Course Description
This course provides students with a conceptual framework and specific tools for communicating in complex environments and accomplishing strategic academic and professional business goals. This course provides writing, oral, and collaborative skills necessary for future business courses, internships, and professional positions.

Course Objectives
Students engaged in this course will:
1. Analyze communication situations and audiences to make choices about the most effective and efficient way to communicate and deliver messages.
2. 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.
3. Deliver effective business presentations in contexts that may require either extemporaneous or impromptu oral presentations.
4. Provide feedback, accept feedback, and use feedback to improve communication skills.
5. Write business documents that are grammatically correct and use appropriate business style.
6. Develop effective interpersonal communication skills.
7. Use communication technology appropriately and effectively.

Required Texts


Additional Materials
- Pocket dictionary for reference
- Three-ring binder for organizing handouts

Course Evaluation
1. Written Communication 50%
2. Oral Communication 35%
3. Professional Develop 15%
100%

Grading
The following plus/minus scale will be used to determine final grades. Please review the Master Syllabus for details on writing rubric and oral presentation criteria.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 and above</td>
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<tr>
<td>A-</td>
<td>90-92.9</td>
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<tr>
<td>B</td>
<td>83-86.9</td>
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<tr>
<td>B-</td>
<td>80-82.9</td>
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<tr>
<td>C</td>
<td>73-76.9</td>
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<td>C-</td>
<td>70-72.9</td>
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<tr>
<td>D</td>
<td>63-66.9</td>
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<tr>
<td>D-</td>
<td>60-62.9</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>D+</td>
<td>67-69.9</td>
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<tr>
<td>F</td>
<td>59.9 and below</td>
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Overview of Assignments

<table>
<thead>
<tr>
<th>Writing – (50%)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Total Points: 500 points</td>
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</table>
| • (5) In-class exercises (grammar/writing) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&n
Attendance Policy: Daily attendance and active participation in the class is required. If your absences exceed three days, your final grade is impacted by a minimum of 1% deduction of your final grade per absence. A point can make a difference between an A and an A-. Excessive absences (8 or more) can result in a failing grade for the course.

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

Punctuality Policy: I expect you to arrive to class on time. In the business world and in your future employment, punctuality is important. Therefore, I ask that you take punctuality seriously. I will take attendance at the beginning of class. If you are not present when I take attendance you will be counted as late. Three late arrivals will equal an absence. Excessive tardiness will impact your final grade. Also, I do understand that unforeseen circumstances occur and if for some reason you are late for reasons outside of your control please be sure to notify me after class.

Academic Integrity: You must observe all responsibilities described in the UT Policies for Academic Integrity. Avoiding plagiarism is a key tenet of academic integrity. (See the Master Syllabus for more details.)

Teamwork: Teamwork is a core component of this class and is critical to your final grade. You must fulfill your responsibility to your team. If you are negligent in this area, it can result in a substantial reduction to your final grade.

Grading: I will grade all assignments (written and oral). If you have questions about your grade on an assignment, please visit me within 5 business days of receiving the grade. (Please note that Day 1 is the day the graded assignment is returned.) After 5 days, a graded assignment is ineligible for review. Please note that graded assignments submitted for review may be graded in their entirety.

If you have questions about your grade, please feel free to see my after class or during my office hours. If your schedule does not permit you an opportunity to visit with me during my office hours, I will be happy to schedule additional time to meet with you.

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

Undergraduate Writing Center: The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. Their services are not just for writing that has "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. For more information, contact The Undergraduate Writing Center at 471-6222, website http://www.uwc.utexas.edu/, FAC 211.
Course Schedule

This schedule is subject to changes, dependent on the needs of the course and at my discretion. Please bring your schedule to class so that you can record any necessary changes. Also, check your email for any assignment updates and messages.

Week 1  
Getting Started

<table>
<thead>
<tr>
<th>January 18</th>
<th>In Class</th>
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<tbody>
<tr>
<td></td>
<td>• Introduction to course and classmates</td>
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</table>

**Assignment for January 20**
- Bring signed plagiarism agreement to class (in first-day folder)
- Read Guffey Chapter 1
- Complete the Interactive Plagiarism Tutorial for 1 credit (see handout)
- Review one business related article through a media outlet (online or paper) for “best practices” in business

<table>
<thead>
<tr>
<th>January 20</th>
<th>In Class</th>
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<tbody>
<tr>
<td></td>
<td>• “Show and Tell”</td>
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<tr>
<td></td>
<td>• Discuss Formal Communication Channels</td>
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<td></td>
<td>• Discussion on Understanding the Importance of Communication</td>
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<td></td>
<td>• Grammar skills assessment</td>
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</tbody>
</table>

**Assignment for January 23**
- Review one business related article through a media outlet (online or paper) for “what not to do” in business setting
- Read Guffey Chapters 4 through 6 (heart of the text)

Week 2  
Learning and Living the 3 X 3 Rule

<table>
<thead>
<tr>
<th>January 23</th>
<th>In Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• “Show and Tell”</td>
</tr>
<tr>
<td></td>
<td>• Discussion of Guffey 3x3 writing process</td>
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<tr>
<td></td>
<td>• Discussion of direct &amp; indirect writing styles</td>
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<td></td>
<td>• Discussion of memos and emails</td>
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</tbody>
</table>

**Assignment for January 25**
- Read Guffey Chapter 8
- Memo exercise (see handout)
- Email exercise (see handout)
- Review one business related article through a media outlet (online or paper) for “grammatical errors”
January 25

In Class
- “Show and Tell”
- Critique (self and peer) of first drafts of memos and emails
- Discussion of listening skills and public speaking
- Discussion of 2- and 3-person speaking assignment
- Draw for speaking dates

Assignment for January 27
- Review one business related article through a media outlet (online or paper) for “emails, social media, blogs” business advice
- Read Guffey Chapters 2 & 14
- Begin working on 2- and 3-person speaking assignment

Assignment for January 27
- “Show and Tell”
- Grammar diagnostic (for credit)
- Q&A about 2- and 3-person speaking assignment
- Discussion of impromptu speaking

Assignment for January 30
- Watch a short clip on a debate, speech, or presentation to observe for effective speaking strategies (handout)
- Final drafts of memos and emails due

Week 3

Keep It Interesting—Keep Us Entertained

January 30

In Class
- “Show and Tell”
- Plagiarism workshop

Assignment for February 1
- Teams presenting February 1 be ready

February 1

In Class 2- and 3-person presentations
- 2- and 3-Person presentations (5)
- Critiques of presentations

Assignment for February 3
- Teams presenting February 3 be ready

February 3

In Class 2- and 3-person presentations
- 2- and 3-Person presentations (5)
- Critiques of presentations
- Punctuation diagnostic (for credit)

Assignment for February 6
- Teams presenting February 6 be ready
- Read Chapter 13
Week 4
Beginning to Plan the Team Proposal

February 6  In Class
- 2- and 3-person presentations (1)
- Written critiques of presentations
- Discussion of intercultural communication
- Obtain volunteers for intercultural panel
Assignment for February 8
- Read Chapter 3 (prepare for cross-cultural discussion)
- Begin working on intercultural memo (due February 13)

February 8  In Class
- Discussion of team proposal (what makes a good topic)
- Intercultural panel
- Peer evaluation of team speaking experience
No Assignment for February 10

February 10  Meet in ModLab East (CBA 5.325)
Library Research Session (April Kessler, business librarian)
Assignment for February 13
- Library research assignment (see handout)
- Complete intercultural memo (see handout)
- Read Guffey Chapter 2

Week 5
Team Work

February 13  In Class
- Assignment of proposal teams
- Proposal teams meet to decide on tentative proposal topic
- Submit intercultural memo
Assignment for February 15
- Research topics for team workshop (see handout)

February 15  In Class
- Discussion of MLA style and annotated bibliography
- Review of intercultural memos
- Discussion of survey writing
Assignment for February 17
- Complete on-line Business Research tutorial (for credit—see handout)
- Draft proposal team survey (for credit—to be reviewed in class on February 20). (This assignment will require an outside team meeting.)

February 17  In Class
- Impromptu presentations
No Assignment for February 20
Week 6
Setting Team Expectations

February 20
In Class
• Discussion of Team Agreement and Work Plan
• Discussion of formal team meetings
• Peer critique of team survey

Assignment for February 22
• Complete Team Agreement and Work Plan
• Review one business related article through a media outlet (online or paper) for “business etiquette” in the workplace

February 22
In Class
• “Show and Tell”
• Discussion of LinkedIn/Blog assignment
• Team personalities workshop

Assignment for February 24
• Begin working on LinkedIn/Blog assignment (see handout)
• Review any tips on how to best set up a LinkedIn account or Blog

February 24
In Class
• Discussion of team presentation PowerPoint assignment
• Draw for presentation dates
• In-class exercise

Assignment for February 27
• Complete LinkedIn account or Blog

Week 7
Preparing for the Test

February 27
In Class
• Sample presentation by former BA 324 students
• In-class exercise
• Impromptus

No Assignment for February 29

February 29
In Class
• Review for test (content to be announced)
• Review of executive summary
• Impromptus

Assignment for March 2
• Study for exam

March 2
In Class
• Exam

No Assignment for March 5
Week 8
Learning from the Professionals

March 5  In Class
Guest Speaker

March 7  In Class
Group Activity

March 9  NO CLASS

Week 9
NO CLASSES- SPRING BREAK

Week 10
Learning to Deliver Bad News

March 19  MEET IN MODLAB East (CBA 5.325)
• In-class writing assignment
Assignment for March 21
• Read Chapter 9

March 21  In Class
• Discussion of indirect writing style and “Bad News” letter
• Workshop for Proposal Team presentations
Assignment for March 23
• “Bad News” letter (handout)
• Work on Proposal Team presentations. Bring your laptops, draft of PowerPoint slides, and draft of outline to class for workshop

March 23  In Class
• Peer review of “Bad News” letter
• Discussion of “Expanding Your Horizons” presentation
• Draw for “Expanding Your Horizons” presentation dates
• In-class exercise
Assignment for March 26
• Team Proposal presentations begin
• Refresh your audience skills

Important: Schedule at least two, preferably three, team practice sessions before the date of your formal team presentation. Practice makes a difference!
Formal Team Presentations Nov. 1, 3, 8
Attendance is critical during this period. Absences count double.

Week 11
Selling Your Proposal

March 26
In Class
• Proposal Team presentations with peer critiques
Assignment for March 28
• Continue working on Proposal Team presentation and “Expanding Your Horizons” presentation

March 28
In Class
• Proposal Team presentations with peer critiques
• Distribute handout on team written proposal requirements
Assignment for March 30
• Review handout on team written proposal requirements
• Continue working on Proposal Team presentation and “Expanding Your Horizons” presentation

March 30
In Class
• Proposal Team presentations with peer critiques
• Distribute handout on requirements of and deadlines for formal written Team Proposal
Assignment for April 2
• Work on “Expanding Your Horizons” presentation
• Begin section drafts of Team Proposal

Week 12
Multi-tasking

April 2
In Class
• “Expanding Your Horizons” presentations
• Review requirements for team proposal
• Impromptus
Assignment for April 4
• Work on “Expanding Your Horizons” presentations
• Work on section drafts of Team Proposal

April 4
In Class
• “Expanding Your Horizons” presentations
• In-class exercise
• Discussion of in-class writing assignment
Assignment for April 6
• Work on Team Proposal
April 6  
NO CLASS

**Week 13**  
*Continuing your work*

April 9  
**In Class**  
- “Expanding Your Horizons” presentations  
- In-class exercise  
- Impromptus

**Assignment for April 11**  
- Work on Team Proposal

April 11  
**In Class**  
MEET IN MODLAB EAST (CBA 5.325)  
- In-class writing assignment

**Assignment for April 13**  
- Keep working on Team Proposal

April 13  
**In Class**  
- Group Activity

**Assignment Due**  
**FINAL SECTION DRAFTS OF TEAM PROPOSAL DUE**  
*Note: Must be in final form—ready for incorporation into the final proposal.*

**Week 14-Week 15**  
*Beginning to See Daylight*

April 16-April 27  
TBA

**Week 16**  
*Wrapping Up*

April 30  
**In Class**  
- Expanding Your Horizons  
- Impromptus

No Assignment for May 2

May 2  
**In Class**  
- Group Activity

**Assignment for May 4**  
- TEAM PROPOSAL DUE

May 4  
**Last Day of Class**  
**In Class**  
- TURN IN TEAM PROPOSAL  
- Complete team peer evaluation