

## Marshall University

Course Title/Number	<b>Business and Professional Communication CMM 207 section 106</b>
Semester/Year	Fall 2013
Days/Time	Tuesday & Thursday 3:30- 4:45 pm
Location	Smith Hall 232
Instructor	Stephen D. Cooper
Office	Smith Hall 246
Phone	304 696-2733
E-Mail	coopers@marshall.edu
Office/Hours	Monday 12:30 -1:30 pm & 3:30-5:30 pm Tuesday 2:00 -3:00 pm Wednesday 12:30 -1:30 pm Thursday 2:00 - 3:00 pm  Other times by appointment.
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/?page_id=802">http://www.marshall.edu/academic-affairs/?page_id=802</a>  Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

### Course Description, From the Catalog

A study of the communication demands and skills relevant to the student’s future role as a business or professional person.

### Course Philosophy, From the Instructor

Communication is among the most fundamental of human activities. Much of our communication, both deliberate and unintended, occurs in the context of our professional lives.

This course offers you the opportunity to develop communication skills that will be valuable throughout your working life. It will include a set of conceptual tools to better understand

business and professional communication, and practical experience with the kinds of presentations you will make in a professional context.

When you look over this syllabus there might be some tasks which scare you a bit; you'll wonder if you'll be able to handle them. Relax and trust the Force. Know that your insecurities can be excellent indicators of the things you need to work on.

Keep in mind that opportunities often present themselves as challenges. Look ahead to the time when you'll enjoy the satisfaction of having taken your presentation skills to a level you used to think you could not attain.

### General Education Program Student Learning Outcomes

<p>Upon completion of the core curriculum at Marshall University, students will be able to master the following core domains of critical thinking:</p> <ol style="list-style-type: none"> <li>1. aesthetic/artistic</li> <li>2. communication (oral, written, visual)</li> <li>3. information literacy</li> <li>4. mathematical and abstract</li> <li>5. multicultural/international</li> <li>6. scientific</li> <li>7. social/ethical/historical</li> </ol>
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### Relationships Among Course, Program, and Degree Profile Outcomes

Course Student Learning Outcomes	How Accomplished in this Course	How Evaluated in this Course	Program Outcomes	Degree Profile Outcomes
Students will identify and explain principles and terms common to business and professional communication.	Lecture, reading, in-class discussion and activities.	Demonstrated knowledge of concepts and ability to classify, describe, restate concepts about communication processes on midterm and final exams.	2	Specialized Knowledge Applied Learning
Students will recognize communication contexts: interpersonal, group, organizational, public.	Lecture, reading, in-class discussion and activities.	Demonstrated ability to apply concepts in written assignments and oral presentations.	2, 3	Specialized Knowledge Broad Integrative Knowledge Applied Learning
Students will analyze communication contexts in order to develop effective messages.	Lecture, reading, in-class discussion and activities, library research, written outlines and audience analyses.	Demonstrated ability to synthesize and evaluate communication contexts in written assignments and oral presentations.	2, 3, 4	Specialized Knowledge Broad Integrative Knowledge Applied Learning

Students will research, organize and deliver informative presentations.	Lecture, reading, in-class discussion and activities, library research, written outlines, oral presentations.	Demonstrated research, organization, and delivery ability in written assignments and oral presentations.	2,3	Specialized Knowledge Broad Integrative Knowledge Applied Learning
Students will research, organize and deliver persuasive presentations.	Lecture, reading, in-class discussion and activities, library research, written outlines, oral presentations.	Demonstrated research, organization, and delivery ability in written assignments and oral presentations.	2,3	Specialized Knowledge Broad Integrative Knowledge Applied Learning
Students will demonstrate knowledge and competence in the interviewing process.	Lecture, reading, in-class discussion and activities, library research, written assignments and job interview simulations.	Demonstrated knowledge and competence in the interviewing assignment including cover letters, resumes, thank you letters, interview questions, self analyses and evaluations.	2,3	Specialized Knowledge Broad Integrative Knowledge Applied Learning
Students will research, organize and deliver crisis briefing presentations.	Lecture, reading, in-class discussion and activities, library research, written outlines, oral presentations.	Demonstrated research, organization, and delivery ability in written assignments and oral presentations.	2,3	Specialized Knowledge Broad Integrative Knowledge Applied Learning

### Required Texts, Additional Reading, and Other Materials

DiSanza, J. R., & Legge, N. J. (2012). Business and professional communication, 5th ed. Boston, MA: Allyn and Bacon.

Brammer, C., Greenwood, K., & Torppa, C. (2012). CMM 207 student workbook. Boston, MA: Allyn and Bacon.

### Recommended Materials

Your choice of a good-quality dictionary.

### Course Requirements / Due Dates

See the course schedule, below, for all assignments and presentations.

## Grading Policy

Your presentations are important to your grade in the course. So are the midterm and final exams. And even though they're short, so are the written assignments.

In other words, everything in the course is important to your grade. The reason is simple: everything in the course contributes significantly to your growth as a professional.

To put it bluntly, it's unwise to blow off any of the class meetings or any of the work. That said, here are the numbers which add up to your course grade.

Presentations	5 @ 100 points	500 possible
Written Assignments	20 @ 10 points	200 possible
Midterm Exam	1 @ 100 points	100 possible
Final Exam	1 @ 100 points	100 possible
Attendance	50 points, in all	50 possible

Total possible: 950

A = 855 or better

B = 760—854

C = 665—759

D = 570—664

F = below 570

## Attendance Policy, a/k/a Ground Rules and Tough Love

I reserve the right to reject assignments or presentations after their deadlines pass. If you know you'll have trouble making a due date on any of the work, get in touch with me before the deadline so we can make some arrangement. The key to success in this course is simple: take the course seriously, and think ahead.

That makes the attendance policy obvious: if you take this course, come to class. The worst penalty for not showing up is losing the knowledge you would have gained from our activity that

day, but you'll also lose the points you would have earned toward your course grade that day.

OK--that's the *tough* part. Here's the *love* part: if something is going on in your life that knocks you off your game, contact me in advance of a deadline so we can work something out. Keep in mind, though, that missing a deadline and making lame excuses afterward just won't cut it. If you blow it, admit it—and get it right, the next time.

You can understand what I mean, then, by calling this *tough love*. I want you to do well in this course. But if I were to let you get away with doing less than your best, or to give you the impression that life is about doing the minimum required to get by, I'd be devaluing you. Again, sincerity inspires respect. I want to earn your respect, and I hope you want to earn mine.

Remember that you are a student at a first-class state university, and this is a professional context for all of us. Be sure that the papers you turn in reflect your professionalism. All your written work must be typed, double spaced, with normal margins and font size. Be sure your name, the course number, and the assignment number are on the top of the page. Written work is written work; unless we make arrangements before the deadline passes, email is not acceptable as a way to submit an assignment.

When you're having trouble with an assignment or a presentation, don't suffer in silence. Call me! That's what I'm here for. My office hours are listed on this syllabus, and we can meet other times by appointment.

Here's what it all comes down to:

*My job is to create an environment in which you can succeed.*

*Your job is to succeed.*

## **Motivation**

Your success in this course is in your own hands. As in so many other activities, your commitment is crucial. At one level, this is simple: come to class, be prepared for the class, and participate fully in the class. At a deeper level, this is complex: only you can promise you will do that, and then keep that promise to yourself.

And speaking of motivation...

## On “Phoning It In”

(If you’re not familiar with that expression, hit Urban Dictionary and look it up.)

Probably the best way to get your beloved instructor totally p\*ssed off at you is play around with some sort of wireless gadget during class. Let’s cut to the chase here: if you’re paying attention to your Droid/iPhone/iPad/whatever, you’re not paying attention to what we’re doing in class. Turn it off when class starts, and put it away.

We’ve got serious business to do, here. And your phone has no part in it.

## Plagiarism

The development of the World Wide Web has opened a great many wonderful opportunities to all of us. It has also made it easier than ever to misrepresent someone else’s work as our own.

Don’t do it.

Plagiarism is a fool’s shortcut. Not only do you cheat yourself of the opportunity to learn and grow, but you expose yourself to severe academic penalties.

Plagiarism is dishonest. There’s a saying that sincerity inspires respect. Earn your self-respect through your own efforts.

## A Useful Tip

Try this four-step technique for reading course materials. It’s probably different from what you’re used to doing, but you might find it very helpful in deepening both your comprehension and recall of the material.

First browse the entire section you’ve been assigned. Let your eyes go where they want to: check out the headings, bold-faced terms, diagrams and figures, whatever paragraphs catch your attention. Don’t make any marks in your book or take any notes at this point. Just get a sense of how the section is put together, and what the main ideas are.

Next, look for summary materials the book might include. There may be a chapter summary at the end. There may be a preview, or a bullet list of important ideas, or a glossary of key terms.

Whatever forms the summary materials may be in, read them slowly and carefully. Let those ideas sink in.

Then read through the assignment in sequence. Highlight passages, make margin notes, write things in your notebook. Take your time with this reading, and let the familiarity you gained by browsing guide your highlighting and note taking.

Finally, jot down reminders to yourself about things in the reading you don't feel solid about understanding. Ask about those things in class.

This four-step process won't require much more time, but I think you'll find you have a far better grasp of the readings and your presentations will be much stronger as a result. Try it and see.

## Course Schedule

### Week 1

#### **August 27**

The Syllabus, the Big Bumpersticker, the Coach and Reaper.

#### **August 29**

Communication in the Workplace.

- *Reading assignment for this class: the syllabus, textbook chapters 1 and 2.*
- *Writing assignment for this class (#1): relate the textbook reading to yourself. Pick out particular ideas, and explain what insights they offer regarding your communication in a professional context.*

### Week 2

#### **September 3**

A Painless Practice Run

#### **September 5**

Power, and Ethical Communication.

- *Reading assignment for this class: chapter 4.*

### Audience Analysis.

- *Reading assignment for this class: chapter 6.*
- *Writing assignment for this class (#2): analyze your fellow students as an audience for the presentations you'll make in this course. Address each of the questions in the audience analysis checklist (Figure 6.4 on p. 112) as well as you can, without having a particular presentation in mind. (Skip predisposition toward the topic; do everything else.)*

### Week 3

#### **September 10**

##### The Fundamentals of Making a Presentation.

- *Reading assignment for this class: chapters 7 and 8.*

#### **September 12**

##### About Technical Presentations.

- *Reading assignment for this class: chapter 9, and workbook pp. 15-19.*
- *Writing assignment for this class (#3): a bullet list describing your technical presentation. Identify the subject, your information sources for it, and the organizational pattern you plan to use. Explain why you chose that pattern for this presentation, and analyze your audience using the handout I gave you in class.*

### Week 4

#### **September 17**

##### Workshop: Preparing Your Technical Presentation.

- *Prepare your technical presentation. Be sure your presentation meets the specifications on workbook p. 15, with the changes we discussed in class. Be sure your preparation outline follows the format on pp. 17-19. Bring all your materials to class.*

#### **September 19**

##### Technical Presentations, Part 1.

### Week 5

#### **September 24**

##### Technical Presentations, Part 2.

- *Writing assignment for this class (#4): if you presented in the last class, write three comments on your presentation by the Coach, and three more by the Reaper. (Use bullet*



points, not a narrative.) If you didn't present, write two Coach comments and two Reaper comments on each of the presentations you watched. Be specific. Say precisely what the Coach and Reaper noticed about the presentations.

## **September 26**

### Debriefing the Technical Presentations.

- *Writing assignment for this class (#5): if you presented in the last class, write three comments on your presentation by the Coach, and three by the Reaper. (Use bullet points, not a narrative.) If you didn't present, write two Coach comments and two Reaper comments on each of the presentations you watched. Be specific. Say precisely what the Coach and Reaper noticed about the presentations.*

### About Sales Presentations.

- *Reading assignment for this class: chapter 11 and workbook p. 29.*
- *Writing assignment for this class (#6): at the bottom of p. 224 there's a paragraph about the three common fears which make a potential customer reluctant to buy a product or service. Write a one page narrative describing a time when you were considering buying something and experienced one or more of those fears. What, if anything, did the sales representative do to address your fears about buying the product or service?*

## **Week 6**

### **October 1**

#### Workshop: Preparing Your Sales Presentation.

- *Reading assignment for this class: review workbook p. 29.*
- *Writing assignment for this class (#7): a bullet list describing your sales presentation. Describe the product or service you are selling, the company you represent, the company you are pitching to, the organizational pattern you plan to use, why you chose that pattern, and the fears (specific to this situation) your potential client probably feels. Analyze your audience using the handout I gave you in class.*

### **October 3**

#### Sales Presentations, Part 1.

## **Week 7**

### **October 8**

#### Sales Presentations, Part 2.

- *Writing assignment for this class (#8): if you presented in the last class, write three comments on your presentation by the Coach and three by the Reaper, and say why you did*

*or didn't get the sale. If you didn't present, write two Coach comments and two Reaper comments on each of the presentations you watched, whether the presentation made the sale, and why or why not. (Be specific!)*

## **October 10**

### Debriefing the Sales Presentations.

- *Writing assignment for this class (#9): if you presented in the last class, write three comments on your presentation by the Coach and three by the Reaper, and say why you did or didn't get the sale. If you didn't present, write two Coach comments and two Reaper comments on each of the presentations you watched, whether the presentation made the sale, and why or why not. (Be specific!)*

## **Week 8**

## **October 15**

### The Dreaded Midterm Exam.

- *Writing assignment for this class (#10): for each textbook chapter we've read so far, write one brain-melter multiple-choice exam question and one easy-schmeazy multiple-choice exam question. (Uh—label which is which, K?)*

## **October 17**

### About Employment Interviews.

- *Reading assignment for this class: chapter 5, and workbook p. 41.*
- *Writing assignment for this class (#11): a draft of your resume, and the ad or announcement for a job you'd like to have, either this summer or right after you graduate.*

## **Week 9**

## **October 22**

### Employment Interviews, Part 1.

## **October 24**

### Employment Interviews, Part 2.

- *Writing assignment for this class (#12): if you interviewed in the last class, write a half page about why you think you got the job, or why you didn't. (Talk about how the employer perceived you, in other words.) If you didn't interview, write two comments by the Coach and two by the Reaper about each interview you watched, and say why the applicant did or did not get a job offer. (Be specific!)*

## **Week 10**

### **October 29**

#### **Work Groups.**

- *Reading assignment for this class: chapter 3.*
- *Writing assignment for this class (#13): write a two page bullet list describing a task group in which you participated. Cover the task, the membership, the time frame the group had to accomplish its task, the conflict styles you observed (see Figure 3.6 on p. 46), and leadership behaviors you saw people display in the group (see Figure 3.1 on p. 31). Identify three strengths of the group (the Coach's preoccupation) and three weaknesses (the Reaper's obsession), choosing applicable concepts introduced in chapter 3.*

### **October 31**

#### **About Proposals.**

- *Reading assignment for this class: chapter 10 and workbook p. 33.*
- *Writing assignment for this class (#14): a bullet list describing the proposal you will make. Describe what action you will propose, identify the decision-makers you will present to, name the organizational pattern you will use, say why you chose that pattern, and list the appeals you plan to make. Analyze your audience using the handout I gave you in class.*

## **Week 11**

### **November 5**

#### **Proposals, Part 1.**

### **November 7**

#### **Proposals, Part 2.**

- *Writing assignment for this class (#15): if you presented at the last class, write three comments by the Coach and three by the Reaper, plus a full paragraph about the appeals you made—what they were, why you chose them, and how effective they were. If you did not present, write two Coach comments and two Reaper comments about each presentation you watched, predict whether the proposal would have been adopted, and say why (be specific!) you think so.*

## **Week 12**

### **November 12**

#### **Debriefing the Proposals**

- *Writing assignment for this class (#16): if you presented at the last class, write three comments by the Coach and three by the Reaper, plus a full paragraph about the appeals you made—what they were, why you chose them, and how effective they were. If you did not present, write two Coach comments and two Reaper comments about each presentation you watched, predict whether the proposal would have been adopted, and say why (be specific!) you think so.*

### **November 14**

#### **About Risk and Crisis Communication.**

- *Reading assignment for this class: chapters 12 and 13, workbook p. 37.*
- *Writing assignment for this class (#17): a bullet list describing the crisis presentation you will make. Identify the nature of the crisis, the audience you will address, the crisis communication strategies you will employ, and your reason for choosing those strategies. Analyze your audience using the handout I gave you in class.*

## **Week 13**

### **November 19**

#### **Crisis Presentations, Part 1.**

### **November 21**

#### **Crisis Presentations, Part 2.**

- *Writing assignment for this class (#18): if you presented at the last class, write three comments by the Coach and three by the Reaper, say whether you'd have been successful in restoring your organization's image, and why or why not. If you did not present at the last class, write two Coach comments and two Reaper comments about each of the presentations you watched, and name all the image restoration strategies the presenter used.*

 ***Happy Thanksgiving to you and yours!***

## **Week 14 (a/k/a Dead Week)**

### **December 3**

#### **Debriefing the Crisis Presentations**

- *Writing assignment for this class (#19): if you presented at the last class, write three comments by the Coach and three by the Reaper, say whether you'd have been successful in restoring your organization's image, and why or why not. If you did not present at the last class, write two Coach comments and two Reaper comments about each of the presentations you watched, and name all the image restoration strategies the presenter used.*

### **December 5**

#### **Hail and Farewell.**

- *Writing assignment for this class (#20): one page identifying the three most important things you learned from this course, and how you expect that knowledge might benefit you in your professional career.*

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