Class Procedures**

Purchase one large Blue Book with a minimum of 20 pages to be used for the Blue Book reading assignments from *Communication Matters*. Smaller books may require you to purchase a second one.

In this course it is okay to discuss the cases with other students or friends and have them comment on your rough draft or proofread your final copies. It is important to use spell check (many students have commented that grammar checkers are inferior--be careful!). An excellent idea to help with proofreading is for you or you and another person to read your papers out loud—this allows you to more quickly recognize mechanical, grammatical, and spelling errors! Strong proofreading is imperative in this class.

My comments on a paper reflect the problems that seem most serious according to what has been emphasized in your readings and during class discussions. I rarely mark everything that is "correctable" in a paper. Please do not take my comments as personal affronts to your writing. I try to view documents from the perspective of the audience and write my reactions to your content. I also add comments as an instructor from the viewpoint of your class instruction. All of the comments are intended to help you improve your writing so you can earn a higher grade on future assignments. Please meet with me if you don't understand my comments.

#### **Helpful Hints**

I use e-mail addresses from Blackboard for both class and individual messages. Be sure to follow the newest guidelines from the university regarding your e-mail address. A returned message from me due to your incorrect e-mail address or a full mailbox does not constitute an excuse for your not receiving it. It is important to check your e-mail daily.

Follow instructions and guidelines carefully, and keep up with your reading. Use your textbook for help but not as an absolute model because I do not always agree with the textbook. You will receive additional information and guidelines during class.

#### **Final Exam Information**

The proposal assignment that you will work on toward the end of the semester (completed in groups) consists of a written document, an oral presentation, an agenda, and performance evaluation comments for your team members. The project will take about a month to complete and is professionally and academically challenging. The proposal encompasses real-world procedures and standards and is a test of the knowledge you learned during the semester. Critical thinking throughout the proposal is strongly emphasized. There will also be new information added during the course of the project. There is no final exam in my course due to the comprehensive nature of the proposal assignment.

#### Additional Grade Information for My Classes

It is important that you understand the standards required for each assignment. Please ask if you need clarification. Understanding and following the standards will help you to perform at a high level. Any assignment that earns a score such as "84.5-84.9" will be recorded at the next full point (85). Any score below this, such as "84.1-84.4," will be recorded without the tenths (84). BA 324 instructors have a policy of not rounding up on the final grade.

#### Fairness, Respect, and Open Communication

I believe in being fair to all students and that includes the grades they receive. I follow the concept "what I do for one, I do for all." I don't give individual students extra points unless I give the same points to all students. Grades are assigned based on very specific guidelines that create as objective an environment as is possible for all students.

My course should provide an open and respectful situation for all of us. If you have concerns regarding situations in class, please visit me in my office and let's discuss the issues. I appreciate student suggestions that might improve the class. Because this is a communication course, please feel comfortable talking with me one on one and use my office hours to increase your learning opportunities in BA 324.

Let's all work together to make this semester beneficial to everyone!

# Mrs. Starnes' Syllabus—BA 324 Tuesday/Thursday Spring 2013 Unique numbers: 02115 (2:00-3:30 TTh) and 02125 (3:30-5:00 TTh) You are responsible for being aware of all the information listed below.

Day	Date	Readings/Activities	<b>Assignments Due</b>
Tu	1/15	Chap 1 Effective and Ethical Communication at Work	C.L.U.E. Review 1 (C.L.U.E. reviews are
		Review half of syllabus	included on the tests but are not turned
		Discuss Credit Points	in for an individual grade). This review
		Discuss Plagiarism Tutorial	is NOT the same as the C.L.U.E. pre-
		Discuss C.L.U.E. pre-test	test.
Th	1/17	Nonverbal, and Etiquette Skills	C.L.U.E. Review 2
		Complete review of syllabus	
		Preview Test 1	
		Discuss Blue Book assignment	
		Discuss "Purpose"	
Tu	1/22	1 1	Blue Book assignment Section 1
		Discuss UT Database assignment (PowerPoint slides)	C.L.U.E. Review 4
			C.L.U.E. pre-test answer sheet
Th	1/24	Chap 5 Organizing and Writing Business Messages	C.L.U.E. Reviews 5 and 6
		Chap 6 Revising Business Messages	Plagiarism Tutorial and Test completed by
		Q and A on UT database assignment (PP slides)	midnight
Tu	1/29	Test 1- Guffey and Loewy Chaps 1, 2, 4, 5, and 6 and C.L.U.E. Reviews 1, 2, 4, 5, and 6	Test 1
Th	1/31	Chap 7 Electronic Messages and Digital Media	C.L.U.E. Review 7 and 8
İ		Chap 8 Positive Messages	UT database assignment (PP slides)
		Sign up for Informative Individual Presentation	Bring "Pre-writing Questions"
			Sheet from course packet or Blackboard Documents
Tu	2/5	Peer edit Chap 7	Blue Book assignment Section 2
		Quick preview Chap 14 Business Presentations	Rough draft of Electronic/Positive Message
	:	Discuss Informative Individual Presentation Parts I and II	
Th	2/7	Chap 10 Persuasive Messages	C.L.U.E. Review 10 and 14
Ì		Chap 14 Business Presentations	
		Q and A for Informative Individual Presentation and	
		Electronic Message	
Tu	2/12	Informative Individual Presentation Parts I and II	Final copy of Electronic/Positive Message
		Receive and preview team proposal case study	Informative Individual Presentation
			Parts I and II
Th	2/14	Informative Individual Presentation Parts I and II	Informative Individual Presentation
		Discuss individual research for proposal	Parts I and II
Tu	2/19	Chap 9 Negative Messages	Blue Book assignment Section 3
			C.L.U.E. Review 9
			Bring "Pre-writing Questions"
			Sheet from course packet or Blackboard
			Documents
Th	2/21	Chap 9 peer editing class	Rough draft of Negative Message
Tu	2/26	Test 2 Guffey and Loewy Chap 7, 8, 9, 10, and 14 and C.L.U.E. Reviews 7, 8, 9, 10, and 14	Test 2
Th	2/28		Final copy of Negative Message
		Sign up for dyad presentations on my office door by	Individual research on proposal
		tomorrow 5:00	

T.	2.15		
Tu	3/5	Q and A on dyad presentation	Blue Book assignment Section 4
		Discuss Executive Summary assignment	
		Discuss heading transitions, Guffey p. 392	
Th	3/7		Agenda assignment will be discussed.
		More details on proposal case study	Agenda will be due the class day
		Discuss Agenda assignment	after you hold your meeting and
		Preview Performance Evaluations	prior to your team presentation.
		Meet your team for the proposal assignment	
		Receive team presentation date/order	
M-F	3/11-15	Spring Break	
Tu		Dyad presentations	Dyad presentation
		Discuss 7 questions for proposal and Polished Proposal	
		Draft	
Th	3/21	Dyad presentations	Dyad presentation
	0,21	Continue discussion of the 7 questions from course packet	
		and teams' informal presentations of one of the	
		questions	
Tu	3/26	Chap 13 Proposals, Business Plans, and Formal Reports	Executive Summary
1 4	3/20	Preview parts of a proposal, pp. 426-430	Lixecutive Summary
		Discuss Polished Proposal Draft assignment	
TL	2/00	Team meetings	Disa Dash Gast's 7
Th	3/28	,	Blue Book Section 5
		Discuss figures/graphics for proposal	Informal presentation of 7 questions
		Chap 11, p. 364	Self critique and evaluation sheet from
		No team meetings today	presentation
Tu	4/2	1	
		Chap 12 Informal Business Reports	
		Discuss Headings/Subheadings and transitions	
		Discuss guidelines from course packet	
		Discuss rough draft of Table of Contents	
		Team meetings	
Th	4/4	Page by page run-through of a proposal format	Polished Proposal Draft assignment
		Discuss ideas for PowerPoint slides	
ļ		Team meetings	
Tu	4/9	Team meetings/catch up	
Th	4/11	Discuss team presentation; view former team's video	E-mail rough draft copy of Table of
		Discuss designing PowerPoint slides	Contents (optional but strongly
		Discuss in- and out-of-class presentation practice	recommended)
		Team meetings	1000mmended)
Tu	4/16		
14	"10	Team meetings	
Th	4/18	Proposal due in my office by 4:00	Proposal
Tu	4/18	Practice presentations in classroom	Lioposai
Th		*	Toom procentations
111	4/25	Team presentations	Team presentations
			PowerPoint slides
			Performance Evaluation Comments
			from today's teams due today by
			midnight; no late evaluations
Tu	4/30	Team presentations	Team presentations
			PowerPoint slides
			Performance Evaluation Comments
			from today's groups due today by
			midnight; no late evaluations
Th	5/2	Yeswe have class today! All proposal-related	
		assignments will be returned	