Course Objectives and Assessment Methods

Welcome.

The general objective of this class is to help you develop communication strategies and abilities that will enhance your college work and enable you to meet workplace communication expectations and needs.

This course utilizes team-based learning as well as a hybrid design, with many activities/assignments happening online and in the classroom. It should be a fun, efficient, productive, and insightful semester!

Students completing BusCom 201 should be able to demonstrate the ability to:

1. Appreciate the importance of effective business communication skills for career development and success.
   - Learning strategies and assessment: Class discussion; Written assignments

2. Apply effective principles relevant to the content, organization, channel, and tone/style for the following types of business communication: bad news (negative) messages, persuasive messages, good news (positive) or routine messages, and employment application messages.
   - Learning strategies and assessment: Class discussion; Written assignments

3. Use a reader-friendly approach to balance the needs of the audience with the desires of the sender to produce messages that are clear, complete, compelling, concise, and correct.
   - Learning strategies and assessment: Class discussion; Written assignments

4. Find and properly incorporate secondary research using the APA style.
   - Learning strategies and assessment: Written assignments

5. Develop and present an oral presentation for a targeted audience using effective delivery techniques and visual aids.
   - Learning strategies and assessment: Class presentation assignment

Academic Honesty

Each student is required to do his or her own work on graded assignments, and to abide by the policies set forth in the Boise State University Student Code of Conduct. Violations may result in penalties up to and including dismissal from the University. More detail on the Student Code of Conduct can be found at: http://www2.boisestate.edu/studentconduct/studentinformation.htm
Course COBE Core Learning Goals

<table>
<thead>
<tr>
<th>Students in this course will learn or practice the following COBE Core Curriculum concepts, methods, and skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ 2.1. Communicate effectively: Write messages and documents that are clear, concise, and compelling</td>
</tr>
<tr>
<td>☑ 2.2. Communicate effectively: Give oral presentations that use effective content, organization, and delivery</td>
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<tr>
<td>☑ 3. Solve problems, including unstructured problems, related to business and economics</td>
</tr>
<tr>
<td>☑ 4. Use effective teamwork and collaboration skills</td>
</tr>
<tr>
<td>☑ 5. Demonstrate appropriate principles of responsible business practices</td>
</tr>
<tr>
<td>☑ 5.1 Resolve issues related to Individual Responsibility (Business Ethics)</td>
</tr>
<tr>
<td>☑ 5.2 Resolve issues related to Corporate Social Responsibility</td>
</tr>
<tr>
<td>☑ 5.3 Resolve issues related to Leadership Responsibility (Corporate Governance)</td>
</tr>
<tr>
<td>☑ 5.4 Resolve issues related to Environmental Responsibility (Environmental Sustainability)</td>
</tr>
<tr>
<td>☑ 5.5 Resolve issues related to Cultural Responsibility (Diversity)</td>
</tr>
</tbody>
</table>

Special Needs
As we have in the past, BUSCOM instructors will make all appropriate and necessary accommodations to all students in adherence with the Americans with Disabilities Act, including provisions for additional time for testing, alternate document formats and types, approved transcriptionists in cases of hearing impairment, among other interventions/accommodations.

If you have special needs (including those addressed by the Americans with Disabilities Act) and need assistance, please notify me as soon as possible.

BUSCOM 201: Communication in the Discipline (CID)
Boise State’s Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. BUSCOM 201 satisfies the three (3) credits of the Communicating in the Discipline requirement for business students. BUSCOM 201 supports the following University Learning Outcomes (ULO):

- ULO1: Write effectively in multiple contexts for a variety of audiences
- ULO 2: Communicate effectively as a speaker and listener

BUSCOM 201 will help students improve their abilities to analyze business communication situations and develop appropriate communication strategies. After successful completion of this course, you will be able to:

- Design, draft, and edit a variety of business message types (routine; bad-news; persuasive; employment-based). (ULO 1)
- Use a reader-friendly approach to balance the needs of the audience with the desires and objectives of the writer. (ULO 1)
- Develop and give an oral business presentation using effective visual aids. (ULO 2)
### Foundational Studies ULO Criteria and Notions of Exemplary Work

#### Course Learning Outcomes

*By the end of this course, each student should be able to...*

<table>
<thead>
<tr>
<th>ULO</th>
<th>Course Learning Outcomes</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activities/Pedagogy</th>
</tr>
</thead>
</table>
| ULO 1 | Write effectively in multiple contexts for a variety of audiences | Design, Draft, Edit, and Assess a variety of business message types:  
  - good-news/routine;  
  - bad-news;  
  - persuasive;  
  - employment-related | Students will participate in instruction for each message type and will draft and edit four separate messages. Instructors, and possibly students in the class, will assess these assignments. | The instructor and the students will (1) discuss the business communication situation and needs, (2) review sample messages prior to drafting, and (3) discuss students’ performance for each message type. The instructor usually will use rubrics for assessment in the instruction and assessment process. |
| ULO 2 | Communicate effectively as a speaker and listener | Use a reader-friendly approach to balance the needs of the audience with the desires and objectives of the writer. | The instructor will assess reader-orientation, both in terms of rhetorical content and page format and layout, for all written assignments. | Students will participate in structured exercises and practice for reader-orientation. |

#### ULO 1: Write effectively in multiple contexts for a variety of audiences

- **Design, Draft, Edit, and Assess a variety of business message types:**
  - good-news/routine;
  - bad-news;
  - persuasive;
  - employment-related

- **Assessment Method:** Students will participate in instruction for each message type and will draft and edit four separate messages. Instructors, and possibly students in the class, will assess these assignments.

- **Planned Teaching and Learning Activities/Pedagogy:** The instructor and the students will (1) discuss the business communication situation and needs, (2) review sample messages prior to drafting, and (3) discuss students’ performance for each message type. The instructor usually will use rubrics for assessment in the instruction and assessment process.

#### ULO 2: Communicate effectively as a speaker and listener

- **Use a reader-friendly approach to balance the needs of the audience with the desires and objectives of the writer.**

- **Assessment Method:** The instructor will assess reader-orientation, both in terms of rhetorical content and page format and layout, for all written assignments.

- **Planned Teaching and Learning Activities/Pedagogy:** Students will participate in structured exercises and practice for reader-orientation.

### Statement of Shared Values

Boise State University upholds the following values as the foundation for a civil and nurturing environment. Campus community members and all who are part of COBE are expected to adhere to the following values.

- **Academic Excellence** – engage in our own learning and participate fully in the academic community’s pursuit of knowledge.
- **Caring** – show concern for the welfare of others.
- **Citizenship** – uphold civic virtues and duties that prescribe how we ought to behave in a self-governing community by obeying laws and policies, volunteering in the community, and staying informed on issues.
- **Fairness** – expect equality, impartiality, openness and due process by demonstrating a balanced standard of justice without reference to individual bias.
- **Respect** – treat people with dignity regardless of who they are and what they believe. A respectful person is attentive, listens well, treats others with consideration and doesn’t resort to intimidation, coercion or violence to persuade.
- **Responsibility** – take charge of our choices and actions by showing accountability and not shifting blame or taking improper credit. We will pursue excellence with diligence, perseverance, and continued improvement.
- **Trustworthiness** – demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.
Course Materials

- Lehman & Dufrene, BCOM 7 (South-Western Cengage) [Required]
- COBE Writing Styles Guide (http://cobe.boisestate.edu/students/cobe-writing-styles-guide/)
- Course materials are also available on Blackboard

Course Structure & Organization

| Part 1 | Communication Foundations | 1. Set Expectations for the Course  
2. Plot Where You are / Where You Want to Be  
3. Set a Foundation for Success |
| Part 2 | Practicing Communication | Review & practice three of the most common types of business messages |
| Part 3 | Business Case: Written & Oral | Review & practice the steps and components used to make compelling business cases to support decision making |
| Part 4 | Employment Communication | Focus on the best practices of job application messages |

Course Grade Components

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>% of Final Grade</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness Assurance Tests</td>
<td>200</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Instructor Message</td>
<td>20</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Editing Exercise (2x10)</td>
<td>20</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Good-News Message (2x20)</td>
<td>40</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Negative-News Message (2x20)</td>
<td>40</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Persuasive Message (2x20)</td>
<td>40</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Team Assessment (2x25)</td>
<td>50</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Self Assessment (2x25)</td>
<td>50</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Reflection Exercise (3x10)</td>
<td>30</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Business Case Proposal</td>
<td>20</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Business Case</td>
<td>75</td>
<td>7.5%</td>
<td></td>
</tr>
<tr>
<td>5 - 7 Minute Oral Presentation + PowerPoint</td>
<td>75</td>
<td>7.5%</td>
<td></td>
</tr>
<tr>
<td>Application Letter and Resume</td>
<td>50</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Employment Communication Presentation</td>
<td>50</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>120</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>120</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Course Grade Scales

Grades will be tabulated according to the following scale:

<table>
<thead>
<tr>
<th>Final Course Grade (1000 points total)</th>
<th>A</th>
<th>B+</th>
<th>C+</th>
<th>D+</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+ = 850 - 899</td>
<td>C+ = 750 - 799</td>
<td>D+ = 650 - 699</td>
<td>A = 900 - 1000</td>
<td>B = 830 - 849</td>
<td>C = 730 - 749</td>
<td>D = 630 - 649</td>
<td>F &lt; 600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B- = 800 - 829</td>
<td>C- = 700 - 729</td>
<td>D- = 600 - 629</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Criteria

| Superior Work: A | All assessment criteria met or exceeded. Document accomplishes its task effectively. No errors. The reader appreciates the communication. Your manager is impressed. |
| Good Work: B | Most assessment criteria are met. Document accomplishes its task, but lacks distinction. Possibly one or two minor errors. The reader completes the communication. Your manager is satisfied. |
| Acceptable Work: C | Weak on some assessment criteria. Document basically accomplishes its task, though questions may arise. Errors may be noticed by the reader. Your manager accepts the work, but has concerns. |
| Needs Work: D-F | Unacceptable Work: Very weak on assessment criteria. Reader is confused or doubtful about the message. Three or more errors. Your manager would ask you to revise the document and doubts your capability for the position. |

- Please feel free to talk with me regarding any questions on grading and assessment.
- Grades of “Incomplete” are not normally given in this class.

Assignment & Classroom Guidelines

Assignments should be turned in on time AND follow instructions precisely. Late assignments will NOT be accepted. Deadlines are crucial in this course.

Assignments will not be graded on the basis of how closely they replicate some textbook model, but rather on how well they accomplish the task contained in the assignment. There are many ways this can be accomplished.

Indulgence Cards

To err is human…. If you are the first in the class to notice an error in any of the course materials, you can obtain a “BusCom Indulgence Card” which can be used to “erase” one ‘red ink’ error from any of your one-page assignments. Indulgence cards and assignments should be submitted when the rewrite is due.

Class Etiquette

Please silence your cell phone during class. If you must take and/or reply to a call, please quietly and quickly leave the room to do so. In addition, Please do not exchange text messages during the class. If you are late, please enter without disrupting the class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Class Meeting</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bcom7: Chs 1 and 2</td>
<td>1/11</td>
<td>Instructor Message, Reflection 1, Editing Exercise 1</td>
</tr>
<tr>
<td>2</td>
<td>Bcom7: Chs 3, 4, and 5</td>
<td>1/18, NO CLASS</td>
<td>Good News Message 1, Bad News Message 1, Persuasive Message 1</td>
</tr>
<tr>
<td>3</td>
<td>Bcom7: Ch. 6</td>
<td>1/25</td>
<td>Good News Message 2</td>
</tr>
<tr>
<td>4</td>
<td>Bcom7: Ch. 7</td>
<td>2/1</td>
<td>Bad News Message 2</td>
</tr>
<tr>
<td>5</td>
<td>Bcom7: Ch. 8</td>
<td>2/8</td>
<td>Persuasive Message 2</td>
</tr>
<tr>
<td>6</td>
<td>Bcom7: Ch. 9</td>
<td>2/15, NO CLASS</td>
<td>Editing Exercise 2</td>
</tr>
<tr>
<td>7</td>
<td>Bcom7: Ch. 10</td>
<td>2/22</td>
<td>Reflection 2</td>
</tr>
<tr>
<td>8</td>
<td>Bcom7: Ch. 11</td>
<td>2/29</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Business Case Book</td>
<td>3/7</td>
<td>Business Case Proposal</td>
</tr>
<tr>
<td>10</td>
<td>Bcom7: Ch. 12</td>
<td>3/14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring break</td>
<td>Spring break</td>
<td>Spring break</td>
</tr>
<tr>
<td>11</td>
<td>No Readings: work on business case project</td>
<td>3/28</td>
<td>Business Case Draft PPT Slides/Outline</td>
</tr>
<tr>
<td>12</td>
<td>Business Case Presentations</td>
<td>4/4</td>
<td>Business Case Presentations, Team Assessment 1, Self Assessment 1</td>
</tr>
<tr>
<td>13</td>
<td>Ch. 13</td>
<td>4/11</td>
<td>Application Letter and Resume</td>
</tr>
<tr>
<td>14</td>
<td>Ch. 14</td>
<td>4/18</td>
<td>Application Letter and Resume 2</td>
</tr>
</tbody>
</table>