

Syllabus, 2010 Fall, Business Communication

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BUSINESS COMMUNICATION (BA 324) MASTER SYLLABUS

APPLIES TO ALL SECTIONS OF BA 324

Prerequisites

Required classes: **BA 324:** RHE or E 306; MIS 301 or 310; and credit or registration for BA 101S, 101T, or 101H
BA 324 Honors: RHE or E 306; and BA 101S or 101H, or credit or registration for BA 101T.

Expected skills: Basic writing skills, including grammar and mechanics
Computer skills, including the ability to create PowerPoint presentations, communicate by email, and use the Internet/Web

Primary Textbook

The primary required textbook for all BA 324 sections is Mary Ellen Guffey's *Business Communication: Process & Product*, 6/e. Individual lecturers may require additional texts and/or reading packets.

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 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 work on letters, memos, proposals, formal and informal reports, work plans, outlines, agendas, and progress reports.

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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. Therefore, students must take responsibility for planning and scheduling their own work, and developing time management skills.

Project development. Groups of approximately four to six students develop projects, complete research, schedule meetings, write team messages (including 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-evaluations, or analyses of one's own presentations, interpersonal communication and other class activities. These assignments may also involve peer-editing and evaluating the work of classmates.

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 regularly, develop meeting goals, make agendas, facilitate meetings, provide feedback and submit meeting minutes.

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.

Written Communication (55 percent), including a minimum of:

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

Oral Communication (30 percent), including a minimum of:

- One group research presentation
- One interpersonal assignment

Professional Development (15 percent), 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 Is a Substantial Writing Component Course

The University's official policy statement is: "Each course certified as having a substantial writing component must include at least three writing activities per semester, exclusive of in-class quizzes and examinations. These three or more writing activities must total approximately 16 type-written double-spaced pages (4,000 words). A major rewriting of a paper (requiring additional original writing, not merely editing) can be considered a separate writing activity. The quality of the student's written expression must be an important component in determining the student's course grade."

Written assignments in BA 324 that fit the substantial writing component criteria comprise 55 percent of the grade for this course. Of that 55 percent, 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.

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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.

Attendance 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 percent deduction of your final grade per absence. Please review carefully the additional attendance requirements, which are at your instructor's discretion.

Policy for Determining Final Course Grade for All BA 324 and BA 324H Sections

All BA 324 and BA 324H sections will use the following plus/minus scale to determine final course grades:

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. 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.mcombs.utexas.edu/udean/Scholastic_Responsibility.asp. One of the provisions of this statement is:

"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 at <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

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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. 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 will be 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 could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will 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 information on restricting directory information, see: <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, 471-4641 TTY, or online at <http://deanofstudents.utexas.edu/ssd/>.

Religious holidays. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence. This policy can be reviewed online at: <http://www.utexas.edu/student/registrar/catalogs/gi05-06/ch4/ch4g.html>

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 is acceptable and does not interfere with audience understanding; minor errors in cohesion	Writing is concise and clear; information is easy to understand; focus and direction of the writing are obvious to audience
Introduction and Conclusion	Main idea or purpose is not established in the appropriate paragraph; conclusion does not include contact information, end date, goodwill, or future relationship	Main idea or purpose is established in the appropriate paragraph; conclusion is satisfactory but lacks at least one important statement	Introduction not only establishes main idea or purpose as appropriate, but also has an interesting hook; conclusion includes every necessary action or statement
Punctuation and Spelling	Writing contains numerous and/or significant errors which	Writing contains occasional errors, which do not distract	Writing is nearly error free with no item that distracts

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	distract from the message	from the message	from the message
Sentence Structure and Transitions	Sentence structure lacks readability and/or is awkward; connections between topics, ideas, or arguments lack clear transition	Most sentences build within paragraphs for readability; a few sentences lack transition	Sentences are clear, well developed, and express concise ideas; transitions create strong readability
Background and Critical Thinking	Ideas lack support or are expressed with personal views; no original thoughts that show critical thinking	Ideas are supported with occasional citations or class lessons; some individual, original ideas are expressed	Arguments are supported with cited references or relevant facts; strong use of originality is shown throughout the message
Professional Format and Tone	Document is not professionally formatted; tone and language are inappropriate	Document follows most of the traditional format guidelines but has at least one distracting error; tone and language use are fair	Professional format style is obvious; all aspects of the tone and language lend to audience's verbal and non-verbal understanding

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

Oral Presentation Criteria

Criteria for Grading Speeches*

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

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

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

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

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

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

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7. Make a polished presentation that artfully integrates verbal and nonverbal communication skills.

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

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

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

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

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These criteria apply to all oral presentations in this course.

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SYLLABUS SPECIFIC TO YOUR SECTION OF BA 324

Instructor Info, Sections and Office Hours

John S. Donnellan, MBA john.donnellan@mcombs.utexas.edu jsdonnellan@sbcglobal.net

Sections: 01950 TTH 8A – 930A, CBA 4.322.
 01960 TTH 930A – 11A, CBA 4.322.

Office: GSB 5.176K / *Phone:* 512-471-1650. 512-751-5359 (mobile)
Office hours: Tuesdays 12 p.m. – 1:30 p.m., Thursdays 12 p.m. – 1:30 p.m. and by appointment. See
 Rules for Office Hours.

Required Materials and Tools

1. Mary Ellen Guffey. *Business Communication: Process and Product* (7th edition). Please bring your book to every class.
2. Microsoft Word (“Word”)
3. Microsoft PowerPoint
4. Microsoft Excel
5. Internet access and a working email account

Description of Assignments

Analytical report. A formal report that provides data, analysis, conclusions and recommendations. This report is a team project. Your team will choose a topic, request approval to write a report on the topic, conduct the research and then prepare the report.

Bad-news message. A writing assignment in which you gain practice in delivering negative news to the receiver with finesse and empathy, so that you can retain the goodwill of the recipient while avoiding legal responsibility.

In-class assignments. You will receive three (3) in-class assignments on a random, unannounced basis and you must be present to do the assignment. You may use the textbook, notes, PowerPoint Slides, etc. for these assignments.

Individual presentation. A three- to five-minute speech demonstrating how to use one particular aspect or feature of PowerPoint in making presentations. You will gain practice in conveying instructions clearly and accurately to prevent the negative feelings in the workplace that occur when mistakes are made and work must be redone. You will learn valuable skills in using PowerPoint to create business presentations efficiently and effectively. You certainly will gain practice in delivering presentations with skill and confidence.

Memorandum requesting approval for analytical report topic. A persuasive message in which the team asks me to approve their analytical report topic.

Oral presentation of analytical report. An oral presentation of your team’s analytical report, which the team delivers to the class.

Peer evaluation. Each member of the team will submit electronically a written evaluation that summarizes each team member’s contribution to the team.

Persuasive message. A writing assignment in which you gain practice in getting someone else to believe, accept and act upon your request, using one of the most common forms of communication in business, email.

Positive reply message. A writing assignment in which you gain practice in delivering a common type of a message in business, a favorable reply to a request. You will also gain practice in writing business letters,

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which is an important skill because “business letters are necessary for messages that require a permanent record, confidentiality, formality, sensitivity and persuasion” (Guffey).

Progress report on analytical report presentation. A formal, oral progress report on the team’s analytical report, which the team delivers to the class.

Routine request message. A writing assignment in which you gain practice in writing one of the most common types of messages in business, a request for information, using one of the most common forms of communication in business, memos.

Team charter. A team charter is a set of agreements that clearly states what the team wants to accomplish, why it is important and how the team will work together.

Identification of Individual and Team Assignments and Extent of Collaboration Permissible

Although subject to change, the routine request message, positive reply message, persuasive message, bad-news message, individual presentation and peer evaluation are individual assignments. Although subject to change, the team charter, memorandum requesting approval for analytical report topic, progress report on analytical report presentation, analytical report and oral presentation of analytical report are team assignments.

I will decide whether you will do assignments individually or in teams. If I decide to make the assignment a team assignment, I may sometimes let you decide the makeup of the team.

For individual assignments, I expect you to work independently. By way of example and not by limitation, you may not seek or obtain assistance from other individuals, including current and former students, if such assistance 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.

For team assignments, I expect your team to work independently. By way of example and not by limitation, you may not seek or obtain assistance from individuals not on your team, including current and former students, if such assistance 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.

Point Values of Assignments and Other Graded Work

Assignment	Component	Possible Points	Your Score
Analytical report (out-of-class assignment)	Written Comm.	120	
Bad-news message (out-of-class assignment)	Written Comm.	95	
In-class assignment # 1	Written Comm.	10	
In-class assignment # 2	Written Comm.	10	
In-class assignment # 3	Written Comm.	10	
Individual presentation	Oral Comm.	100	
Memo requesting approval for analytical report topic	Written Comm.	15	
Oral presentation of analytical report	Oral Comm.	120	
Participation and professional conduct	Professional Dev.	100	
Peer evaluation (out-of-class assignment)	Professional Dev.	50	
Persuasive message (out-of-class assignment)	Written Comm.	95	
Positive reply message (out-of-class assignment)	Written Comm.	95	
Progress report on analytical report presentation	Oral Comm.	80	
Routine request message (out-of-class assignment)	Written Comm.	95	
Team charter	Written Comm.	5	

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Total		1,000	

Assignment Submission Requirements and Late Assignments

Summary. Assignments are due by the start of class on their due date and delivery of oral presentations are due when scheduled. If (a) you submit the hard copies of your assignments on time when you are asked to submit hard copies and if (b) you deliver your oral presentations when scheduled and if (c) you submit the electronic copies of your assignments on time, complete and in the correct file format when you are asked to submit electronic files and if (d) I can open the file, then you can skip the rest of this section.

Please refer to the instructions for the specific assignment to find out whether you must submit your assignment to me electronically, hard copy or both. If you must submit your assignment electronically, please pay close attention to *how* you are supposed to do that.

Assignments you submit to me electronically (usually as a file) and as hard copy. For these assignments, if you do not submit the hard copy by the start of class, then you will receive a late penalty. If you do not submit the electronic copy by the start of class, then you will receive a late penalty. If I do not receive the electronic copy by the start of class, then I may notify you of the problem by sending an email to your email address that appears on Blackboard or on an official class roster.

Please make sure that the document you submit is the document you want me to grade. That's because you will not receive an opportunity to resubmit an assignment, unless one of the conditions of this section applies.

Assignments you submit to me electronically only (usually as a file). For these assignments, if you do not submit your assignment by the start of class, then your assignment is late. For these assignments, I may notify you of the problem by sending an email to your email address that appears on Blackboard or on an official class roster.

Please make sure that the document you submit is the document you want me to grade. That's because you will not receive an opportunity to resubmit an assignment, unless one of the conditions of this section applies.

You must deliver your oral presentations when scheduled. For these assignments, if you do not deliver your presentation when scheduled, then you will receive a late penalty.

Late penalties. If you submit an assignment late, you will receive a ten percent (10%) penalty for each calendar day that it is late. An assignment is one (1) day late if you submit it after the start of class on its due date but less than 24 hours after the start of class on its due date. If you submit an assignment after the last class meeting before the final exam period begins, you will receive zero (0) points.

For the delivery of oral presentations, you will receive a ten percent (10%) penalty for each calendar day that it is late. The delivery of an oral presentation is one (1) day late if you do not deliver it on schedule. I am not required to help you minimize this penalty by arranging for you to deliver your presentation any sooner than your next scheduled class meeting. This policy is to recognize that each elapsed calendar day gives you one more day to prepare your delivery.

Therefore, the main factors that determine the amount of a late penalty for the delivery of oral presentations are the elapsed calendar days between scheduled class meetings and whether you are prepared to deliver your presentation when scheduled. If you are not prepared to deliver your presentation during the last scheduled day of presentations for that assignment, you will receive zero (0) points.

Electronic file problems. If I cannot open the electronic file, the file is in the wrong file format, in a different version, you sent the wrong file or if some other error on your part exists, then your assignment is late. I may notify you of the problem by sending an email to your email address that appears on Blackboard or on an official class roster. The only version of Microsoft Office you may use is Office 2007.

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At my discretion, I may grade the electronic version or the hard copy version of an assignment. Therefore, the electronic version of an assignment must be identical to the hard copy version because I need the freedom to be able to grade either version while having you comfortable that the version I chose to grade did not put you at a disadvantage. If the two differ, you may, and without warning, receive a ten percent (10%) penalty for not following instructions.

Make sure your peer evaluation is complete and correct. The only acceptable file format for this assignment is Microsoft Excel and the only acceptable version is 2007. If you use a different file format, a different version, another form or enter your ratings into the body of an email, then your assignment is at risk of receiving a late penalty. If your peer evaluation has omissions or other mistakes, then your assignment is at risk of receiving a late penalty. If you do not submit a peer evaluation on time, then your assignment is late.

If one or more of these types of mistakes occur, I will send only one (1) warning email to your email address that appears on Blackboard or on an official class roster. If you submit your assignment in the correct format and version, complete, correct, and do so electronically, but after the due date and more than 24 hours after the time I send this email, then you will receive a late penalty. The late penalty will start at the start of class on the original due date for the electronic copy.

General Grading Procedure for Written Assignments

Content, organization, style, format, grammar and mechanics will be the basis for your grade on written assignments. In each assignment, you should:

- Follow the instructions for the assignment.
- Apply the guidelines for the particular type of message.
- Demonstrate appropriate knowledge of the audience.
- Be clear and concise so that the reader can understand the ideas immediately.
- Have the proper tone.
- Accomplish the purpose of the message.

Please Review Your Assignments With Me *Before* They Are Due

I would be happy to help you by providing feedback on your assignments. So, please feel comfortable in asking for help. If you ask my help on an assignment *before* it's due, you increase the chances of making a better grade because of the feedback you will receive.

Please Proofread Your Assignments

Proofread your assignments before you submit them. *Always* check style, grammar and mechanics in your documents using the utility that Word provides, configuring the utility to the settings that catch the *most* errors. After that, check the work *without* the utility. Check your message for content, organization and formatting.

Assignment Pre-Submission Checklist and Self-Evaluation Form

If you do careful and thoughtful (i.e., quality) work, and you inform me of the strengths and weaknesses of your writing assignments when you submit them, then you will reduce the time that I spend on grading. Saving time benefits you because it allows me to spend more time on other activities that help you learn.

The rationale behind these ideas is that careful and thoughtful work contains fewer errors and takes less time to grade than careless and superficial work. Similarly, when I know that you already understand the strengths and weaknesses of your assignments, I can save time by not commenting on these areas, and you can save time by not having to read these comments.

For you to do careful and thoughtful work, it's necessary that you understand clearly the expectations about the level of quality that's necessary for business writing. And to communicate the strengths and weaknesses of your writing assignments when you submit them, you need a way to do that. Therefore, you

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will use a tool that accomplishes both of these objectives, called an assignment pre-submission checklist and self-evaluation form.

This form is a required part of every writing assignment. Therefore, to avoid a ten percent (10%) penalty for not following instructions, please make sure that you include a well thought-out, complete form with all writing assignments. You must include a hard copy of the form with the hard copy of the assignment and an electronic copy of the form with the electronic copy of the assignment. Because the deadline to submit assignments is the start of class on their due dates, please complete the form *before* class starts to avoid a late penalty.

Rewrites

Introduction. A rewrite occurs when you spend at least 90 percent or more of your effort editing existing material on the original document you submitted for grading instead of adding new material to it. Normally, you will receive only the minimum number of opportunities to submit rewrites for a grade that all business communication instructors must offer. I will decide which assignments and how many assignments you receive an opportunity to rewrite and submit for a grade. *Always* prepare your original documents for submission with the belief that you will not receive an opportunity to rewrite them and submit them for a grade. You have the right to turn down the opportunity.

Please *do not* request permission to submit a rewrite for a grade. You may not rewrite an assignment and submit it for a grade more than once. I may substitute an alternative assignment as your rewrite opportunity.

Conditions under which you will receive the opportunity to submit a rewrite for a grade. You may receive the opportunity to submit a rewrite for a grade only if I announce that the opportunity is available (that announcement could come at any time and it will usually occur in class or electronically) and only if the document that you originally submitted for a grade demonstrates beyond a reasonable doubt that it was an honest effort.

In addition, you must submit by the start of class on its due date, complete and correct, all of the materials that you are originally required to submit. These original materials include the ~~hard copy of the original document you are submitting for a grade,~~ electronic copy of the original document you are submitting for a grade, ~~the hard copy of the sworn statements (for team assignments), the hard copy of the assignment pre-submission checklist and self-evaluation form~~ and the electronic copy of the assignment pre-submission checklist and self-evaluation form. Please *do not* include *any* additional materials. All applicable policies under *Assignment Submission Requirements and Late Assignments* apply here.

Only if you meet all of these conditions will you receive the opportunity to do a rewrite. Otherwise, I will grade the original document you submitted.

Conditions under which I will grade the rewrite you submitted. I will grade the rewrite you submitted only if you submit by the start of class on its due date, complete and correct, all of the materials that you are required to submit with your rewrite.

These materials include the ~~original hard copy of the grading tool that the grading team completed (if we completed a hard copy grading tool) or a printout of the electronic copy of the grading tool that the grading team completed (if we graded your assignment electronically); the hard copy of the rewrite; the identical electronic copy of the rewrite; the hard copy of the original document submitted for a grade with grading comments on it (if we commented on it) or the printout of the electronic copy of the original document submitted for a grade with grading comments on it (if we commented on it).~~ You must staple the hard copy documents together. Please *do not* include *any* additional materials.

Because the purpose of a rewrite is to make *substantial* improvements to your document, I grade a rewrite only when it's obvious that you improved your original document more than merely correcting the errors that I identified. The additional improvements must be major and must correct all errors in style, grammar and mechanics.

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All applicable policies under *Assignment Submission Requirements and Late Assignments* apply here. Only if you meet all of these conditions will I grade the rewrite you submitted. Otherwise, I will grade the original document you submitted.

What you must do if you turn down the opportunity to submit a rewrite for a grade or if you miss the deadline for submitting a rewrite for a grade. If you turn down the opportunity to submit a rewrite for a grade or if you miss the deadline for submitting a rewrite for a grade, you must still submit by the start of class on its due date, complete and correct, all of the materials that you are originally required to submit. The list of materials appears elsewhere in this policy.

If you do not return the original materials by the deadline for submitting the rewrite, then I will send one (1) warning email to your email address that appears on Blackboard or on an official class roster. If you submit the original materials after the due date and more than 24 hours after the time I send this email, then you will receive zero (0) points for the assignment.

Procedure for evaluating the original document submitted for a grade and for evaluating the rewrite submitted for a grade. I may place directive comments on the original document you submitted, assign a grade or complete a grading tool. When grading your rewrite, it's possible that I will identify errors that I did not identify in the document you originally submitted for a grade. This situation occurs for four reasons. First, when I evaluate the original document you submitted for a grade, I don't identify every error in your document because that's your job; I'm not a copy editor. Second, when a writer corrects some errors, other errors become noticeable. Third, the more you study a document, the more errors you find. Fourth, you find more errors when you set a document aside for a while and take a fresh look at it later.

If I graded your original document, it's possible that you might not improve your score with a rewrite, but as long as you followed the letter and spirit of the policy, you will not lose points. The maximum number of possible points you could receive for a rewrite is often capped at ten percent (10%) *of your original score* on the assignment (not 10 percent of the original possible points), but it might be some other number.

Grading Procedure for Participation/Professional Conduct

I will assess the role you play in class, the quality of your interactions with the teaching team and your performance with your teammates. Some of the expectations for class participation and professional conduct are to:

- Follow the policies in this Syllabus and all class-developed ground rules.
- Participate actively and consistently on your team.
- Honor your commitments to your teammates. Your grade in this area will come partially from comments your teammates make about you. If most of your teammates make comments about your performance that are positive overall, then your grade in this area may increase, and vice versa.
- Inform your teammates and me by email if you plan to be absent or miss a meeting.
- Develop a positive relationship with peers and me. For example, do you talk to me only to complain or to give an excuse for an absence? Is this how you want me to remember you?
- Take responsibility for your choices. Employers value employees who achieve results instead of make excuses.
- Handle disagreements appropriately.
- Demonstrate integrity and maturity.
- Communicate in a way that demonstrates mastery of the concepts and techniques of this course and use these concepts and techniques outside of assignments.
- Speak up in class instead of waiting for me to call upon you. Similar to what happens in the workplace, I penalize passive participation. In the workplace, the strong, yet appropriate communicators receive promotions.
- Participate substantively in class at least one (1) time every two (2) days (50 percent of the time) in which I record class participation.

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Substantive participation adds value, strength and size to the discussion. Examples of types of substantive participation include (a) asking thoughtful questions, (b) answering other people's questions, (c) exemplifying a relevant point with real-life events or your previous experiences, (d) synthesizing the readings, (e) sharing topical information with the class, such as good and poor examples of the communication techniques you are learning, (f) suggesting alternative solutions and (g) offering a different view, but respectfully.

Examples of types of participation that are NOT substantive include (a) repeating, agreeing with or praising others' comments, (b) answering questions only with *yes* or *no* answers, (c) asking questions whose answers appear in the assignment instructions, in an electronic message, and so on, (d) asking how-to-do-it questions, but without including the steps you have tried so far, (e) asking questions or making comments that demonstrate that you have NOT read, analyzed, and evaluated the course material and (f) asking questions or making comments about relatively minor matters.

I will be the final judge about whether participation is substantive.

Following these guidelines and rules will create a positive impression with your classmates, with me and with your future coworkers. In addition, teams that take the time to build their relationships have more successful team projects. Finally, first impressions matter! For that reason, it is much easier for you to maintain a positive impression than it is to overcome a negative first impression.

Requests to Receive a Re-Grade on an Assignment

I try to be consistent and precise in grading your work. Nevertheless, you may occasionally feel that grounds exist for you to receive a higher grade on an assignment. When you ask me to review an assignment with this intent, then you are requesting a re-grade on an assignment.

To encourage you to resolve differences of opinion about your grades on assignments punctually, your request to receive a re-grade will receive consideration only if you email the request to me within five (5) business days from the date that I make your grade for an assignment available to you. Near the end of the semester, you may have less than five (5) business days from the date that I make your grade for an assignment available to you. When I feel that it is necessary, you will receive notice (usually electronically) that you may see your graded assignment. When you may see your graded assignment is when it is available.

The date that your graded assignment is available to you could be before the date you choose to view it. For example, we might finish grading your assignment between class meetings or we might finish grading your assignment, but you will not receive it at the next class meeting because of the tight scheduling of other classroom activities. Thus, you need to take steps to view your grade as soon as it is available.

The steps a student or student team must take to receive a re-grade are to:

1. Decide that you will be calm, professional and respectful in your communication with me. In addition, decide that this situation is an opportunity to clear up a misconception you may have and strengthen your mastery of the material.
2. Try to find out yourself whether the score is correct by checking the appropriate course materials and/or asking me.
3. Gather the facts to support your view, and then organize your ideas logically.
4. Send an email to me by the deadline explaining your grounds for your assignment receiving a higher grade. Your request to receive a re-grade will receive consideration only if you provide enough detail in your message to enable me to re-grade the assignment without you being present. If an individual student wishes to request a re-grade on a team assignment, then every member of the team must send an email to me by the deadline agreeing in writing to the re-grade before the re-grade can begin. That's because after the re-grade, if the score changes, then the scores for all students on the team will change. If the score decreases, then that lower score could lower the course grade for one or more team members.

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5. Be patient while awaiting a decision. If I ask to speak to you in person, then you must do so within two (2) businesses days of that request.

Please keep the following points in mind:

1. I understand that you probably put a lot of effort into doing well on your assignment. However, I can evaluate only what I can observe – the results.
2. Because of the importance that employers place on communication skills, I will hold your work to a higher standard than you have experienced before.
3. Your chances of receiving a higher grade may improve if you behave appropriately. Likewise, inappropriate behaviors, such as angry outbursts, being indiscreet or confrontational and pressing the point are counterproductive and may result in a conduct penalty (see the section on Participation/Professional Conduct and the section on Conduct).
4. I reserve the right to re-grade the entire assignment, not just the parts you request.
5. Re-grading frequently results in a lower grade. That's true for two reasons. First, the more you study a document, the more errors you find. Second, you find more errors when you set a document aside for a while and take a fresh look at it later, which is why experts recommend setting a document aside for a while as a proofreading technique.
6. Certain assignments, such as extra credit assignments, if offered, and the peer evaluation assignment are not eligible for re-grade.

Drop/Withdrawal

Please check the university calendar for deadlines to drop or withdraw from the course. Please talk to me before dropping or withdrawing from the class. At that time, I will advise you of the grade that you will receive.

Conditions Under Which You Will Receive an Incomplete

You will receive the grade of I (Incomplete) at my sole discretion and in recognition of the fact that an exceptional circumstance has prevented you, who have completed most of the work in the course, from completing all the work in that course. Exceptional circumstances do not include situations that the average person considers a normal part of living, such as adjusting to work schedules, transportation difficulties, and so on.

Honor Pledge

You are required to abide by The University of Texas Honor Pledge. The pledge for students states:

"I affirm that I belong to the honorable community of The University of Texas at Austin McCombs School of Business. I will not lie, cheat or steal, nor will I tolerate those who do."

"I pledge my full support to the Honor System. I agree to be bound at all times by the Honor System and understand that any violation may result in my dismissal from the Graduate School of Business."

The complete Honor Pledge is at <http://mba.mcombs.utexas.edu/students/academics/honor/hnrpldg.asp>

Conduct

Please conduct yourself professionally in *all* channels of course-related communication. Please turn off your computing devices, cell phones, pagers, and so on, before class begins. If you are expecting an emergency call, please tell me in advance and you will receive permission to turn your phone on. Only one person may speak at a time. Inappropriate behavior at any time, in any place or by any method will result in serious penalties including a lowering of your grade. You may be notified in advance if your behavior is inappropriate and endangering your grade. Please consult your student handbook, where it defines what constitutes inappropriate conduct and the penalties for engaging in such conduct.

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Attendance

Summary. If you come to every class meeting, arrive by the start of class and leave only when you receive the okay to do so, then you may skip the rest of this section.

This attendance policy will help to prepare you for workplace attendance requirements. Employers expect consistent and punctual attendance and this course will help to prepare you for this expectation. And because of the collaborative nature of this course, it is to your benefit and it is expected that you attend all classes and all scheduled team meetings. For these reasons, I will check attendance promptly at the start of each class period from a seating chart. I will take attendance from the first class meeting through and including all class meetings during the final exam period (if applicable).

Arrive on time and stay until dismissed to avoid point deductions. Because late arrivals and early departures are disruptive, your classmates and I will appreciate your arriving and departing on time. If you arrive before I finish taking attendance then you are on time. If you arrive after I finish taking attendance, then you must let me know this by the end of class so that I can mark you late and not absent. Otherwise, your absence will become permanent.

For MWF classes, when the sum of the late arrivals and early departures equals four (4), you will receive a five (5)-point deduction from your final point total. You will receive an additional five (5)-point deduction from your final point total for each subsequent late arrival or early departure. For TTH classes, when the sum of the late arrivals and early departures equals three (3), you will receive a five (5)-point deduction from your final point total. You will receive an additional five (5)-point deduction from your final point total for each subsequent late arrival or early departure.

In this policy, the reason you are late or leave early does not matter. However, if you have a situation that prevents you from arriving on time or causes you to have to leave class early, then speak to me about this situation as soon as you know about it and before it happens if possible. If you follow this request, then I may make an allowance for your situation.

If you anticipate that the situation may occur frequently, such as an unusually long distance between this class and another class, then with my permission and documentation, you can miss up to five (5) minutes of class without penalty. If you have documentation, but miss five (5) minutes or more of a class, then the standard policy for late arrivals and early departures applies.

Attend class regularly to avoid point deductions. This policy mirrors attendance policies that exist in many organizations, especially for new employees. For this reason and because of the collaborative nature of this course, for MWF classes, on the fourth (4th) absence, you will receive a ten (10)-point deduction from your final point total and an additional ten (10)-point deduction from your final point total for each subsequent absence. For TTH classes, on the third (3rd) absence you will receive a ten (10)-point deduction from your final point total and an additional ten (10)-point deduction from your final point total for each subsequent absence. In this policy, the reason you are absent does not matter. Therefore, please save your allowed absences for times when you truly cannot come to class.

If you have nine (9) or more absences for an MWF class or six (6) or more absences for a TTH class. If you are a student in an MWF class and you have nine (9) or more absences, or you are a student in a TTH class and you have six (6) or more absences, then I may fail you for excessive absences.

If you miss 15 or more minutes of a class. If you miss fifteen (15) or more minutes of a class due to a late arrival and/or an early departure, then the official record will show that you were absent that day.

Convertibility between late arrivals, early departures and absences. Late arrivals and early departures cause different problems than absences. In addition, for your attendance record in this course to be credible, it must show what actually happened. Thus, you will not be able to convert late arrivals and early departures to absences, and vice versa.

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Conditions Exist Under Which You Will Receive Permission to Make Up Work You Missed Because of an Absence

You will receive permission to make up work you missed only for medical emergencies and extenuating circumstances and at my discretion. Examples of situations under which you will and will not receive permission to make up work (this list is not all-inclusive) appear in the following table:

Examples of situations under which you will receive permission to make up work

- Your illness, injury or emotional distress and justified by a doctor's note
- Serious illness, injury or death of a close family member or friend
- Job interviews
- Professional appointments
- Observance of a recognized religious holy day
- Mandatory court appearances in which you are not a defendant
- University-sponsored academic activities for an organization of which you are a member
- University-sponsored athletic events in which you are a participant and justified by a note from the athletic department or dean's office
- Wedding of a close friend or family member
- Family reunions*

Examples of situations under which you will not receive permission to make up work

- Adjusting to work schedules or working at a job
- Transportation problems
- Taking a make-up exam, studying for an exam or making up work in another course
- Helping a family member or friend take care of a non-emergency situation
- Medical appointments that could have been scheduled for a time that would not have interfered with your ability to attend class
- Social sorority or fraternity activities
- Your detention by law enforcement officials or mandatory court appearances in which you are a defendant
- Leaving early or returning late from school breaks, such as spring break and holidays
- Personal celebrations, such as birthdays (because such celebrations can be rescheduled relatively easily)

*A family reunion is a planned gathering of family members and distant relatives (family members whose names you can't remember), annually or less frequently, on a specific day to bring them together, after separation, for the sole purpose of strengthening family ties.

To receive permission to make up the work, the absence must be for medical emergencies and extenuating circumstances (such as from the table above) and at my discretion. In addition you must (a) notify me in advance by email that you will be absent, late or need to leave early, (b) supply written documentation of the reason you missed the work within five (5) business days of the date you missed the work and (c) make up the work within 5 business days of the date you missed the work. The documentation must prove that you were where you said you would be, doing what you said you would be doing, when you said you would be doing it. After you make up the work, you will no longer receive zero (0) points for that work.

Early dismissal from class. If you receive permission to leave class before the scheduled stop time, it is to give you more time to complete coursework for this course. You understand this and you agree to use this time to work on completing coursework for this course.

Policies Related to Working in Teams

Introduction. The team project(s) require teamwork. Teamwork requires you to contribute substantially on team assignments and requires you to encourage your teammates to contribute substantially. Teamwork also requires you to conduct yourself in a way that makes the interaction with your teammates mutually beneficial and productive.

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When all team members contribute substantially to all team assignments and conduct themselves appropriately, the workload in the course becomes more manageable and your experience in this course becomes more positive. Therefore, the following policies are in place to insure balanced contribution and proper conduct.

Team charter, agendas and meeting minutes. To help your teammates and you set clear and specific rules and expectations, each team must submit a team charter to me. Additionally, each team must create agendas and meeting minutes for each meeting and submit them to me electronically upon request.

You may receive a different grade than your teammates on a team assignment because of contribution or conduct. I may report different grades for different team members on an assignment if I see a substantial imbalance in individual contribution or poor conduct. To make sure that all team members do their fair share of the work on team assignments, I require that your teammates and you (a) document your individual contributions to each team assignment and (b) save hard copies of all work product related to team assignments. Examples of work product include, but are not limited to rough drafts, notes and email messages.

Audits of individual contributions to team assignments. At my discretion, I may audit the individual contributions to a team assignment. If an audit occurs, I may review the work product you provide, may require additional documentation and may decide that different students have earned different grades on the assignment. Please do not turn in your work product with an assignment unless I ask you to do so.

Peer evaluation. Peer review helps you to understand your strengths and weaknesses as a team member. Accordingly, near the end of the course, you will complete a peer evaluation that rates the contributions and conduct of each member in your team. Your grade on the peer evaluation is usually the result of the grade your teammates give you. Grades on the peer evaluation often differ for each team member.

Firing a team member. Teams may “fire” a team member for performance issues and/or conduct that is harming the team, or one or more of its members significantly. Examples of grounds for firing include significant lack of contribution, missed meetings, extreme lack of flexibility in incorporating the suggestions of others, rudeness, unauthorized revising of work the team has completed, poor quality work, incomplete work and work not completed on time. At my discretion, a firing may result in the errant team member receiving an F for all team assignments that have not yet been graded and a lower grade for any assignment in which the errant team member did not contribute equally.

The steps a team must take before firing an errant team member are to:

1. Write a letter of complaint to the team member. The letter must (a) specify the performance issues and/or conduct that is harmful, (b) detail what the errant team member must do to correct the problem, (c) identify the date by which the errant team member must correct the problem and (d) inform the errant team member that he or she must write a letter that responds to the complaint. Make sure that the complaint letter provides all relevant details, for example, dates, times and description of work not completed. All team members other than the errant team member must sign the letter of complaint (not the letter of response to the complaint).
2. Meet with the errant team member and give the letter to him or her. In the meeting, allow the errant team member to (a) ask clarifying questions, (b) respond to the notification and (c) correct the problem on the spot (if possible). Record the meeting minutes. Give a copy of the letter of complaint and meeting minutes to me within 24 hours after the meeting. The errant team member will give one copy of the letter he or she wrote responding to the complaint to the team and one copy to me within 24 hours after the meeting.
3. Make reasonable efforts to help the errant team member correct his or her performance issues and/or conduct.
4. Write a letter to me if the errant team member has not corrected the problem by the deadline and/or has created a new, significant problem since the date of the first letter. This letter (a) explains that the errant team member has not corrected the problem by the deadline and/or has

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created a new, significant problem since the date of the first letter, (b) requests permission to fire the errant team member and (c) provides all relevant details related to this request. Examples of relevant details include dates, times, description of work not completed, what the errant team member has done and not done since the first letter and any new, significant problems the errant team member has created. All team members other than the errant team member must sign the letter of firing.

5. Meet with me and bring the letter with you.

At this point, I will:

6. Meet with the errant team member and give the second letter to him or her. In the meeting, I will (a) allow the errant team member to ask clarifying questions and respond to the notification and (b) inform the errant team member that he or she must write a letter that responds to the complaint. I will record the meeting minutes. The errant team member will give the letter he or she wrote responding to this complaint to me within 24 hours after the meeting.
7. Weigh the evidence and either (a) approve the request to fire the errant team member or (b) summon all team members to a meeting to hear opposing arguments. Without strong evidence to the contrary, I will approve the team's request to fire its errant team member.

If the errant team member misses any meetings or deadlines outlined in this procedure, fails to produce letters responding to the complaint or fails to follow the letter or spirit of this procedure, then this noncompliance will carry the automatic presumption of guilt and intent not to correct the problem.

Removal of a student from a team, but not because the team fired the student. Regardless of whether the team complains about an individual student on the team or starts the firing process, at my discretion, I may remove a student from a team for cause. The grounds for removal and the result of the removal are the same as the grounds for firing and the result of the firing as paragraph 1 of *Firing a team member* describes.

We Will Use Blackboard in This Course

We will use Blackboard in this course. Through Blackboard, you will be able to view the Syllabus, assignments, lecture material, important class-related messages and other important course information. You will use Blackboard to handle most of your course communication needs, including communicating with your teammates.

It is *essential* that you check Blackboard at least daily to ensure that you remain current regarding updates and other important communications. For instance, when I grade an assignment electronically, I often post the graded assignment to a secure, private area on Blackboard. If I post your graded assignment to Blackboard, you will probably *not* receive notice of that. Nevertheless, you are still responsible for reviewing these graded assignments in a timely manner, because you should be checking Blackboard at least daily anyway. Failure to check Blackboard is not an excuse if you experience problems.

Discussion forums. We may use discussion forums in this course to discuss course content, assignments, and so on. If we use discussion forums, then I may publish rules for participating in the forums.

Rules for Email Communication

When you use email to communicate with other students or me, your messages must follow the guidelines in your textbook for content, organization, style, format, grammar and mechanics for email, and must follow the rules of netiquette.

If I send you an email, you are solely responsible for making sure you receive these messages. In addition, if a response to my email is necessary or requested, you are solely responsible for replying in a timely manner, usually within 24 hours. As a courtesy, I may attempt to notify you if I send you an email and it returns as undeliverable ("bounces").

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Rules for Wording the Subject Line of Electronic Postings and for Naming Files When Submitting Files to Me Electronically

To help insure that I can find your assignment from among the many I receive electronically and to help insure you receive credit for your assignment, please include your team name (for team assignments) or last name (for individual assignments), a dash (–) and then the name of the assignment *as it appears in the Syllabus* in the subject line of the electronic posting, for example, “Jones – Persuasive Message” *and* in electronic file names, for example, “Jones – Persuasive Message.docx.” For rewrites, include the word rewrite in the file name, for example, “Jones – Persuasive Message Rewrite.docx.”

Make Sure That the Files and Messages You Send Are Virus-Free

Since you will be sending files and messages to each other and to me electronically, please make sure that you update your anti-virus software as often as the software maker recommends and scan your computer for viruses as often as the software maker recommends.

Agreement

The terms, conditions, policies, procedures, rules, schedule and the like, contained in this Syllabus and any supporting documents or messages, constitute the agreement between you and me. Your continued enrollment in this section of the course constitutes a binding acceptance by you of these terms, conditions, policies, procedures, rules, schedule and the like, contained in this Syllabus and any supporting documents or messages. If any part of this Syllabus or any supporting document or message is unacceptable to you, your only recourse is to enroll in a different instructor’s section of the course. Supporting documents or messages include, but are not limited to, assignment instructions and grading tools, electronic messages and classroom announcements.

Under this agreement, it is your responsibility to read, understand and follow these terms, conditions, policies, procedures, rules, schedule and the like, and to monitor and remain aware of any changes that occur. Please ask where you may find the most recent version of this Syllabus.

Course Modifications

I may modify any aspect of this course, including assignments, exams and the course schedule, without influencing learning objectives and outcomes. If a modification occurs, this Syllabus takes priority. Your continued enrollment in this section of the course constitutes a binding acceptance by you of any modification. If any modification is unacceptable to you, your only recourse is to enroll in a different instructor’s section of the course.

While the learning objectives for this section of the course are the same as in other sections, some of the coursework, including graded work, have been customized for this particular section.

COURSE SCHEDULE

Week 1

Date	Reading Due	Activity	Assignment(s) Due
8/24/10		Classes do not meet.	
8/26/10	Syllabus.	Review Syllabus, discuss and manage expectations and describe the course.	

Week 2

Date	Reading Due	Activity	Assignment(s) Due
8/31/10	Writing Process Phase 1: Analyze, Anticipate, Adapt (Chap 4). Writing Process Phase 2: Research,	Review Syllabus, discuss and manage expectations and describe the course. Review writing	

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	Organize, Compose (Chap 5). Writing Process Phase 3: Revise, Proofread, Evaluate (Chap 6).	process.	
9/2/10		Review writing process.	

Week 3

Date	Reading Due	Activity	Assignment(s) Due
9/7/10	Routine Request Message Grading Form. Memos (Chap 7). Request Messages (Chap 7).	Review grading form. Review routine request message assignment.	
9/9/10		Come to class.	

Week 4

Date	Reading Due	Activity	Assignment(s) Due
9/14/10	Developing Team Skills (Chap 2). Positive Letters and Messages (Chap 8). Sales Messages (Chap 9).	Come to class. Review team charter assignment. Meet your teammates. Work on team charter. Review positive reply message assignment.	Routine request message
9/16/10		Review positive reply message assignment.	Team charter

Week 5

Date	Reading Due	Activity	Assignment(s) Due
9/21/10	Persuasive and Marketing Messages (Chap 9)	Review positive reply message assignment. Review memorandum requesting approval for analytical report topic assignment.	
9/23/10		Come to class.	Positive reply message

Week 6

Date	Reading Due	Activity	Assignment(s) Due
9/28/10	Writing Email Messages (Chap 7).	Review persuasive message assignment.	Memorandum requesting approval for analytical report topic
9/30/10		Come to class.	

Week 7

Date	Reading Due	Activity	Assignment(s) Due
10/5/10	Business Report Basics (Chap 11). Informal Business Reports (Chap 12). Formal Reports (Chap 13).	Review analytical report assignment.	Persuasive message
10/7/10	Business Presentations (Chap 14)	Review progress report on analytical report assignment.	

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Week 8

Date	Reading Due	Activity	Assignment(s) Due
10/12/10		Come to class.	
10/14/10		Progress report on analytical report presentations.	Progress report on analytical report presentations

Week 9

Date	Reading Due	Activity	Assignment(s) Due
10/19/10		Progress report on analytical report presentations.	Progress report on analytical report presentations
10/21/10	Negative Messages (Chap 10).	Review bad-news message assignment.	

Week 10

Date	Reading Due	Activity	Assignment(s) Due
10/26/10		Come to class.	
10/28/10		Review individual presentation assignment.	Bad-news message

Week 11

Date	Reading Due	Activity	Assignment(s) Due
11/2/10		Come to class.	
11/4/10		Individual presentations.	Individual presentation assignments

Week 12

Date	Reading Due	Activity	Assignment(s) Due
11/9/10		Individual presentations.	Individual presentation assignments
11/11/10		Individual presentations.	Individual presentation assignments

Week 13

Date	Reading Due	Activity	Assignment(s) Due
11/16/10		Review analytical report assignment.	
11/18/10		Come to class.	

Week 14

Date	Reading Due	Activity	Assignment(s) Due
11/23/10		Review peer evaluation assignment. Review oral presentations of analytical report assignment.	Analytical report

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11/25/10		Thanksgiving holidays. Classes do not meet.

Week 15

Date	Reading Due	Activity	Assignment(s) Due
11/30/10		Oral presentations of analytical reports.	Oral presentation of analytical report
12/2/10		Oral presentations of analytical reports.	(1) Oral presentation of analytical report. (2) Peer evaluation.

Note: This schedule is subject to change at any time. If this schedule changes, the Syllabus, which contains the revised schedule, will appear on Blackboard.