



COURSE SYLLABUS

Bus. 301 OA
Oral Communication for the Business Professional
Fall 2021 Online, Asynchronous (OA)

1. COURSE INFORMATION

1.1. Instructor Information

Instructor	Dr. Reed Stratton (you can call me "Reed")
Office	CPS 416
Office Hours	Online (Password: Audience) : Thur. 9:30-10:45 In person: Mon. 11:40-1:45; Tue. 11:45-3:15; By appointment: Wed., Thur. & Fri.
Cell Phone	507-304-0223
E-mail	Reed.stratton@uwsp.edu
Expected Instructor Response Time	24 hours if contacted Monday-Friday 72 Hours if contacted Saturday, Sunday

1.2. Course Information

Course Description:	Gain a broad and comprehensive understanding of the importance of oral communication and presentation skills within the field of business. Develop and apply communication and presentation skills through a variety of individual Portfolios applicable to business, including global situations.
Credits:	3
Prerequisites:	Bus. 325

1.3. Textbook & Course Materials

Required Text:	<i>The Harvard Business Review Guide to Persuasive Presentations</i> Handbook for Early Career Success
Other Readings:	Supplemental readings posted on Canvas
Other Required Materials	Computer, Tablet, or Smartphone Web Cam Microphone

2. LEARNING OUTCOMES

2.1. *SBE Mission*

The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.

The SBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation
- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

2.2. *Course Goals for professionalism and effective communication*

Most SBE courses achieve the SBE Mission through knowledge-based instruction. Those courses teach what you must know as a business professional, and you demonstrate that you know what you're supposed to know through exams and assignments. However, BUS 301 focuses more on the last two missions: professionalism and effective communication. The objective of this course is to help you expand your awareness and comfort zone during professional interactions, so you can become more deliberate and strategic in your communication approach. Therefore, BUS 301 is behavior-based, emphasizing what you can *do* more than what you *know*. These behaviors include:

- | | |
|-----------------------------------|--|
| ● Conveying passion | ● Managing ambiguity |
| ● Relationship building | ● Problem solving |
| ● Analyzing | ● Strategizing |
| ● Storytelling | ● Being self-aware |
| ● Personal branding | ● Perspective taking (what others think) |
| ● Pursuing intellectual curiosity | ● Empathizing (what others feel) |
| ● Practicing humility | ● Being open to differences |
| ● Taking calculated risks | |

2.3. Course Learning Outcomes

Given my goal of emphasizing the above behaviors, by the end of this class, you will be able to...

Connect

- build trust with valuable business connections through interpersonal communication strategies
- anticipate and incorporate diverse perspectives into communication.

Sell Your Value/Persuade

- express your value to an organization to influence hiring, promotion, and buy-in
- understand the [four steps](#) of persuasion and apply them to [influence](#) your audience

Present

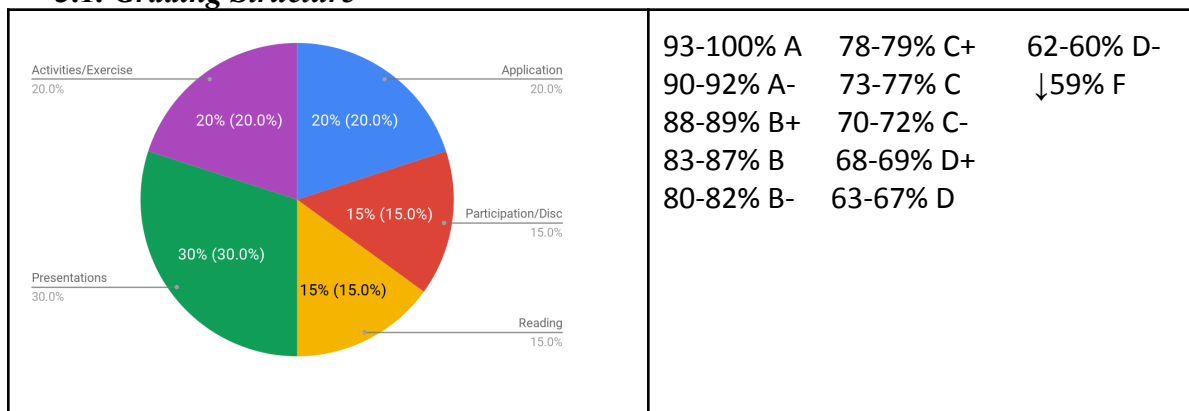
- apply strategies for smooth, authentic, and professional online presentations in business
- create credible, engaging messages that appeal to audience interests

Collaborate

- apply strategies for effective collaboration skills in team settings and with diverse audiences
- analyze and manage interpersonal conflict in team settings and with diverse audiences

3. GRADING

3.1. Grading Structure



4. COURSEWORK

4.1. *Activities & Exercises (20% of grade)*

You'll complete this class successfully by not only knowing, but by doing. I want you to leave here with some measurable, observable skills that will make you indispensable to your employers when you enter the marketplace. How do you do and not just know? Practice. This category will account for practice activities related to both interpersonal communication and business presentations.

4.2. *Presentations (30% of grade)*

A new [Linked In study](#) indicates that employers value oral presentation skills more than all other skills. The best way to build your oral presentation skills is frequent presentations that challenge you to leave your comfort zone and practice managing your anxiety. Additionally, our business contacts are telling us that online presentations won't go away even when (or if...) Covid 19 protocols do.

You'll deliver four oral presentations this semester. They will be recorded via Zoom, Canvas' recording app, Kaltura, or an app on your phone and submitted via Canvas.

4.3. *Reading Responses (15% of grade)*

We'll be reading articles about skills like persuasion, authenticity, storytelling, inquiry, empathy, and intercultural communication, and I want you to find them relevant to your goals and the way you communicate, to essentially see yourself in the ideas.

Therefore, I'll be asking you to write some reading responses, which will be graded using [this rubric](#). The rubric is designed to push you out of the lower levels of thinking which involve simple memorization and regurgitation. Research shows you won't retain concepts that you've merely memorized and regurgitated, which means you'll be wasting the money you paid for this semester. However, if you engage with the material in more complex ways such as application, analysis, and evaluation you will retain it, make it your own, and be able to use it as a tool to help you land your dream career.

4.4. *Discussion Participation (15% of grade)*

Video Posts

You're required to use **video discussion posts**. Think of each post as a mini, practice oral presentation. Presenting on video also prepares you for a marketplace in which online presentations are the standard, especially after the pandemic.

To record videos, please use the recording app integrated in Canvas. It allows you to record and upload posts from the rich text box on the discussion board (video tutorial available on Canvas).

Original discussion posts will be graded for

Delivery	Content
Organization Credibility Authenticity	Examples & Evidence Engagement with others (response) Application of concepts

Discussion Responses

You're encouraged to respond with video, but written text is okay. You're required to respond to at least one of your classmates for each discussion board. Your response should deepen your classmate's insights, contributing a new perspective, an application from your personal life, and/or some kind of constructive challenge to his/her thinking.

4.5. Application (20% of grade)

The disadvantage of an online class is that we don't get to do projects together in the classroom. However, that doesn't mean you can't take "field trips" and do experimental projects on your own in whatever setting you're taking the course. Since, I can't physically see whether you've accomplished each project, you'll be graded for this area on the reflections on each project that you submit to Canvas. Again, because the goal here is to take risks, experiment, and learn about yourself in the process, these projects will be graded on a pass/fail basis.

COURSE POLICIES

4.6. Late Work

In the marketplace, completing written and oral reports on time makes you a valuable contributor, and it helps convince your organization you're indispensable. On-time submission can increase your odds for promotions and leadership roles because it builds trust, a crucial human need.

I'm strict about deadlines because I want those making decisions about *your* career to trust you. Therefore, practice submitting on time now. Late submissions will be graded this way:

- Submitted up to 1 day (10 mins to 24 hours) after deadline= 5% reduction in grade
- Submitted 2 days (25-48 hours) after deadline= 10% reduction in grade
- Submitted 3 days (49-72 hours) after deadline= 15% reduction in grade
- Submitted 4 days (73-96 hours) after deadline= 20% reduction in grade
- Submitted 5 days + (96+ hours) after deadline= automatic 55% (F)

I may grant extensions but only if asked **at least 24 hours before** the deadline.

4.7. Missing Work

An assignment submitted more than 5 days (96 hours+) after the due date, not submitted at all, or not submitted properly per my requests will be considered missing. I will rarely grant extensions, but I encourage you to discuss the possibilities with me in extreme circumstances. However, I'll only grant possible extensions if requested (usually via email) **24 hours or more before the deadline.**

4.8. *Plagiarism and Academic Honesty*

You must use appropriate conventions for referencing words and ideas that are not your own (MLA, APA, Chicago). Representation of the thoughts or words of someone else as your own is *plagiarism*. UWSP takes it seriously. Plagiarism may result in failure, suspension, or even expulsion. As your instructor, I will comply with university policy and report purposeful plagiarism. If you are struggling with citation, see me or the campus writing center. We can discuss the problem and help you overcome it.

4.9. *Inclusivity Statement*

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring in and out of class be viewed as a resource, strength, and benefit. Every student has a perspective, and we learn by hearing many of them, but some of your perspectives aren't represented in our course readings, so learning depends upon you all contributing to the class with your opinions and perspectives as well.

It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu

5. SCHEDULE

5.1. *Time Commitment*

Expect to commit about **five** hours per week to this course, which breaks down (roughly) like this:

2.5 hours/ wk	watching lectures posting to discussion boards completing activities
2.5 hours/ wk	preparing for presentations taking "field trips" reading

6. OTHER ADMINISTRATIVE DETAILS

6.1. ADA / Equal Access for Students with Disabilities

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, see:

<https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx>

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.

The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. The Disability and Assistive Technology Center is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365 or visit:

<https://www.uwsp.edu/datc/Pages/default.aspx>

6.2. Help Resources

The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 018 Albertson Hall. For more information, call 715-346-3568 or visit: <https://www.uwsp.edu/tlc/Pages/default.aspx>

If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715-346-4646 or visit: <http://www.uwsp.edu/stuhealth/Pages/default.aspx>

The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit:

<http://www.uwsp.edu/counseling/Pages/default.aspx>

In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students. For more additional information, please go to <http://www.uwsp.edu/dos/Pages/default.aspx>

6.3. University Drop Policy

You are expected to complete the courses for which you register. If you decide you do not want to take a course, you must follow the procedures established by the university to officially drop the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at the end of the semester. A link to the university's drop policy can be found at:

https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures

7. REFERENCES

Eurich, T. (2018, Jan. 4). What self-awareness really is. *Harvard Business Review*. Retrieved from <https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it>