

BUSCOM 201 – Business Communication – Spring 2012		
Section 001	MWF 9:40--10:30am	B-222
Section 002	MWF 10:40-11:30am	B-222
Section 003	MWF 1:40--2:30pm	B-222

Professor:	Patrick Delana	Phone:	426-3310 (W)
Office	B-306-C		
Office Hours:	MWTh 11:30-12:30; Th 2:00-3:00 And by special appointment	Email:	pdelana@boisestate.edu

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.

If you have great insights, but cannot effectively communicate them, are those insights of any value to you or anyone else?

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. Read critically and assess the effectiveness of business messages—especially those messages they create themselves—and employ reliable strategies to improve those messages and to increase the odds for the message’s success.
 - *Learning strategies and assessment: Class discussion; Written assignments*
3. Analyze a business communication situation and develop an appropriate communication strategy.
 - *Learning strategies and assessment: Class discussion; Written assignments*
4. Employ one or more standard formats for writing each of the following: business letters, memos, and reports.
 - *Learning strategies and assessment: Written assignments*
5. Employ, regardless of format, principles relevant to the content, organization, and style of text for the following types of business communication: bad news (negative) messages, persuasive messages, and good news (positive) and/or routine messages.
 - *Learning strategies and assessment: Written assignments*
6. Determine, find, and properly incorporate secondary research using the APA style, including that available through electronic means such as library holdings databases, CD-ROM, and the Internet.
 - *Learning strategies and assessment: Report project*
7. Apply basic editing skills such as those expected of students who have completed freshman composition and who are taking a business communication course.

- *Learning strategies and assessment: Written assignments and editing workshops*
8. Design a page of text so that it is graphically easy to read and permits easy information access. Such skills include the use of standard formats, white space, appropriate paragraphing, and (where appropriate) headings and sub-headings.
 - *Learning strategies and assessment: Class discussion and written assignments*
 9. Use a reader-friendly approach to balance the needs of the audience with the desires of the writer.
 - *Learning strategies and assessment: Class discussion and written assignments*
 10. Produce ethical communications as a result of knowing and being able to apply certain ethical principles.
 - *Learning strategies and assessment: Class discussion and written assignments*
 11. Develop and present an oral presentation using effective visual aids.
 - *Learning strategies and assessment: Class presentation assignments*

Course Core Learning Goals

<i>Students in this class will learn or practice the following COBE Core Curriculum concepts, methods, and skills:</i>	
<input checked="" type="checkbox"/>	2.1. Communicate effectively: Write messages and documents that are clear, concise, and compelling
<input checked="" type="checkbox"/>	2.2. Communicate effectively: Give oral presentations that use effective content, organization, and delivery
<input type="checkbox"/>	<i>3. Solve problems, including unstructured problems, related to business and economics</i>
<input type="checkbox"/>	<i>4. Use effective teamwork and collaboration skills</i>
<input type="checkbox"/>	<i>5. Resolve ethical issues related to business and economics</i>

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

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

Course Materials

- Lehman & Dufrene, BCOM_3 (South-Western Cengage)
- *COBE Writing Styles Guide* (<http://cobe.boisestate.edu/students/cobe-writing-styles-guide/>)
- Course materials are also available on Blackboard

See other resources listed on page 7 below.

Course Components

Grades in this class will be based upon the following:

Assignments		Points	% of Final Grade	Your Points
#14	(A) Editing & Assessment Workshops & (B) Annotated Bibliography Assignments	30	6%	
Message Assignments				
#1	Instructor Message (CR/NC)	10	2%	
#2	Editing Exercise	20	4%	
#3	Good-News Message	50	10%	
#4	Negative-News Message	50	10%	
#5	Persuasive Message	50	10%	
#6	Ethics Exercise	50	10%	
#7	Application Letter & Resume	50	10%	
Report Project Assignments				
#8	Report Proposal	50	10%	
#9	Report Executive Summary	50	10%	
#10	Conventional PowerPoint Presentation	20	4%	
#11	4-5 Minute Oral Report + PowerPoint	50	10%	
“Final” Assessment Assignments				
#12	Final Evaluation (CR/NC)	10	2%	
#13	Final Assessments (CR/NC)	10	2%	
Total		500	100%	

Grade Scales

Grades will be tabulated according to the following scales:

50 point assignments		20 point assignments	
A	= 50	D	= 30 points
		A	= 20 points

A-	=	47 points	F	=	25 points	A-	=	19 points
B+	=	44 points	NS	=	0 points	B+	=	18 points
B	=	43 points				B	=	17 points
B-	=	41 points				B-	=	16 points
C+	=	39 points	*NS=Not submitted			C	=	15 points
C	=	38 points				D	=	13 points
C-	=	36 points				F	=	10 points
						NS	=	0 points

Final Course Grade (500 points total)									
	B+	= 435-449	C+	= 385-399	D+	= 335-349			
A	= 450-500	B	= 420-434	C	= 370-384	D	= 320-334	F	< 299
		B-	= 400-419	C-	= 350-369	D-	= 300-319		

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.

General Assignment Guidelines

Assignments should be turned in on time. Late assignments will be accepted, but points will be deducted when work is submitted after the deadline. A late assignment cannot earn an A.

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.

PROOFREADING Assignments will be read closely for spelling/typing, basic grammatical, and/or punctuation errors. Such mistakes seriously harm a message's credibility. Gross ("red ink") errors can lower an assignment's point total by several points for each error.

CODE NAMES Do not put your name on your final draft of an assignment that will be turned in for grading. Instead, put (1) a code name (a 6-character alpha-numeric string such as "C8S4MG"), (2) your section number, and (3) the assignment name in the upper right hand corner of the paper. You will sign in your code name on a separate sheet when you submit the assignment. You should use a different code name for each assignment.

LATE ASSIGNMENTS If you turn an assignment in late or put your assignment in my mailbox, put your name on the back of the assignment. Points will be deducted if there is no name. All late assignments must be turned in by the last day of class. Assignments will not be accepted after the last day of class.

E-MAIL ASSIGNMENT SUBMISSION If you submit an assignment via e-mail:

1. Put your name and BusCom section number in the e-mail subject line.
2. Do not put your name on the assignment. Use a code name, section number, and assignment name.
3. Submit the assignment as a MS Word/PowerPoint attachment.
4. Watch for my reply indicating that I received the assignment.

If you do not receive a reply from me to your e-mail, you should not assume I received the assignment.

ASSIGNMENT FORMATS

General assignment format requirements:

- *Fonts:* Use conventional fonts (e.g., Times New Roman for serif, Arial for sans serif)
- *Line Spacing:* Single space the text with a blank line between paragraphs with no paragraph indentation.
- *Margins:* About 1 inch

There is not one uniform format for business communication. For assignments in this class, the following general guidelines are provided:

- *Letters*
 - Use the Block letter format.
 - 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, at the top, "To," "From," "Date," and "Subject" lines.

Self-Assessment Policy

For each graded assignment you will complete a self-assessment of that assignment. If you can show that your self-assessment effectively anticipates the areas that need improvement in the assignment, you can improve the assignment grade by 1/3 grade (e.g., from a C+ to B- or from a B to a B+).

Rewrite Policy

You will have the option to rewrite one of your graded assignments: the Editing Exercise, the Routine Message, the Negative-news Message, the Persuasive Message, the Ethics Exercise (written), the Application Letter, the Report Proposal, or the Executive Summary. To improve the grade for the assignment, the rewrite must show substantial improvement over the graded version. Mere cosmetic alterations in response to readers' comments will not necessarily result in a higher grade.

If the rewrite contains any (red ink) errors, no improvement to the grade will result. And indulgence cards (see below) may not be used for rewrites.

The rewrite must be accompanied by the original graded version along with all of the readers' comments. If the graded version and comments are not included, the rewrite will not be accepted.

The due date for the rewrite is indicated on the class schedule.

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.

Course Presumptions

Participants in the class are presumed to have

- Completed ENG 101 and ENG 102 and are, thereby, familiar with the basic principles of English grammar, punctuation, and style.
 - Take appropriate steps if you need additional review on these issues.
- Written documented research papers using a style guide such as MLA or APA.
 - Documentation will be briefly discussed in class, but you should be familiar with the basic principles and objectives.
- Mastered word processing and graphics (e.g., PowerPoint) software applications.
- Developed a willingness and ability to seek clarification if they have any questions regarding the assignments.

Workshop Attendance

Regular attendance and contributions are expected at all classes and workshops.

The only "excuses" accepted in this class for absences are (1) university-sanctioned activities and (2) official civic duties such as jury duty.

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.

If you are late, please enter without disrupting the class.

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>

How to Get an A in BUSCOM 201

Here are some tips from former students who obtained an A in this class:

- Be sure to attend class everyday, come prepared with your assignments ready to workshop, and get involved in the workshops. Use fellow classmates to your advantage both during class time and outside of class. Meeting outside of class in small groups to further edit and revise each other's work will improve your work and your study partners' work.
- To get an 'A' in BUSCOM 201 you will need to attend class regularly to have an idea of what is expected on each assignment. Also, take advantage of the assignment workshops; advice from your peers will certainly enhance your writing.
- When it comes to editing your work, you are your own worst enemy. Produce a complete and final draft of the assignment before having the peer review group read it. They will find the errors that your eyes skip over. If you wait to write the final draft until the due date, you will miss out on this critical step and it will reflect upon your grade. Every English class teaches you how to write. Business Communications teaches you how to successfully get your message to the reader. Use headers, simple audience friendly words, concise paragraphs and white space so the reader doesn't have to work to understand what you're trying to say.
- You will soon find out that the next 16 weeks in Patrick Delana's BusCom 201 class are not going to be easy. Here are some tips to get you through the semester:
 1. Utilize the 3C's
 2. Make the Case...get to the point!
 3. Always consider your reader
 4. If you need help or have a question, ASK! Or make an appointment to meet with Pat. Hint: Doing this shows the professor you care and that you take the class seriously.
 5. Don't procrastinate
 6. Have several people outside of class look over your papers to give you feedback.
 7. There is no 'one way' to do an assignment, so don't be afraid to be a little creative. I promise if you put forth the time and effort an 'A' in Patrick Delana's class is possible.
- The advice I have to offer you to receive an A in BUSCOM 201 is to attend and participate in all classes, commit to doing your very best on each assignment, and open yourself up to constructive criticism in an attempt to improve your communication. As a returning student who works in a business environment, it was easy to feel as though my style of communication was effective. However, I learned how to better clarify and achieve the objectives of my messages through feedback I received during peer editing sessions and the comments presented by Pat.
- If you are of the mindset that you have previously acquired the skills that will be taught and practiced in BusCom 201, BusCom 201 will waste your time. To you, the open-minded student, BusCom 201 provides an opportunity to identify communication strengths and weaknesses. Your success in class will be determined by your willingness to improve on your weaknesses. Personalize each assignment as a means of making yourself a better communicator and put in the time required for you to be satisfied.

Resources

There are many good resources for Business Communication. Here are just a few that might help:

TEXTBOOKS

Thill, J.V., & Bovée, C.L. *Excellence in business communication* (Any edition). Prentice Hall.

Guffey, M.E. *Essentials of business communication* (Any edition). Thompson-Southwestern.

Locker, K.O. *Business and administrative communication* (Any edition). McGraw-Hill.

NON-TEXTBOOKS

Blake, G. & Bly, R.W. (1991). *The elements of business writing*. New York: Longman.

Munter, M. (2009). *Guide to managerial communication: Effective business writing and speaking* (8th ed). Upper Saddle River, NJ: Prentice Hall.

Fugere, B., Hardaway, C., & Warshawsky, J. (2005). *Why business people speak like idiots*. New York: Free Press.

Journals: *Business Communication Quarterly*
Journal of Business Communication

FOR PRESENTATIONS

Weissman, J. (2006). *Presenting to win*. New Jersey: FT Press.

Gallo, C. (2010). *The presentation secrets of Steve Jobs*. New York: McGraw Hill.

Weissman, J. (2009). *The power presenter*. Hoboken, NJ: John Wiley & Sons.

Reynolds, G. (2008). *Presentation zen*. Berkeley, CA: New Riders.

Duarte, N. *Slide:ology: The art and science of creating great presentations*. Sebastopol, CA: O'Reilly

BusCom201 Spring 2012 Schedule

Week 1 M 16-Jan MLK, Jr. Holiday

W 18-Jan Course Introduction

F 20-Jan Due: FINAL #1 Instructor Message (No code name; 2 copies)
Proofreading & In-class assessments: Getting to know you.

Week 2 M 23-Jan Communication: Theoretical Beginnings (Text: Chapter 1)
What is communication?

Due: Bibliography #1

W 25-Jan Due: Draft #2 Editing Assignment (4 copies) Editing Workshop
Editing vs. Proofreading

F 27-Jan Due: FINAL #2 Editing Assignment (Code Name; 2 copies) Peer Assessment Workshop
What makes effective business communication?

- Week 3 M 30-Jan Effective Business Messages (Text: Chapters 2-4): Organization
What specific features make for effective messages? Organization
- W 1-Feb Effective Business Communication: Tone Exercises **Workshop**
What strategies help produce effective business writing?
- F 3-Feb Reader-orientation Exercises **Workshop**
What makes some message more appealing to readers?
Due: Bibliography #2
- Week 4 M 6-Feb Document Design & Layout + Message Types
What features make messages more easy to read?
- W 8-Feb Assignment #3 **Workshop**: Routine/Good-news Messages (Text: Chapter 5)
Review samples & principles.
- F 10-Feb Due: Draft #3 Good-news Assignment (4 copies) Editing **Workshop**
- Week 5 M 13-Feb **Due: FINAL #3 Good-news Assignment** (Code Name; 2 copies) Peer Assessment **Workshop**
Principles for intercultural communication
- W 15-Feb Assignment #4 **Workshop**: Negative-news Messages (Text: Chapter 6)
Review samples & principles.
- F 17-Feb Due: Draft #4 Negative-news Assignment (4 copies) Editing **Workshop**
Due: Bibliography #3
- Week 6 M 20-Feb **PRESIDENTS DAY HOLIDAY**
- W 22-Feb Due: Draft #4 Negative-news Assignment (4 copies) Editing **Workshop**
- F 24-Feb **Due: FINAL #4 Negative-news Assignment** (Code Name; 2 copies) Peer Assessment **Workshop**
Principles for ethical communication
- Week 7 M 27-Feb Assignment #5 **Workshop**: Persuasive Messages (Text: Chapter 7)
Review samples & principles.
- W 29-Feb Due: Draft #5 Persuasive Assignment (4 copies) Editing **Workshop**
- F 2-Mar Due: Draft #5 Persuasive Assignment (4 copies) Editing **Workshop**
Due: Bibliography #4
- Week 8 M 5-Mar **Due: FINAL #5 Persuasive Assignment** (Code Name; 2 copies) Peer Assessment **Workshop**
Assignment #6 **Workshop**: Ethics Exercise
- W 7-Mar Due: Draft #6: Ethics Message (4 copies) Editing **Workshop**
- F 9-Mar **Due: FINAL #6 (Written & Oral) Ethics Message**: Role Play & Peer Assessment **Workshop**

- Week 9 M 12-Mar **Assignment #7 Workshop: Application Letters & Resumes** (Text: Chapter 11)
Review samples & principles.
- W 14-Mar Due: Draft #7 Resume (4 copies) Editing **Workshop**
- F 16-Mar Due: Draft #7 Application Letter (4 copies) Editing **Workshop**
- Week 10 M 19-Mar **Due: FINAL #7 Application Letter & Resume** (Code Name; 2 copies) Peer Assessment Workshop
Preview Reports
- W 21-Mar **Assignments #8, #9, #10, & #11 Workshop: Proposal, Executive Summary, PowerPoint, & Oral Report**
- F 23-Mar Due: Draft #8 Report Proposal (4 copies) Editing **Workshop**
- Week 11 M 26-Mar **SPRING BREAK**
- W 28-Mar **SPRING BREAK**
- F 30-Mar **SPRING BREAK**
- Week 12 M 2-Apr **Due: FINAL #8 Report Proposal Assignment** (Code Name; 2 copies) Peer Assessment **Workshop**
- W 4-Apr Presentation Visuals/PowerPoint; Schedule Oral Presentations
- F 6-Apr Using Graphics (Text: pp. 366-378)
- Week 13 M 9-Apr Oral Presentation Exercises
- W 11-Apr Due: Draft #9 Report Executive Summary (4 copies) Editing **Workshop**
- F 13-Apr **Due: FINAL #9 Report Executive Summary** (Code Name; 1 copy) Peer Assessment **Workshop**
- Week 14 M 16-Apr Oral Presentation Exercises
- W 18-Apr Oral Presentation Exercises
- F 20-Apr Due: Draft #10 Conventional PowerPoint (2 copies) Editing **Workshop**
- Week 15 M 23-Apr **Due: Final #10 Conventional PowerPoint Assignment Due** (No Code Name; 1 copy)
Assignment #11: Oral Reports/Listening Exercises Workshop
- W 25-Apr **Assignment #11: Oral Reports/Listening Exercises Workshop**
- F 27-Apr **Assignment #11: Oral Reports/Listening Exercises Workshop**
Optional Rewrite Due (Code Name; Original must be included)
- Week 16 M 30-Apr **Assignment #11: Oral Reports/Listening Exercises Workshop**
- W 2-May **Assignment #11: Oral Reports/Listening Exercises Workshop**
- F 4-May **Assignment #11: Oral Reports/Listening Exercises Workshop**
- FINAL EXAM PERIOD: **Due: Final #12 Final Evaluation Due** (No Code Name; 1 copy)
In-class Assignment #13: In-class Assessments
- 001 Monday, May 7 10:30--12:30
- 002 Wednesday, May 9 10:30--12:30
- 003 Wednesday, May 9 1:00--3:00