

Communication In Professional Life

COMM 3352

Course: COMM 3352
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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** – Floyd & Cardon. *Business and Professional Communication: Putting People First*, McGraw-Hill (2020). ISBN 978-1-260-51449-0

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: You will quizzes throughout the course of the semester. 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: This assignment is to familiarize you with various professions within your field. You will select a professional area of interest and interview a professional in that field. Once you have gathered information from your professional interview and from other sources, you will create a Power Point and present your findings to the class.

Resume/Cover Letter: You will find a job posting that you would be interested in applying for. Then you'll submit a resume and cover letter tailored to that position.

Diversity Training: 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.

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
10 quizzes (chapters 1-10)	200 points
Career Interview	150 points
Thank you letter	100 points
Resume/Cover Letter	100 points
Diversity Training	150 points
Secrets of BL	50 points
Documentary #2 (TBD)	50 points
Peer critiques (4 @25 points each)	100 points
Preparedness	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

Preparedness = this is comprised of doing an intro video, posting who you're interviewing by deadline, posting cultural group by deadline, emailing professor for clarification not for answers that are in the syllabus and guidelines, etc.

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 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 Humanities, 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.

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.

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.

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.

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

Title IX at Angelo State University: Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to Face: Mayer Administration Building, Room 210
Phone: 325-942-2022
E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-9422171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

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

WEEK	TASKS	DUE
1 July 6-10	<ul style="list-style-type: none"> • Read Syllabus • Read: Career Interview Guidelines • Read: Thank You Letter Guidelines • Read Chapters and Review PPs for Chs. 1, 2 & 3 	Wed, July 8 Intro Video Fri, July 10 Post- Career Interview (Interviewee name & interview time)
2 July 13-17	<ul style="list-style-type: none"> • Watch Secrets of Body Language • Work on Career Presentation and Thank You Letter • Read: Resume/Cover Letter Guidelines • Read Chapters and Review PPs for Chs. 4, 5 & 6 	Mon, July 13 Quizzes for Ch. 1, 2, & 3 Wed, July 15 Secrets of BL worksheet Fri, July 17 Career Interview Presentation Fri, July 17 Thank You Letter
3 July 20-24	<ul style="list-style-type: none"> • Read: Diversity Training Assignment • Watch videos and fill out 2 peer critiques for Career Interview Presentations (names assigned) • Read Chapters and Review PPs for Chs. 7, 8, 9 & 10 	Mon, July 20 Quizzes for Ch. 4, 5, & 6 Wed, July 22 2 Peer Critiques - Career Interview Wed, July 22 BB Post- Diversity Training (Cultural group-no repeats) Fri, July 24 Resume/Cover Letter
4 July 27-31	<ul style="list-style-type: none"> • Watch Emotional Intelligence at Work • Work on Diversity Training 	Mon, July 27 Quizzes for Ch. 7, 8, 9 & 10 Wed, July 29 Emotional Intelligence at Work Worksheet Fri, July 31 Diversity Training
5 Aug 3 -Aug 7	<ul style="list-style-type: none"> • Watch videos and fill out 2 peer critiques for Diversity Training Presentations (names assigned) 	Tue, Aug 4 - 2 Peer Critiques of Diversity Training