

BUSINESS 301: ORAL COMMUNICATION FOR THE BUSINESS PROFESSIONAL

FALL 2016 SYLLABUS

*The single biggest problem with communication
is the illusion that it has taken place.*

- George Bernard Shaw

Instructor:

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Office hours:

M-T 2:00 – 3:00 pm

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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 projects applicable to business, including global situations. Prereq: 325 or con reg.

SBE MISSION:

The UWSP School of Business & Economics educates and inspires students and prepares graduates for success in positions of leadership and responsibility. Our students achieve an understanding of regional opportunities that exist within the global economy. Evidence of our graduates' level of preparation is evident in their ability to

- analyze and solve business and economics problems
- understand the opportunities and consequences associated with globalization
- appreciate the importance of behaving professionally and ethically
- communicate effectively.

COURSE OUTCOMES:

- Develop strategies for overcoming communication obstacles and anxiety
- Analyze, anticipate, and integrate diverse perspectives into various communication contexts
- Develop credible, compelling message content that appeals to audience interests and earns respect
- Employ ethical, logical, and well-supported persuasive techniques
- Develop a smooth, succinct, professional, and engaging speaking style
- Research, anticipate, and integrate employer interests into interview responses.
- Describe situations and procedures accurately and precisely
- Employ tactful and strategic conflict management approaches that maximize benefits
- Promote team productivity, engagement, and participation during group projects and meetings
- Deliver ethical, accurate, and effective professional development feedback and advice

COURSE MATERIALS:

Required:

Strategic Communication in Business and the Professions, 7th Edition.
Dan O'Hair, Gustav W. Friedrich, and Lynda Dee Dixon. Allyn & Bacon, 2011

Handbook for Early Career Success.
Steven Lurie.
Dog Ear Publishing, 2009

[D2L course management system](#)
content.

Recommended:

Getting to Yes by Roger Fisher, William Ury, and Bruce Patton
Presentation Zen and *Presentation Zen Design* by Garr Reynolds

INSIDE THIS SYLLABUS

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STRATEGIES FOR ACADEMIC SUCCESS

The outcomes listed below are the ones on which your participation is assessed. Each of them has been identified by regional employers as a skill that recent college graduates commonly lack:

- Listen actively and attentively
- Consistently and comfortably ask for clarification or feedback
- Employ effective questioning techniques
- Accept constructive criticism without deflection or defensive behavior

Your final project portfolio will evaluate your professional development in the four areas listed above.

1. Stay engaged and participate during class. If possible, contact me prior to missing class. Class engagement (not just attendance) is a component of your project contracts throughout the course. Chatting, texting, or working on unrelated schoolwork during class is disrespectful and distracting. They demonstrate a lack of competency that will affect your contract grades.

2. Check D2L and your UW-SP email account regularly. Don't rely solely on the red notification dot in D2L – check Content each week for updated materials. Emails with a specific and current subject line and your section number will likely get faster responses. If you have trouble with either account, call the [Help Desk](#) at 346-4357 or 1-877-832-8977.

3. Be on time. If you must arrive late or leave early, please let me know in advance to minimize disruption. Habitual unexplained tardiness can affect your contract grade.

4. Honor your contracts. You agree to meet specific expectations for each contract. If you choose to overlook them, expect your grade to drop below contract value. If you have questions, concerns about specific contract expectations, or want to make adjustments, we need to discuss those well before the deadline!

5. Talk to me. If you feel the course is too challenging or not challenging enough, we need to discuss ways to make the curriculum more valuable for you. If you need further assistance, the [Mary K. Croft Tutoring-Learning Center](#) in LRC 018 offers a variety of academic support services such as:

- [Writing and Reading Consultations](#) if you are struggling with writing or reading
- [Technology Tutoring Services](#) if you are struggling with technology skills
- [Academic Skills Specialists](#) if you are struggling with study habits, time management, or other academic skills.

6. Request accommodations. If you know or suspect that you have a recognized disability, make an appointment with the [Disability Services Office](#) (346-3365) as soon as possible to find out if you are eligible for accommodations. Then bring me the paperwork as soon as possible. Although course standards cannot be lowered, appropriate accommodations may be available to you under certain circumstances.

7. Do your own work. The minimum penalty for academic misconduct is a zero on the assignment or exam. You are responsible for knowing what constitutes academic misconduct (i.e. “I didn’t know” won’t work as an excuse). For more information, see the UWSP “Student Academic Standards and Disciplinary Procedures” section of Chapter 14 in [UW-Stevens Point's Rights and Responsibilities document](#).

8. Meet deadlines. Unless we have arranged a deadline extension at least 24 hours in advance, late penalties are:

- Portfolios submitted within 24 hours of the deadline will be lowered **one letter grade**.
- Portfolios submitted 24-48 hours after the deadline will be lowered **two letter grades**.
- Portfolios submitted more than 48 hours after the deadline will not receive credit.

Note: In-class presentations **cannot be postponed**, but can be substituted with a video presentation for a deduction of at least **one letter grade**.

Extensions must be arranged at least 24 hours in advance; if you don't realize you need one until the day a portfolio is due, submit what you can on time. You should address deficiencies and propose a plan for resolving them in your reflective summary.

For more information about UW-SP's expectations for all faculty, staff, and students, review [UW-Stevens Point's Rights and Responsibilities document](#).

OUTCOMES ASSESSMENT

BUS 301 grades are decided through project-based professional development contracts. You determine the specific professional development goals for the project and, to a certain extent, how you want to achieve them. You will then provide evidence of your progress in a project portfolio that reflects the standard (A, B, or C) you agreed to meet in your contract. Each contract has its own D2L Content folder that provides detailed information about that project's resources and standards.

Your course grade will be based on *my assessment* of your first four project portfolios and *your teammates' assessment* of your final project portfolio. Each contract accounts for 20% of your final grade, so your final project could be an influential "tie breaker" if your average lands between letter grades. Final grades in this course will be calculated similarly to your GPA, using a 4-point scale to calculate an average grade across all five portfolios.

PROJECT STRUCTURE

| | |
|----------------------------|--|
| <i>Learning Objectives</i> | You will set Specific, Measurable goals for each project that connect to course outcomes and support your career goals. They should be challenging, but manageable -- you want to be able to measure progress by the end of the unit and end of the semester. Visit the Goalsetting link in D2L's Course Resources folder for more guidance. |
| <i>Project Standard</i> | You choose the standard you intend to meet on each project (A, B, C). Each contract contains a set of essential elements , or minimum elements required to earn a C on the project. For a B or an A contract, add custom elements to customize the project to your particular career interests and learning objectives. |
| <i>Essential Elements</i> | All projects require students to engage and participate during class, complete self-assessments and assigned textbook readings / worksheets, and produce a portfolio with accompanying presentation. |
| <i>Custom Elements</i> | You can create a customized learning plan based on your career interests and learning objectives. Custom elements can include supplementary readings, project notes, reflective writings, peer reviews, letters of reference / recommendation, and other learning activities. |
| <i>Timeline</i> | We'll progress through the project units in the sequence below. In cases where a learning activity falls outside its project's timeline, some flexibility may be afforded: |

| Project | Sep 6 | Sep 12 | Sep 19 | Sep 26 | Oct 3 | Oct 10 | Oct 17 | Oct 24 | Oct 31 | Nov 7 | Nov 14 | Nov 21 | Nov 28 | Dec 5 | Dec 12 | Finals Week | |
|-----------------------------|-------|--------|--------|--------|-------|--------|--------|--------|--------|-------|--------|--------|--------|-------|--------|-------------|--|
| 1 – Leveraging Your Network | | | | | | | | | | | | | | | | | |
| 2 – Promoting Your Value | | | | | | | | | | | | | | | | | |
| 3 – Managing Disagreements | | | | | | | | | | | | | | | | | |
| 4 – Optimizing Performance | | | | | | | | | | | | | | | | | |
| Final Project | | | | | | | | | | | | | | | | | |

TECHNOLOGICAL TOOLS

Below are technological tools you will use in this course. **Essential uses** appear in **bold**. The rest are team or individual decisions.

Shared drive (One-drive, Google Drive):

Agendas – I provide an agenda for each class via One Drive. You review, request additional items if necessary, then initial.

Minutes – Teammates take turns taking notes and posting the "minutes" (notes) from each class to share with the team.

Presentation videos – Share with your teammates for observations and suggestions before sharing them with the class.

Turnitin.com:

Project Portfolios – Upload pdf files of your project and final portfolios for review and assessment.

D2L:

Course materials – Except for agendas, all course materials (syllabus, project overviews and resources, etc.) are posted in D2L.

Project grades – I will post your grade for each project in the D2L gradebook.

WEEKLY SCHEDULE

| | | | |
|-------------------|--------------------|-----------------------|---------|
| Section 1: | Tuesday – Thursday | 11:00 a.m. – 12:15 pm | CCC 214 |
| Section 2: | Tuesday – Thursday | 12:35 pm – 1:50 pm | CCC 214 |
| Section 3: | Monday - Wednesday | 11:00 a.m. – 12:15 pm | CCC 214 |



The School of Business & Economics offers a career-development series of speakers, discussions, workshops and field trips called SBE Events. Taking advantage of these learning opportunities outside the classroom helps you make the most of your time as a student and prepares you for a successful career. For this course, you must attend two official SBE Events. Those requirements are built into the projects for this course.

For this course, you must attend **two** official SBE Events. The first event must be incorporated into one of the first two project contracts (Leveraging Your Network and Promoting Your Value) before the mid-semester cut-off of **October 21**. If you attend extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester. If you do not attend extra events, you will need to incorporate one event into either the third or fourth project contract before the end-of-semester cut-off of **December 9**.

Watch your e-mail for the weekly SBE Update newsletter that contains announcements about specific dates for upcoming SBE Events. You can also visit the SBE Events web site (<http://business.uwsp.edu/events>) for announcements of upcoming SBE Events and follow them on Facebook ([UWSP School of Business & Economics](#)) or Twitter ([@UWSPBusiness](#)).

When you attend an event, please sign in with your Point Card. An email will automatically be sent to you confirming your attendance. It will also be updated on the SBE Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events. After the midterm and at the end of this semester's events, I will receive reports confirming your attendance. You do not need to do anything else.



NOTE: If you have multiple courses with SBE Events requirements, it is your responsibility to ensure you attend enough events for each course. If you have not attended enough events to cover all of your courses, your attendance will be allocated to your courses in alpha-numeric order.

PROJECT TEAMS

You will be assigned to project teams that create a combination of student traits that supports the overall theme of the unit.

| <u>Project</u> | <u>Selection Method</u> |
|--------------------------------------|---|
| Project 1: Leveraging Your Network | Teams created in class based on major area/career interests |
| Project 2: Promoting Your Value | Teams assigned before unit based on work experience |
| Project 3: Managing Disagreements | Teams assigned before unit based on personality preferences |
| Project 4: Optimizing Performance | Same teammates as Project 3 |
| Final Project: Sustaining Engagement | Same teammates as Project 1 |

SOURCE DOCUMENTATION STYLE

All written assignments are to follow the American Psychological Association (APA) style guidelines for documentation, grammar, spelling, and punctuation. Documentation that does not incorporate APA style formatting will be returned. Use the *Publication manual of The American Psychological Association* (6th ed.) for all writing projects you do for this class.

PERMISSION TO USE YOUR WORK

I may wish to use a sample of your work or some of the feedback you share with me in future teaching or research activities or projects. Examples might include showing students an example of a well-done assignment or discussing teaching techniques at a conference. No examples will reveal your identity. If you prefer not to have your work included in any future projects of mine, please send me an e-mail indicating that you are opting out of this request. Otherwise, your participation in the class will be taken as consent to have portions of your work or feedback anonymously used for teaching or research purposes.

CHANGES TO COURSE POLICIES/TIMELINE

Please note that I reserve the right to make changes to this course syllabus as we progress through the semester; however, I will make every attempt to avoid doing so, and will consider it only under extraordinary circumstances. You will be notified during class of any changes that arise. Any changes made to the course work plan will be announced at least one week in advance.