

Communication In Professional Life

COMM 3352

Course: COMM 3352 Instructor: Dr. Flor Leos Madero
E-mail: flor.madero@angelo.edu Office Ph: 325-486-6077
Office Hours: MW: 10a – 12p & 2-3 pm / TR: 10-11 am & 2-3 pm Office: L 306F

COURSE DESCRIPTION

A course designed to investigate the role of human communication in professional life. Attention to interviewing, workplace culture, interpersonal and team communication, technology professional presentations, leadership, and work life balance.

REQUIRED COURSE MATERIALS

- **Book** – Adler, Elmhorst & Lucas. *Communicating at Work*, 11th edition. McGraw-Hill (2013).

ASSIGNMENTS

We will explore the various contexts of business communication through the following assignments. Additional instructions (including the length of presentations, required visual aids, outlines to turn in, etc.) will be provided to you throughout the course of the semester.

Quizzes [200]: You will take 4 quizzes throughout the course of the semester, each worth 50 points for a total of **400 points**. Readings and quizzes will be due *before* coming to class so that you may use the class time to make sure you understand the material, ask questions, etc.

Career Interview [200]: This assignment, is to familiarize you with various professions within your field. You will select a professional area of interest and you will interview a professional in that field. Once you have gathered information from your professional interview and from other sources, you will write a paper and present your findings to the class.

Industry Report [200]: As a team you will research and present a full profile on a company of your choice. Using the communication principles and theories we learn in class, you will make a proposal on how to improve one aspect of that company.

Diversity Training [200]: Each of you will select one cultural group and will “train” his/her peers on this group and (should include background, history, and best communication strategies). The training will include Power Point slides, an activity that involves the audience and an informative handout.

GRADING

Discussion of Graded Assignments: Success in this course requires thoughtful self-evaluation of your performance. A student wishing to contest a grade **must** present me with a **typed** (either e-mail or paper), well thought out case regarding the evaluation **within one week of having received the evaluation** of the assignment in question. The argument must be related to the assignment as presented, and based on how it compares with the criteria for the assignment (not how it compares with someone else’s work or how it will affect a student’s GPA). Once the student has submitted his or her argument to me, I will respond in writing within 7 days. Then we may meet face-to-face to view the speech in question, and discuss ways to improve future papers/presentations.

As stated in Angelo State University Operating Policy and Procedure (OP 10.03 Student Grade Grievances), a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the **final** grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see Operating Procedure 10.03 at http://www.angelo.edu/opmanual/docs/Section_10_Academic_Policies-Students/OP_10.03_Grade_Grievance.doc.

Grades are determined on a straight percentage scale based on the number of points earned out of a **maximum of 1,000 points**. There is a curve built into the grades. **There will be no further rounding or curving of grades.** Final grades are

calculated as follows:

Assignment	Maximum Points Possible	My Points
Quiz #1	50 points	
Quiz #2	50 points	
Quiz #3	50 points	
Quiz #4	50 points	
Worksheet: Secrets of Body Language	50 points	
Worksheet: Nine for IX	50 points	
Career Interview	200 points	
Industry Report	200 points	
Diversity Training	200 points	
Participation	100 points	
TOTAL COURSE POINTS	1,000 points	

GRADING
A= 1,000 - 900
B= 899 - 800
C= 799 - 700
D= 699 - 600
F= 599 and below

COURSE POLICIES

Instructional Methods: A significant amount of the teaching/learning in this course is done by you through the presentation, observation, and evaluation of in-class exercises and presentations. You will learn communication skills by practicing them. The Internet, Blackboard, text book, PowerPoint and the Microsoft office suite will also be vital tools in this course. Students are expected to have reliable access to technology as well as solid computer skills in the above areas which require an understanding of uploading, downloading and attaching files to both e-mail and websites.

Academic Advising: The College of Arts and Sciences and Department of Communication and Mass Media require that students meet with a Faculty Advisor as soon as they are ready to declare a major. The Faculty Advisor will set up a degree plan, which must be signed by the student, faculty advisor, and the department chair. Communication and Mass Media majors who have questions about advising or declaring a major in the department, can call 325-942-2031. Undeclared majors are supported by ASU's Center for Academic Excellence located in Library A312, and can be reached at 325-942-2710.

Attendance: You are expected to attend every class period. A **roll sheet** will be passed around each day during the **first ten minutes of class**. It is your responsibility to sign in (**being present but not signing the roll is the same as being absent**). The following policy will be enforced in this class:

- (1) Your first TWO absences are without penalty. If you do miss a class, it is your responsibility to get the information that was covered from Blackboard, your textbook and from one of your classmates.
- (2) Your third absence will lower your final course average by 50 points or the equivalent of ½ of a letter grade. (ex: If you have 820 points, you will be reduced to 770 points).
- (3) Each subsequent unexcused absence will lower your final course average by 50 points (½ letter grade).
- (4) An unexcused tardy (ten minutes late or more) is considered an absence.

If you have a legitimate excused AND DOCUMENTED absence (illness, death in the family, etc.), you must see me immediately if you want to pass the course. Just so that we are clear, work conflicts, personal trips that you had planned before/during/after signing-up for this class, being tired from previous evening activities, babysitting conflicts, and faulty alarm clocks are **not** the type of events that fall into the category of excused absences.

Absences on Exam and/or Presentation Days: Please note that an unexcused absences on exam or presentation days will result in a zero (0) being recorded for your grade. You must give your presentation/take your exam on the day it is scheduled. NO EXCEPTIONS.

Excused Absences: You will be given an excused absence when acting as an official representative of the university, provided you give me written verification from the faculty/staff supervisor of the event. For all other absences to be considered excused, **official documentation** must be submitted to me verifying the reason for your absence.

A student wishing to observe a religious holy day must notify me in writing at least 14 days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation. Angelo State University complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect

that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Dean of Student Life and Student Services at 325-942-2191. If you need disability accommodations in this class, please see me as soon as possible.

Deadlines will be announced by me. Assignments must be turned by the date and time specified in the syllabus.

Assignments turned in after the due date are considered late. Late assignments are not accepted. In addition, the tentative course schedule does not allow flexibility in rescheduling presentations. Don't miss class on a day you are scheduled to speak. Unexcused absences on presentation or exam days will result in a grade of zero; *no make-ups will be granted*. If you miss an in-class activity for participation points, you will earn a zero for that assignment (unless you have a University excused absence).

Readings must be completed *by the day they are assigned* on the course schedule. Be sure to read the book and take notes while reading. Lectures and Power Points are intended to *complement* (not duplicate) that information.

Written Work (presentation preparation, essay assignments, etc.) must be typed. Failure to type any written portion of an assignment results in a zero for that assignment. Any assignments completed in class as part of class participation may be hand written.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." In other words, I cannot and will not speak to your parents about details of your grades and progress in this course without your written consent.

Visual Aid Backups: You will often be required to design and deliver presentations using PowerPoint software and computer projection systems. While every effort is made to keep the equipment in working condition, on occasion the equipment may not work properly. Please be prepared: back up any visual aids (e-mail them to yourself, bring two flash drives, etc). Please also be prepared to present even if technology fails you.

Classroom Civility: People and ideas must be treated with respect. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives. *****Please remember to turn off all cell phones or other noisy devices before entering the classroom each day. Needless to say, they are highly disruptive during lectures and presentations.** Distracting behavior during speech days (i.e., working on laptops, or talking) may result in a reduction of points on your own speech. On presentation days, please arrive on time or early and, if you're late, please wait outside until the first presentation is completed.

Freedom of Expression: Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with me. However, it is possible to disagree without being disrespectful—sneering, name-calling, questioning motives, and representing positions unfairly aren't good ways to disagree, even if in everyday life and in politics they are sometimes effective. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

Academic Integrity: University standards regulating academic integrity (e.g., cheating, plagiarism, etc.) are strictly enforced. Infractions may result in a zero for the assignment or a failing grade in the course.

Plagiarism is a serious offense in this course. Using the words and ideas of others is borrowing something from those individuals. It is always necessary to identify the original source of supporting information; you must cite the source of any material, quoted or paraphrased, used in your presentation. The absence of this documentation constitutes **plagiarism** – a serious academic and professional offense. Proper documentation requires a bibliography of any outside texts you have consulted including both traditional sources and on-line sources.

Your responsibility as a speaker is to distinguish between what are *your* thoughts and ideas and what is not, and to credit those who have contributed to your presentation. Putting your name on a piece of work indicates that the work is *yours* and that the praise or criticism is due to *you* and no one else. Putting your name on a piece of work in which any part is not yours,

is **plagiarism** – unless the borrowed thought or wording is clearly marked and the work is fully identified. Keep in mind that plagiarism is a form of theft. Taking words, phrasing, or sentence structure, or any other element of another person’s ideas, and using them as if they were your own, is stealing. Simply paraphrasing the work of another without acknowledging the information source is also plagiarism. Merely restating another individual’s ideas in different words does not make the ideas yours. ALL presentations are to be your original work. **Using speeches or presentations from previous semesters or other classes is still considered plagiarism. Unauthorized collaboration on presentations (with a student in your section or another student in a different section) is not allowed without prior approval from your instructor.**

If you are caught being dishonest, you will be given an “F” for the assignment and/or the course depending on the severity of the offense.

Please understand I do not tolerate plagiarism and will fail you for it, even if your plagiarism is unintentional. These standards may seem subtle, so feel free to ask if you have questions or concerns. Please see full Honor Code Policy at http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf

CORE CURRICULUM STUDENT LEARNING OBJECTIVES

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

Exemplary Educational Objectives

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.

PROGRAM STUDENT LEARNING OBJECTIVES

1. Apply key communication principles that build positive interpersonal relationships in the workplace.
2. Have working knowledge and practice of various types of professional written and oral communication genres such as résumés, cover letters, industry profiles, research reports, business proposals, etc.
3. Identify ways in which a culturally diverse workforce can influence business communication.

STUDENT LEARNING OUTCOMES

1. Demonstrate understanding of the terminology and principles of public speaking through the production and performance of oral presentations and chapter quizzes.

This will support the ASU Learning Goal Statement #2: **CORE SKILLS:**

Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.

Students will

- comprehend and critically interpret information in written and oral forms;
- communicate information and ideas effectively;
- use technological resources to access and communicate relevant information.

This will also support ASU Learning Goal Statement #4: **SOCIAL RESPONSIBILITY**

Students will understand their responsibility as citizens in a complex, changing society.

Students will

- employ professional and personal judgments based on ethical considerations and societal values;
- understand civic responsibility and leadership;
- demonstrate an understanding of the purpose and value of community service in advancing society.

2. Create and deliver informative and persuasive oral presentations which incorporate elements of effective public speaking as identified through classroom lectures and assigned readings.

This will support ASU Learning Goal Statement #3: **SPECIALIZED SKILLS:**

Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.

Students will

- acquire research skills and specialized vocabulary for critical discourse;
- demonstrate competencies and achievements appropriate to their fields of study; and
- apply classroom learning in a combination of reflective practice and experiential education.

3. Utilize listening skills in critically assessing speeches presented by other speakers.

This will support University Learning Goal #5. **CULTURAL IDENTITY**

Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.

Students will

- demonstrate respect for differences among cultures;
- practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds

Comm 3352 – Tentative Daily Schedule

	DATE	IN CLASS	DUE
WEEK #1	TUE 08/27	Introduction / Syllabus Review	
	THU 08/29	Effective Presentations	
WEEK #2	TUE 09/03	Chapter #1: Communicating At Work	Quiz #1 due by Monday at 10 pm
	THU 09/05	Chapter #2: Communication, Culture & Work Career Assignment	
WEEK #3	TUE 09/10	Chapter #3: Listening	Quiz #2 due by Monday at 10 pm
	THU 09/12	Library Research Tools	
WEEK #4	TUE 09/17	Chapter #4: Verbal & Nonverbal Messages Industry Report Assignment	Quiz #3 due by Monday at 10 pm
	THU 09/19	Chapter #5: Interpersonal Strategies & Skills Chapter #6: Principles of Interviewing	
WEEK #5	TUE 09/24	Career Presentations	
	THU 09/26	Career Presentations	
WEEK #6	TUE 10/01	Career Presentations	
	THU 10/03	Career Presentations	
WEEK #7	TUE 10/8	Chapter #7: Leading & Working In Teams Secrets of Body Language	Quiz #4 due by Monday at 10 pm
	THU 10/10	Chapter #8: Effective Meetings Secrets of Body Language	
WEEK #8	TUE 10/15	Industry Report Presentations	
	THU 10/17	Industry Report Presentations	
WEEK #9	TUE 10/22	Industry Report Presentations	
	THU 10/24	Industry Report Presentations Assign Diversity Training	
WEEK #10	TUE 10/29	Gender Issues In The Workplace Documentary: Nine for IX	
	THU 10/31	Gender Issues In The Workplace Documentary: Nine for IX	
WEEK #11	TUE 11/05	Chapter #9: Developing & Organizing The Presentation	
	THU 11/07	Chapter #10: Verbal & Visual Support in Presentations	
WEEK #12	TUE 11/12	Leadership In The Workplace	
	THU 11/14	Diversity Training Workshop	
WEEK #13	TUE 11/19	Diversity Training Presentations	
	THU 11/21	Holiday	
WEEK #14	TUE 11/26	Diversity Training Presentations	
	THU 11/28	Thanksgiving Holiday	Thanksgiving Holiday
WEEK #15	TUE 12/03	Diversity Training Presentations	
	THU 12/5	Diversity Training Presentations	
	FINALS	11:00 = Tue, Dec 10 / 10:30 am – 12:30 pm 12:30= Thu, Dec 12 / 10:30 am – 12:30 pm	