Course Objectives and Assessment Methods

Welcome!

The general objective of this class is to help you develop communication strategies and abilities to enhance your college work and enable you to meet workplace communication expectations. If you have great insights, but cannot effectively communicate them, those insights are not valuable to others.

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 and 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

Course COBE Core Learning Goals

Students in this course will learn or practice the following COBE Core Curriculum concepts, methods, and skills:

| 2.1. Communicate effectively: Write messages and documents that are clear, concise, and compelling |
| 2.2. Communicate effectively: Give oral presentations that use effective content, organization, and delivery |
| 3. Solve problems, including unstructured problems, related to business and economics |
| 4. Use effective teamwork and collaboration skills |
| 5. Demonstrate appropriate principles of responsible business practices |

| 5.1 Resolve issues related to Individual Responsibility (Business Ethics) |
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)

<table>
<thead>
<tr>
<th>Foundational Studies ULO Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes “By the end of this course, each student should be able to...”</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activities/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 1: Write effectively in multiple contexts for a variety of audiences</td>
<td>Design, Draft, Edit, and Assess a variety of business message types: - good-news/routine; - bad-news; - persuasive; - employment-related</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Use a reader-friendly approach to balance the needs of the audience with the desires and objectives of the writer.</td>
<td>The instructor will assess reader-orientation, both in terms of rhetorical content and page format and layout, for all written assignments.</td>
<td>Students will participate in structured exercises and practice for reader-orientation.</td>
<td></td>
</tr>
<tr>
<td>ULO 2: Communicate effectively as a speaker and listener</td>
<td>Develop and present an oral presentation using effective visual aids.</td>
<td>Students will make at least one formal oral presentation in the course of the class.</td>
<td>Students will participate in the instruction and review of effective oral business presentations strategies and techniques by discussion sample presentations, best-practice checklists, and assessment rubrics.</td>
</tr>
</tbody>
</table>
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.

**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.

**Team-Based Learning**

This course will in part follow a team-based learning (TBL) format (www.teambasedlearning.org). The primary objective of TBL is to go beyond simply covering content and focus on applying course concepts. TBL relies on small group interaction, shifting the focus of classroom time from instructor-presented lectures to application of course concepts by students working in teams. This instructional method aims to develop students’ workplace communication skills. Teams will work together to complete in-class exercises and activities. Students will be assigned to five or six-member teams and will be asked to sit with their team during all class sessions.
Course Materials


BSU COBE Writing Styles Guide:
http://cobe.boisestate.edu/students/writing-styles-guide
http://guides.boisestate.edu/c.php?g=163841&p=1138472

Recommended Resources (Not Required)


Instructor’s Expectations

Attend class – I expect you to be here both physically and mentally during scheduled class times. Attendance is required to earn classroom participation points and to take the quizzes.

Be on time – Avoid being late. Early is on time. If you cannot avoid being late, enter the classroom without disrupting the class. Students arriving late to class will lose participation points.

Turn off all electronics – This includes cell phones, laptops, and tablets. No texting during class! Students caught using cell phones during quizzes will receive a “0” on that quiz.

Turn in assignments on time – Turn in all assignments via hard copy at the beginning of the class session they are due. All assignments are to be turned in via 5 hard copies.

Be honest – Do not plagiarize. Academic integrity will be enforced in this class. Cheating constitutes grounds for failing the assignment on which you are caught cheating and/or the course. Academic dishonesty is defined in the Student Code of Conduct (Article 2, Section 18). Familiarize yourself with the university’s policy on academic integrity. Go to http://osrr.boisestate.edu/scp-codeofconduct-article2/#18.

General Assignment Guidelines

For full credit all written assignments should be turned in at the beginning of the class session on the due date and include 5 hard copies. 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.

The written assignment should follow the following formatting guidelines:

- **Block format** – No indents, single space within paragraphs, double space between paragraphs — unless otherwise instructed
- **Fonts** – Use conventional fonts (e.g., Times New Roman for serif, Aria for sans serif)
• **Line Spacing** – Single space the text with a blank line between paragraphs with no paragraph indentation.

• **Margins** – 1 inch

• **Provide “letterhead” information** – (e.g., company name and contact information) at the top of the message, date, and inside (recipient’s) address.

• **Salutation** – Use last name or first name; not both. Use first name only if you would be comfortable addressing the reader by his or her first name when making a telephone call. When in doubt, use last name with Mr. or Ms. Use a colon with last name. Commas are acceptable with first name, informal salutations.

• **Memos/E-mails** – Use any conventional format that includes “To,” “From,” “Date,” and “Subject” lines.

### Late Assignments

All written assignments are due, via 5 hard copies, at the beginning of the class session of the due date. **Late assignments will only be accepted until one week following the due date.** Ten percentage points will be deducted for late assignments. A late assignment **cannot** earn an A and will not receive the team portion of the assignment grade.

### Writing Center, ESL Services, and Tutoring

**Business Communications is not an English course** - Students needing support with their writing and/or struggle with the English language are advised to contact and take full advantage of the BSU Writing Center ([http://writingcenter.boisestate.edu/](http://writingcenter.boisestate.edu/)); and expose yourself to the English language by reading as much as you can. Before you submit your assignments, have someone with strong English skills review them with you. Assignments submitted with significant grammatical, spelling, or other errors will be returned ungraded (and late) for you to clean up and resubmit.

Students submitting documentation of consultation with BSU Writing Center tutors will receive extra credit (10% of assignment’s total possible point value). For information on writing tutoring, English-language tutoring, and other academic support services, go to [http://englishsupport.boisestate.edu/for-students/](http://englishsupport.boisestate.edu/for-students/).

### Library Resources

It is important that you utilize scholarly, credible sources to prepare your assignments for this course. Wikipedia is not acceptable as a cited bibliography resource. For a list of business-related databases available through the Albertsons Library, go to [http://guides.boisestate.edu/business](http://guides.boisestate.edu/business). I recommend you use Business Source Premier.

### Quizzes

There will be quizzes covering each assigned chapter of the textbook worth 10 points. Quizzes will be given every week in class. Students will take quizzes individually and then a separate quiz as teams. Students’ individual and team quiz scores will be averaged to arrive at a grade for each quiz. There will be NO make-ups for missed quizzes without a doctor’s note or a note from a BSU faculty member, staff member, or coach verifying your attendance at a university-sponsored event during our class time.
Class Participation

This is an interactive class in which all students are expected to actively participate. Points will be earned for each class session (0-10 points). Participation points are deducted for students arriving late to class. Students missing a class session will not receive any participation points for that session.

<table>
<thead>
<tr>
<th>Score</th>
<th>Class Participation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Arrives for class on time with all reading and written assignments completed. Actively participates in all discussions and class activities. Facilitates the class learning experience by encouraging others to participate.</td>
</tr>
<tr>
<td>5 points</td>
<td>Participates in discussions and class activities. Arrives late to class.</td>
</tr>
<tr>
<td>0 points</td>
<td>Does not attend class.</td>
</tr>
</tbody>
</table>

Course Structure & Organization

<table>
<thead>
<tr>
<th>This course is generally divided into the components following the contents of your text:</th>
<th>Communication Foundations</th>
<th>Models of communication and the communication process; communication networks; flow of communication; barriers to effective communication; listening; and communication in a team environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapters 1-2</td>
<td>Communication Analysis</td>
<td>Preparing effective spoken and written messages.</td>
</tr>
<tr>
<td>Chapters 3-4</td>
<td>Communication through Voice, Electronic, and Written Messages</td>
<td>Communicating electronically; delivering good and neutral-news messages; delivering bad-news messages; delivering persuasive messages.</td>
</tr>
<tr>
<td>Chapters 5-8</td>
<td>Communication through Reports and Business Presentations</td>
<td>The report process; research methods; managing data and graphics; preparing proposals and reports; preparing business cases; designing and delivering business presentations.</td>
</tr>
<tr>
<td>Chapters 9-10, 12</td>
<td>Communication for Employment</td>
<td>Preparing résumés and job applications; interviewing.</td>
</tr>
<tr>
<td>Chapters 13-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week - Date</td>
<td>Topics</td>
<td>Activities</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>WK1 – Jan 12</td>
<td>Orientation Syllabus Communication Foundations Writing Foundations</td>
<td>Introductions Team Assignments Review Syllabus Review COBE Style Guide</td>
</tr>
<tr>
<td>WK2 – Jan 19</td>
<td>Communication Analysis What is a Business Case?</td>
<td>Individual Reading Quiz Team Reading Quiz Review Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>WK3 – Jan 26</td>
<td>Defining Business Case Opportunities</td>
<td>Individual Reading Quiz Team Reading Quiz Review Chapters 3 &amp; 4 Team Review #2 Editing Exercise</td>
</tr>
<tr>
<td>WK4 – Feb 02</td>
<td>Identify Business Case Alternatives</td>
<td>Individual Reading Quiz Team Reading Quiz Review Chapter 5 Team Review #3 Ethics Paper</td>
</tr>
<tr>
<td>WK5 – Feb 09</td>
<td>Gather Data &amp; Estimate Time Frames</td>
<td>Individual Reading Quiz Team Reading Quiz Review Chapter 6 Team Review #4 Good News Message Paper</td>
</tr>
<tr>
<td>WK6 – Feb 16</td>
<td>Analyze Business Case Alternatives</td>
<td>Individual Reading Quiz Team Reading Quiz Review Chapter 7 Team Review #5 Bad News Message Paper</td>
</tr>
<tr>
<td>WK7 – Feb 23</td>
<td>Make Choices and Assess Business Case Risks Resumes Job Interviewing</td>
<td>Individual Reading Quiz Team Reading Quiz Review Chapter 8 Team Review #6 Persuasive Message Paper Review &amp; Discuss Current Resumes</td>
</tr>
</tbody>
</table>
| WK 8 – Mar 01 | Design Business Case Implementation Plan | Individual Reading Quiz  
Team Reading Quiz  
Review Chapters 13 & 14  
Review #7 Resumes  
Review #8 Application Cover Letters  
Review LinkedIn Profiles | Due:  
#7 Resume  
#8 Application Cover Letter  
LinkedIn Profile  
Assigned:  
Read Chapters 13 & 14  
Update #7 Resumes  
Update #8 Application Cover Letters  
Update LinkedIn Profile |
| WK 9 – Mar 08 | Communicate Your Business Case | Individual Reading Quiz  
Team Reading Quiz  
Review Chapters 9 & 10  
Review Updated #7 Resume  
Review Updated #8 Cover Letter  
Review Updated LinkedIn Profile | Due:  
Updated Resume  
Updated #8 Application Cover Letter  
Updated LinkedIn Profile  
Assigned:  
Read Chapters 9 & 10  
#9 Business Case Proposal |
| WK 10 – Mar 15 | Business Case Questions | Individual Reading Quiz  
Team Reading Quiz  
Review Chapters 11 & 12  
Review #9 Business Case Proposals | Due:  
#9 Business Case Proposal  
Assigned:  
#10 Reference Information for Business Case  
#11 Business Case Draft |
| WK 11 – Mar 22 | Spring Vacation – No Classes | | |
| WK 12 – Mar 29 | | #10 Reference Information for Business Case discussions  
#11 Business Case Draft Discussions | Due:  
#10 Reference Information for Business Case  
#11 Business Case Draft  
Assigned:  
#11 Business Case Final |
| WK 13 – Apr 05 | | #11 Business Case Final Draft Discussions | Due:  
#11 Business Case Final  
Assigned:  
#12 Business Case Presentation |
| WK 14 – Apr 12 | | #12 Business Case Draft Presentation Discussions | Due:  
#12 Business Case Presentation |
| WK 15 – Apr 19 | | Individual Presentations | Due:  
Business Case Presentations  
Assigned:  
Final Course Evaluation |
| WK 16 – Apr 26 | | Individual Presentations | Due:  
Final Course Evaluation  
Class Bibliography |
## Grading Structure

Grades in this class will be based upon the following:

<table>
<thead>
<tr>
<th>Assign Number</th>
<th>Assignment</th>
<th>Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class &amp; Team Participation</td>
<td>150 (10X15)</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Reading Quizzes</td>
<td>140 (10X14)</td>
<td>14%</td>
</tr>
<tr>
<td>#1</td>
<td>Letter to Instructor</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>#2</td>
<td>Editing Paper</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>#3</td>
<td>Ethics Strategy Paper</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>#4</td>
<td>Good-News Message</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>#5</td>
<td>Negative-News Message</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>#6</td>
<td>Persuasive Message</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>#7</td>
<td>Résumé</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>#8</td>
<td>Application Letter</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Business Case Project Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9</td>
<td>Business Case Proposal</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>#10</td>
<td>Reference Information for Business Case</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>#11</td>
<td>Written Business Case</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>#12</td>
<td>PowerPoint Slides for Business Case</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>#13</td>
<td>5-6 Minute Oral + PowerPoint Presentation of Business Case</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,000</td>
<td>100%</td>
</tr>
</tbody>
</table>
Final Grade

The total possible points for the course are 1,000. The following letter grades will correspond with the following points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>935-1000</td>
</tr>
<tr>
<td>A-</td>
<td>900-934</td>
</tr>
<tr>
<td>B+</td>
<td>875-899</td>
</tr>
<tr>
<td>B</td>
<td>835-874</td>
</tr>
<tr>
<td>B-</td>
<td>800-834</td>
</tr>
<tr>
<td>C+</td>
<td>775-799</td>
</tr>
<tr>
<td>C</td>
<td>735-774</td>
</tr>
<tr>
<td>C-</td>
<td>695-734</td>
</tr>
<tr>
<td>D</td>
<td>600-694</td>
</tr>
<tr>
<td>F</td>
<td>0-599</td>
</tr>
</tbody>
</table>

Written Assignment Process Flow
Extra Credit

The fundamental contribution to developing good writing is reading. Not only does it help develop an internal grammatical sense, it provides you with external insights and experiences that contribute to shaping your personal voice and affording you something interesting to say.

While the culturally acceptable formatting found in the business world and the scaffolding of English grammar is important to getting your voice even heard, it is even more important you have substantive ideas of value to communicate.

To encourage this important activity you are afforded the opportunity to earn extra credit of up to 50 points by reading one of these books and preparing a written report and verbal review with the class. The report is to be no longer than 1 page consisting of 2 paragraphs; 1) an objective overview of the author’s main idea, and 2) whether you agree with the author, and why or why not. You must obtain, read, and bring the book to class. I will know.

Outliers
By Malcolm Gladwell

The Dip: A Little Book That Teaches You When to Quit (and When to Stick)
By Seth Godin

Made to Stick: Why Some Ideas Survive and Others Die
By Chip Heath & Dan Heath

If I Knew Then What I Know Now
By Richard Edler

StrengthsFinder 2.0
By Tom Rath

Our Iceberg Is Melting: Changing and Succeeding under Any Conditions
By John Kotter & Holger Rathgeber

First, Break All the Rules: What the World’s Greatest Managers Do Differently
By Marcus Buckingham & Curt Coffman

Drive: The Surprising Truth About What Motivates Us
By Daniel H. Pink

The Leader’s Guide to Radical Management: Reinventing the Workplace for the 21st Century
By Stephen Denning

The Innovator’s Dilemma
By Clayton Christensen