# The University of Texas at Austin – McCombs School of Business

BA 324 - Business Communication, Spring 2013 MWF, 12:00 p.m.-1:00 p.m., 02085, CBA 4.322 MWF, 1:00 p.m. - 2:00 p.m., 02100, CBA 4.322

#### **Instructor: MARY ANNE TAYLOR**

Email: <u>mataylor128@gmail.com</u>, (best form of communication)

Office: GSB 4.126 (C)
Office Hours: MW 2-4 p.m.
Phone: 512-471-3814

Student Assistant: Miriam Walker

Email: Miriam.Walker@bba08.mccombs.utexas.edu

#### **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 are 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
- 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	tends to ramble; lack of direction interferes with audience understanding;	do not interfere with audience understanding;	Writing is concise and clear; information is easy to understand; focus and and direction of writing are obvious to audience
Introduction & Conclusion	established in the appropriate paragraph; conclusion does not include contact information, end date, goodwill, or future	established in the appropriate paragraph; conclusion is satisfactory but lacks at least	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		$\mathcal{E}$	
	readability and/or is awkward; connections		
Critical Thinking	expressed with personal views; no original thoughts	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 & Tone	professionally formatted; tone and language are inappropriate	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 $\underline{A}$ 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.
- 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.

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

#### INSTRUCTIONS FOR INSTRUCTOR TAYLOR'S SECTIONS

## Class policies

- Laptops are allowed (unless they become a distraction).
- Cell Phones are strictly forbidden and should be kept silent, dark and put away (use of a cell phone will directly effect your grade in this course).
- Turn in neat, polished work. All assignments completed outside of class must be typed.
- Please proofread your work. Word-processing functions (spell check and grammar check) will often let you down. Proofreading a printout is the most effective way to catch mistakes.
- Meet deadlines. Hard copies of assignments are due the minute the class starts on the scheduled completion date. Equipment failure is not an acceptable excuse for late work. No late work will be accepted.
- Teamwork is a core component of this class. Fulfilling your responsibilities to
  your team is critical to your final course grade. Serious negligence in this area can
  result in a significant reduction in your final grade.
- Academic integrity is required. You must observe all the responsibilities described
  in the UT Policies for Academic Integrity. Avoiding plagiarism is a key tenet of
  academic integrity.
- **GRADES:** If you have questions about your grade on an assignment, please see me within 5 business days of receiving the grade (day 1 is the day the assignment is returned). After 5 days, a graded assignment is not eligible for review. Graded assignments submitted for review may be re-graded in their entirety.
  - 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.
- If you have questions about a grade or any other aspect of the course, please see me after class or during office hours. If your schedule conflicts with my office hours, I will be glad to schedule additional office time to meet with you.
- Your participation grade is not assumed. It must be earned. Participation includes your attendance, punctuality, participation in class discussions and think-pair-share activities, asking questions of your peers during their presentations, and offering constructive criticism to your peer after they speak
- We will be using APA format for citation. See the Purdue Owl website for assistance: <a href="http://owl.english.purdue.edu/owl/section/2/10/">http://owl.english.purdue.edu/owl/section/2/10/</a>

# **Point Value for Instructor Taylor's Sections**

Written Communication (50%)	
One Memo	= 50 points
One email	= 50 points
Cover letter & Resume (letter 50 pts/resume 10 pts)	= 60 points
Dear Boss Letter	= 50 points
Two Executive Summaries (20 pts each)	= 40 points
Case Challenge Presentation Outline (group)	= 25 points
Case Challenge Presentation Visual Aid (group)	= 25 points
Case Challenge Written Report (group)	= 100 points
Case Challenge Reflection Letter (individual)	= 50 points
Peer Group Evaluation (letter form)	= 50 points
Oral Communication (35%)	
Elevator Pitch	= 25 points
Product Sales Pitch	= 25 points
Case Challenge Presentation (group)	= 150 points
Informative Extemporaneous Speech (Individual)	= 100 points
Impromptu Presentation (Ethical Scenario)	= 25 points
Impromptu Presentation (Pitch Party)	= 25 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:

## Point breakdown:

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A	93% and above – 930 – 1000
<b>A-</b>	90-92.9% - 900 - 929
B+	87-89.9% – 870 - 899
В	83-86.9% - 830 - 869
<b>B</b> -	80-82.9% - 800 - 829
<b>C</b> +	77-79.9% – 770 - 799
$\mathbf{C}$	73-76.9% - 730 - 769
<b>C</b> -	70-72.9% - 700 - 729
D+	67-69.9% - 670 - 699

D 63-66.9% - 630 - 669 D- 60-62.9% - 600 - 629 F 59.9% and below - 599 - 0

A curve is not used in this course.

#### **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
- Timely notice about absences to peers and instructor via email
- Attention to and courteous behavior toward instructor, peers, student assistants, and guest lecturers
- Participation in class discussion and think-pair-share 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 and constructive criticism
- Respect for diversity of others
- · 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, 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 <a href="http://www.mccombs.utexas.edu/udean/Scholastic\_Responsibility.asp">http://www.mccombs.utexas.edu/udean/Scholastic\_Responsibility.asp</a> and <a href="http://deanofstudents.utexas.edu/sjs/scholdis.php">http://deanofstudents.utexas.edu/sjs/scholdis.php</a> for more information.

#### **TENTATIVE COURSE SCHEDULE SPRING 2013**

DATE	IN-CLASS	ASSIGNMENT DUE
	Introduction to Course Meet classmates; self-introductions	

W- 1/16   Discussion: Questions about course, syllabus & endings Discussion: Effective and ethical communication Discussion: February and Produce Elevator Pitches   Introduce Elevator Pitches   W- 1/23   Discussion: Verbal and NonVerbal Delivery Introduce Elevator Pitches   Introduce Discussion: February Discussion: The Writing Process Deliver Elevator Pitches   Duffey Chapters 4-6   W- 1/30   Discussion: The Writing Process Deliver Elevator Pitches   Duffey Chapters 4-6   W- 1/31   Discussion: The Writing Process Deliver Elevator Pitches   Duffey Chapters 4-6   Must complete a library tutorial, Introduce Executive Summary   United United Discussion: The Writing Process Finish Elevator Pitches   Duffey Chapters 4-6   Must complete a library tutorial, Introduce Executive Summary   United United Discussion: Proceedings of the William Process Finish Elevator Pitches   Duffey Chapters 4-6   Must complete a library tutorial, take a screen shot and upload into blackboard assignment before class (participation: 10 points)   W- 2/6   How to organize effective presentations   Duffey Chapter 10   Duffey Chapter 2   Discussion: Normalise Presentations   Duffey Chapter 2   Discussion: Listening Skills   Introduce Product Sales Pitches   Duffey Chapter 2   Duffey Chapter 3   Duffey Chapter 4   Duffey Chapter 5   D	<b>TT</b> 4 /4 6	D: : 0 : 1 : 11 1 0	C. C. Classian 1
F- 1/18 Discussion: Effective and ethical communication Discussion: Effective and and Signment Molecular Signment No CLASS (MLK JR HOLIDAY) W- 1/23 Discussion: Verbal and NonVerbal Delivery Introduce Elevator Pitches F- 1/125 Discussion: Verbal and NonVerbal Delivery Discuss the importance of peer review and requirements W- 1/38 Discussion: The Writing Process Deliver Elevator Pitches W- 1/30 Discussion: The Writing Process Deliver Elevator Pitches W- 1/30 Discussion: The Writing Process Deliver Elevator Pitches F- 2/1 Discussion: The Writing Process Duffey Chapters 4-6 Deliver Elevator Pitches M- 2/4 Introduction to Academic Research Library tutorial Introduce Informative Presentations M- 2/11 Introduce: Persuasion and Sales Messages Deliver Informative Presentations Discussis Informative Assignment Defore class (participation: 10 points)  M- 2/13 Deliver Informative Presentations Diffey Chapter 10 Executive Summary (1) Due W- 2/13 Deliver Informative Presentations Diffey Chapter 10 Executive Summary (2) Due Exam Review W- 2/20 Exam I F- 2/15 Piscussion: Listening Skills Introduce Product Sales Pitches W- 2/27 Discussion: Nonverbal communication and etiquette skills Introduce Dear Boss Letter F- 3/1 Introduce Dear Boss Letter F- 3/1 Introduce Dear Boss Letter F- 3/3 Introduce Product Sales Pitches  M- 3/4 Deliver Product Sales Pitches  Juffey Chapter 2 Introduce Dear Boss Letter In class peer reviews  Duffey Chapter 2 Introduce Dear Boss Letter In class peer reviews  Duffey Chapter 2 Introduce Dear Boss Letter In class peer reviews  Dear Boss Letter due  Dear Boss Letter due	W- 1/16		Guffey Chapters 1
F- 1/18   Discussion: Effective and ethical communication Discussion: Electronic message and digital media Introduce main assignment   M- 1/21   NO CLASS (MLK JR HOLIDAY)   W- 1/23   Discussion: Verbal and NonVerbal Delivery Introduce Elevator Ptiches   Introduction email assignment   F- 1/25   Discussion: Verbal and NonVerbal Delivery Discussion: Verbal and Verbal Delivery Discussion: Verbal Deliver Disc			
Discussion: Electronic message and digital media Introduce email assignment with the produce email assignment and produce Elevator Pitches  F- 1/25 Discussion: Verbal and NonVerbal Delivery Discussion: Verbal and NonVerbal Delivery Discussion: Verbal and NonVerbal Delivery Discussion: The Writing Process Deliver Elevator Pitches  W- 1/30 Discussion: The Writing Process Deliver Elevator Pitches  W- 1/30 Discussion: The Writing Process Deliver Elevator Pitches  F- 2/1 Discussion: The Writing Process Deliver Elevator Pitches  M- 2/4 Introduction to Academic Research Library stuorial Introduce Executive Summary  W- 2/6 How to organize effective presentations Discussion and Sales Messages  M- 2/11 Introduce: Persuasion and Sales Messages  M- 2/12 Deliver Informative Presentations  M- 2/13 Deliver Informative Presentations  M- 2/14 Product Product Sales Missages  M- 2/15 Product Sales Missages  M- 2/16 Product Sales Missages  M- 2/17 Deliver Informative Presentations  M- 2/18 Product Sales Missages  M- 2/18 Product Sales Missages  M- 2/19 Product Sales Missages  M- 2/20 Exam  M- 2/20 Exam  M- 2/20 Exam  M- 2/27 Discussion: Listening Skills Introduce Dear Boss Letter  F- 3/1 Introduce and Discuss Intercultural Communication Duffey Chapter 2  M- 2/27 Discussion: Nonverbal communication and etiquette skills Introduce Dear Boss Letter  F- 3/1 Introduce and Discuss Intercultural Communication  M- 3/4 Deliver Product Sales Pitches  M- 3/6 Deliver Product Sales Pitches  M- 3/6 Deliver Product Sales Pitches  M- 3/10 NO CLASS (SPRING BREAK)  3/11 NO CLASS (SPRING BREAK)  3/13 NO CLASS (SPRING BREAK)			
Introduce email assignment   No CLASS (MLK JR HOLIDAY)	F- 1/18		
M- 1/21 NO CLASS (MLK JR HOLIDAY) W- 1/32 Discussion: Verbal and NonVerbal Delivery Introduce Elevator Pitches F- 1/25 Discussion: Verbal and NonVerbal Delivery Discuss the Importance of peer review and requirements W- 1/38 Discussion: The Writing Process Deliver Elevator Pitches W- 1/30 Discussion: The Writing Process Deliver Elevator Pitches W- 1/30 Discussion: The Writing Process Deliver Elevator Pitches F- 2/1 Discussion: The Writing Process Deliver Elevator Pitches M- 2/4 Introduction to Academic Research Library tutorial Introduce Executive Summary Introduce Introduce Executive Summary M- 2/6 How to organize effective presentations Introduce Executive Summary Introduce Informative Assignment M- 2/11 Introduce: Persuasion and Sales Messages M- 2/13 Deliver Informative Presentations Introduce: Persuasion and Sales Messages M- 2/13 Deliver Informative Presentations In class peer reviews M- 2/10 Peliver Informative Presentations M- 2/11 Discussion: Listening Skills Introduce Product Sales Pitches M- 2/22 NO CLASS (Sports and Identity Conference) W- 2/27 Discussion: Somethal Sales Pitches M- 2/27 Discussion: Somethal Sales Pitches M- 3/4 Deliver Product Sales Pitches M- 3/4 Deliver Descriptions In class peer reviews M- 3/6 Deliver Description: Nonverbal communication and etiquette skills Introduce Dear Boss Letter M- 3/6 Deliver Product Sales Pitches M- 3/6 Deliver Product Sales Pitches M- 3/6 Deliver Product Sales Pitches M- 3/7 Deliver Product Sales Pitches M- 3/8 How to organize, outline and give impromptu presentations Introduce Inclass peer reviews M- 2/30 Dear Boss Letter due presentations In class peer reviews M- 3/6 Deliver Product Sales Pitches M- 3/8 How to organize, outline and give impromptu presentations Introduce Impromptu Presentation (ethical scenario) Finish any Product Sales Pitches M- 3/11 NO CLASS (SPRING BREAK) M- 3/13 NO CLASS (SPRING BREAK)		Discussion: Electronic message and digital media	Guffey Chapter 2
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N. 2/10	Diagramian, The Joh Manket and Joh Coangh	Duffey Chapter 12
M- 3/18	Discussion: The Job Market and Job Search	Duffey Chapter 13
*** 0 (0.0	Deliver Impromptu Presentations (ethical)	D 00 Cl + 12
W- 3/20	Discussion: Resume's and Cover Letters	Duffey Chapter 13
	Deliver Impromptu Presentations (ethical)	
F- 3/22	Introduce Cover Letter and Resume Assignment	
	Finish any Impromptu Presentations (ethical)	
M- 3/25	Introduce Networking	
	Introduce Impromptu Pitch Party	
	Discuss the difference in an elevator and impromptu	
	speech	
W <sub>-</sub> 3/27	Deliver Impromptu Pitches (Pitch Party)	Cover Letter/Resume Assignment due
<b>VV</b> - 3/2/	Detiver impromptu i tienes (i tien i arty)	In class peer reviews
F- 3/29	Deliver Impromptu Pitches (Pitch Party)	In class peer reviews
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M- 4/1	Interviewing and Following up	Duffey Chapter 16
	Finish Impromptu Pitches (Pitch Party)	
W- 4/3	Interviewing and Following up	Duffey Chapter 16
	Preparing Interview Questions	
F- 4/5	Introduce Memo Assignment	Come with prepared interview
	In class mock interview practice	questions
M- 4/8	Discuss Reports and Proposals	Duffey Chapters 11-12
W- 4/10	Discuss Reports and Proposals	Duffey Chapters 11-12
F- 4/12	Introduce Group Communication	Chapter 2
		Recommendation Memo is Due
M- 4/15	Discuss Group Presentation	
	Assign Groups	
	Introduce Case Challenges	
W- 4/17	Introduce Business Presentations	Duffey Chapter 14
	Distribute Case Challenge to Groups	
	Discuss Outlining Assignment for the Case	D 00 01 + 14
F- 4/19	Discuss Business Presentations	Duffey Chapter 14
	Visual Aid Requirements	
B.E. 4/00	Assign Group Evaluation Letter	
M-4/22	Discuss Case Challenge Presentations	
XX/ 4/24	Library/Database Research In-Class Group Workshop day and final questions	Case Outline Due
		Case Outline Due
F- 4/26	Case Challenge Presentations	
M- 4/29	Case Challenge Presentations	
W- 5/1	Case Challenge Presentations	All Case Challenge Written Reports are
P - 7/2		due
F- 5/3	Finish any Case Challenge Business	Group Evaluation Letter is due
	Exam Review	Self Reflection Letter is due
Exam 2	Final Exam for MWF, 12-1, 02085	Thursday, May 9, 2-5
	Final Exam for MWF, 1-2, 02100	Monday, May 13, 2-5
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<sup>\*</sup> Dates and Assignments are subject to change given our class needs

**Readings:** There are **three** (3) **required** texts for this course.

- \* Mary Ellen Guffey's Business Communication: Process & Product, 7th Edition.
- \* Supplemental Reading: Riekenberg et al's Communication Matters: Write, Speak, Succeed, A Collection of Readings in
- \* Supplemental Reading: Business Communication, 2nd Edition. \* William Earnest's Save Our Slides, 2nd Edition