COM 3352: COMMUNICATION IN PROFESSIONAL LIFE  
FALL 2018

Instructor: JongHwa Lee, Ph.D.  
Office: Library B312  
Office Hour: MW (10:00 – 12:00), MTWR (1:00 – 2:30 PM), and by appointment  
Phone: 325-486-6080  
E-mail: JongHwa.Lee@angelo.edu

Course Description:

This course is designed to investigate the role of communication in professional life, and to meet various communicative demands, such as interpersonal and team communication, interviewing, workplace culture, leadership, work life balance, conflict management, and individual and team presentations. Therefore, upon completing this course, students should:

- Understand fundamental characteristics and principles of professional and business communication
- Communicate effectively and confidently with individuals, groups, and in teams
- Engage in culturally and ethically sensitive communication in the global business context

Required Readings:


Course Evaluation:

Interview Project  
60 points total
- Professional Memo – Interview Request 10 points
- Interview Essay 30 points
- Interview Report – Presentation 10 points
- Thank-you Letter – After the Interview 10 points

Job Application Project  
130 points total
- Professional Memo – Reference Letter Request 10 points
- Resume 20 points
- Application Letter 20 points
- Philosophy of Communication 30 points
- Public Speaking Presentation 50 points

Diversity Training 50 points
Mid-term Exam 50 points
Final Exam 100 points
Participation 10 points

Total 400 points

Grading Scales:

A=400 – 358   B=357 – 318   C=317 – 278   D=277 – 238   F=237 – 0
COURSE POLICY

Advising:
Please see me at least TWICE throughout the semester. I would like to learn more about you, help you, and/or chat with you. You can visit me during my regular office hours, or we can schedule a meeting. You can bring your friends with you, and you choose the topic of our chat.

Attendance, Participation, & Missing Classes:
Regular attendance is expected in this course. Attendance will be taken and counted beginning the first day of class. The student is allowed to miss 3 days (in MWF classes), 2 days (in TR or MW classes), and 1 day (if class meets once a week) without penalty to the final grade. However, a student’s absence will result in a zero for all work/assignment completed on that day. Once a student misses more than the allotted absences mentioned above, two (2) points will be deducted from the student’s FINAL average for each additional absence. This number includes both EXCUSED and UNEXCUSED absences. You will be counted absent if you are not present for the entire class.

To be considered excused for a class absence, the student must be excused through the school (e.g., as they will be attending a school sponsored event), and provide the instructor proper documentation for the absence. If the student misses a class period, it is the responsibility of her to complete any assignments she will be missing prior to her departure, to get notes from a class member and be prepared for the next class meeting. This includes being accountable for any changes in the schedule that were announced in the student’s absence.

Note: To ensure full participation credit, attendance is a necessary precondition, as is having read the assigned book chapters or readings. I believe good participation involves with good listening and asking good questions that reflect a genuine attempt to grapple with the assigned readings and with what other people are saying in class. Thus, to earn full participation credits, be a good listener and ask good questions.

Class Etiquette & Electronic Communication:
Please be a courteous student and peer. Use of ANY electronic communication (particularly for texting and social media posting) will result in you being counted absent for the day, and will result in a zero for any work completed on that day. Unless you have a really strong reason (e.g., medical – in such cases, please let me know) and been approved, turn off all your electronic devices (cell phones, lap-tops, etc.) and put them in your bag (if your cell phone can be visible by me, 10 points will be taken off from the final grade). Be respectful, and show you care!

Late Tests:
If you miss a test due to an excused absence (e.g., hospitalization, funeral of close family members), you must make the test up within a reasonable length (no more than one week, desirably less). All arrangements for making up for work should be made prior to the absence, if possible, and is the student’s responsibility. A typed, signed, and dated explanation must be given to the instructor upon returning to class.
**Late Assignments:**

All assignments must be submitted in the class meetings in time. Any paper that is not in my possession at the end of the class period in which it is due is considered “late submission.” This includes any papers put in my mailbox or papers sent via email. The late submission will have 10 points deducted in every 24 hour period.

**Note:** Schedule your assignment submission ahead of time. I cannot overemphasize the importance of developing drafts. I believe in the improvement of your writing over developing drafts, so I tend to offer more and fuller feedbacks on drafts than your final submission.

**Grading:**

At the end of the semester, grades are assigned STRICTLY BY POINT TOTAL. For example, if you have accumulated 357 at the end of the course, you will receive a B rather than an A (even though an A is a point away). Over the course of the semester, I will give you a number of opportunities (e.g., writing reaction papers; see below Extra Credit Assignments) to earn extra credit points. So, if you need an A be sure to accumulate enough points (358) to earn an A.

**Note:** Please do not tell me what grade you NEED in my course. Grades are not based on need; they are based on a student’s performance on the tests and course assignments. I will NOT change grades at any point based on need. If you need a certain grade, be certain to earn enough points to merit that grade.

**Extra Credit Assignments:**

During the semester, I will provide several opportunities for extra credit points (worth a total of 20 points). For example, you may earn extra credit points by attending special university lectures relevant to our class and writing a 1-2 page reaction paper. Or, I may give extra pop quizzes at the start of class, and these quizzes will be based on the assigned course readings. Consequently, to do well on these quizzes you will need to read and review the readings before class and be certain that you come to class on time.

Points earned from these reaction papers, and/or quizzes will count as extra-credit points; these points will simply be added into your total accumulation of points for the class. Therefore, missing or doing poorly on quizzes and/or reaction papers will not hurt your grade, but taking quizzes/reaction papers and doing well on them can help your grade.

**Grading Concerns:**

After I return any graded assignments, I will not discuss any grading questions for a 24-hour period. In addition, I will NEVER discuss any personal grading questions in class. After 24 hours have elapsed, stop by my office hours, or make an appointment to see me and I will be happy to address any grading concerns you might have. All grading concerns must be addressed within two weeks after the assignment is returned.

**Honor Code Policy:**

Violations of academic integrity are very serious matters and are clearly documented in the ASU Student Handbook. The work a student submits in a class is expected to be the student’s own work and must be work completed for that particular
class and assignment. Plagiarism means intentionally or knowingly representing the words or ideas of another as one’s own. This may include your own previous work. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a presentation, outline, and bibliography. Please see full Honor Code Policy at [http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf)

**Religious Holiday Observance:**

- “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code 11.20.
- A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
- A student who is excused under section 2 may not be penalized for the absence, however; the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

**Disability Statement:**

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodation based on a disability. It is the student’s responsibility to initiate such a request by contacting:

Mrs. Dallas Swafford, Director of Student Development,
University Center Suite 112B,
Phone: 325-942-2047, or Fax: 325-942-2211
E-Mail: dallas.swafford@angelo.edu
### Tentative Course Schedule:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>MATERIAL</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/30</td>
<td>Communicating at Work</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>9/4</td>
<td>Communication, Culture, and Work</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>9/6</td>
<td></td>
<td></td>
<td>Library Session</td>
</tr>
<tr>
<td>9/11</td>
<td>Listening</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>9/13</td>
<td>Business Writing &amp; Interview</td>
<td>Appendix I &amp; III</td>
<td>Memo (Interview Request)</td>
</tr>
<tr>
<td>9/18</td>
<td>Verbal and Nonverbal Messages</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>9/20</td>
<td>Interpersonal Strategies and Skills</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>Principles of Interviews</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>9/27</td>
<td></td>
<td></td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>10/2</td>
<td></td>
<td></td>
<td>Interview Report (Essay &amp; Presentation) &amp; Thank-you Letter</td>
</tr>
<tr>
<td>10/4</td>
<td></td>
<td></td>
<td>Interview Report (Presentation)</td>
</tr>
<tr>
<td>10/9</td>
<td></td>
<td></td>
<td>Interview Report (Presentation)</td>
</tr>
<tr>
<td>10/11</td>
<td>Leading and Working in Teams</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td>Effective Meetings</td>
<td>Chapter 8</td>
<td>Memo (Reference Request)</td>
</tr>
<tr>
<td>10/18</td>
<td>Developing and Organizing the Presentation</td>
<td>Chapter 9; Appendix II</td>
<td>Resume</td>
</tr>
<tr>
<td>10/23</td>
<td>Verbal and Visual Support in Presentations</td>
<td>Chapter 10</td>
<td>Application Letter</td>
</tr>
<tr>
<td>10/25</td>
<td>Delivering the Presentation</td>
<td>Chapter 11</td>
<td>Philosophy of Business Communication</td>
</tr>
<tr>
<td>10/30</td>
<td></td>
<td></td>
<td>Public Speaking Presentation</td>
</tr>
<tr>
<td>11/1</td>
<td></td>
<td></td>
<td>Public Speaking Presentation</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>11/6</td>
<td>Public Speaking Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/8</td>
<td>NCA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/13</td>
<td>Types of Business Presentations</td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td>11/15</td>
<td>Diversity Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/20</td>
<td>Diversity Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/22</td>
<td>Thanksgiving Holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/27</td>
<td>Diversity Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/29</td>
<td>Diversity Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/4</td>
<td>Diversity Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/6</td>
<td>Course Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/13</td>
<td>Final Exam</td>
<td>(1:00 – 3:00 p.m.)</td>
<td></td>
</tr>
</tbody>
</table>
Course Assignments
Throughout this course, there are four (main) kinds of assignments and projects – Exams, Interview Project, Job Application Project, and Diversity Training Project. These projects are designed to help you to develop conceptual knowledge as well as practical skills in business and professional communication contexts.

- **Interview Project (60 points total)**

  I. Professional Memo (10 points – due 9/13)
  Write an email memo (1 page) to a working professional in a potential career field (at a local business or NGO; or for-profit organization or not-for-profit organization), for a possible information gathering interview. You should conduct a preliminary study on his/her professional work, and highlight why you are interested in the work (or the business or the organization). Also, be mindful about professional etiquette and protocol in your request letter.

  Interview a working professional in a potential career field (you are NOT allowed to interview a family member, and only a face-to-face interview is accepted as valid). Collect data about the professional, including personal data and information about his/her career and career preparation. Inquire about your subject’s philosophy of successful business communication. Discover his/her theories and approaches he/she uses for communication effectively. Analyze and evaluate the social implications of your subject’s communication philosophy.
  Then write a report (3-4 pages in length, type-written, 12-point font, double-space, and stapled) that documents your preparation and includes a reflective essay regarding the career field, your subject’s philosophy, and your own interview experience (30 points). Also, offer an oral presentation (5-6 minutes) to the class about your interview/essay (10 points).

  III. Thank-you Letter (10 points – due 10/2)
  Write a thank-you letter to the person you interviewed for your interview assignment. Again, it should be personalized and professional.

- **Job Application Project (130 points total)**

  I. Professional Memo (10 points – due 10/16)
  Suppose you write a memo (e-mail format) to one of your professors or advisors requesting him/her to write a letter of recommendation for you. Make sure you provide a link and/or copy of the job you are applying for.

  II. Resume (20 points – due 10/18):
  Create or update your resume with the above position in mind. Your resume should be a snapshot of your professional and academic life, specifically addressed to the employer focused on your potential value as an employee.
III. Application Letter (20 points total – due 10/23)

Search and select a professional position that you would actually like to apply, and write a letter of application for the position. Your letter is supposed to give you the chance to present yourself to prospective employers in a favorable light. Here are a few general tips for your consideration:

- Create a letter that is personalized for the particular job you are applying for and the organization to which you are applying.
- The letter is ‘an introduction,’ a sales pitch and a proposal for further action all in one.
- Cover letter should be sent to a specific individual. If you do not know the appropriate person, call the company and ask for the individual’s name, being certain that you get the spelling and title correct.
- The letter should follow a professional style and layout – offer date, addressee, and salutation before you start your first paragraph.
- The first lines should let the reader know what position you are applying for, how you know of the position, and any connection you have to the company. If you are responding to an advertisement, mention the job title, number, and publication. You might be writing at the suggestion of a mutual acquaintance or as a result of your research. The ‘common’ contents have the following:
  - An introduction of yourself if the reader doesn’t know (or remember) who you are.
  - A brief description of the most impressive accomplishments that are relevant to the job at hand. Remember: Don’t just say you can help the organization. Offer some objective evidence that backs you up your claim. Show knowledge of the company through personal experience or positive news articles.
  - A statement regarding the next step you hope to take – usually a request for an interview. Detail any information about limits on your availability, but keep these to an absolute minimum.
  - A final, cordial expression of appreciation to the reader for considering you.

IV. Philosophy of Business Communication (30 points – due 10/25):

Describe and explain your philosophy of successful communication in a professional business environment. What are the most important elements of the communication process in organization, and why? What can we do to make ourselves more successful business communicators? How do you evaluate your communication competence in working environment? Your paper should be 2-3 pages, type-written, 12-point font, and double-spaced. Make sure you incorporate at least 3 concepts and theories that we discussed in the class or from the textbook.

V. Public Speaking Presentation (50 points – due 10/30, 11/1, & 11/6)

Suppose you are performing a role of job candidate, making presentation on you qualification for the job you are applying. Prepare and deliver a 5-7 minute speech that demonstrates the content of your portfolio (Application Letter, Resume, and Philosophy of Communication). The power point should cover your past experiences and expertise knowledge that present yourself as a qualified candidate for the job you are applying. Therefore, by requiring you to synthesize the knowledge and skills you have gained from this class, this presentation also intends to prepare you to be successful at the actual job market.
• **Diversity Training** (50 points – due 11/15, 11/20, 11/27, 11/29, & 12/4)

You and your partner will select a cultural group and will “train” your peers on this group’s background, history, and best communication/motivation strategies as they relate to the workplace. In other words, if we are working with or supervising members of this group, what should we know about them. The training (20-25 minutes TOTAL) will include a visual presentation (Power Point, Prezi, etc.), and an activity (5-10 minutes) that involves the entire class. Altogether, information AND activity should not be longer than 25 minutes. Think of the all communication concepts we have discussed throughout the semester and be sure to incorporate how those concepts apply to your particular cultural group. If you decide to use a video it may not be more than 2 minutes in length. In an effort to be fair and respectful of everyone’s time there will be a one point deduction for every second you go over or under the time allowed. Be sure to PRACTICE!

The following are areas to address (this is not an all-inclusive list, be sure to add your own):

1. Provide any pertinent definitions that will bring clarity to the topic
2. Cultural history/background
3. Data (numbers as they relate to this population in the U.S., in Texas, in the workplace, in leading fields, etc.)
4. Cultural values
5. Positive stereotypes
6. Negative stereotypes
7. Other…

Also need to know how this group deals with:

1. Communication in the workplace (superior, subordinate and lateral relationships) (Chapter 1)
2. Verbal & nonverbal messages (Chapter 4)
3. Interpersonal strategies & skills (Chapter 5)
4. Concepts of working in teams (Chapter 7)
5. Workplace relevant customs/traditions
6. Other…(again…this is not an all-inclusive list, be sure to add your own)

**ADDITIONAL REQUIREMENTS**

- Must cite at least THREE sources from where you gathered the information you will present. This must be done orally and at the end of the presentation in your final slide.
- Dress appropriately for a professional training presentation.
- Choose a cultural group that you are comfortable speaking about. If you find yourself whispering terms or even the name of the cultural group you should probably choose another group.
General Criteria for Grading Papers

“F” – Answer reveals you really have no clue what is going on, or are so carelessly inattentive to matters of style as to write an incomprehensible response.

“D” – Answer reveals less than adequate understanding of theory, concept, or other relevant information. Answer may also misapply concept, use an inappropriate or weak example in attempting to clarify an explanation, or may ramble on in the hope that something will eventually hit the intended target. Answer also may be more or less on target, but carelessly or sloppily written/proofed.

“C” – Answer provides an on-target recitation of the correct material from the text or other sources being consulted. Answer meets the basic expectations with respect to number of outside sources, or other conditions of a specific assignment. The writing, while clear and comprehensible, is otherwise non-exceptional, or gives evidence of inattention to basic matters of grammar, punctuation, and spelling.

“B” – Answers is not only on-target, but is written in a clear, well-organized style, with few errors (and indicates attention given to correcting spelling or punctuation mistakes). In addition, examples illustrate thought beyond recall or recitation of a text’s commentary and add to the overall understanding of the theory, concepts, or other materials being evaluated. There is evidence of having gone beyond the text to consult other sources of information that might be relevant.

“A” – Answer goes beyond that required for a “B” response to indicate critical analysis, offering evidence of a cogent, well-reasoned defense of a position or argument that is advanced relative to the object under consideration. In other words, the answer reveals a clear authorial voice in command of the material. In addition, the style is elegant, indicating careful attention to presenting a well-constructed, well-thought-out response that advances understanding, stimulates thought or is otherwise evidence of exceptional thinking.

Note: These standards apply as general guidelines for the evaluation of assigned papers. As should be clear, inattention to matters of style/format will result in a corresponding decrease in a grade, even when content is otherwise clear and on-target. As a further explanation of these criteria, consider the following comments:

- A “C” answer is a good answer – It simply does not do any more than is being asked.
- A “B” answer is a better answer, but does not reveal depth of analysis that would be required to be considered exceptional.
- An “A” is an exceptional piece of work. Simply understanding the material is not the equivalent of an “A.”