

ANGELO STATE UNIVERSITY

COMM 3352: Communication in Professional Life

Spring 2022

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ANGELO STATE UNIVERSITY  
Department of Communication & Mass Media

## COMM 3352: Communication in Professional Life

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### Instructor contact information:

Email: [marta.lukacovic@angelo.edu](mailto:marta.lukacovic@angelo.edu) – If you have not received a response after 48 hours since your message was sent, please follow up.

Telephone: (325) 486 6089

Office: Porter Henderson Library 306M

Office Hours: MW 2:30 – 3:25pm; Tue 3:20 – 4:20pm on campus; or set up a separate appointment by e-mail (options for a meeting type; In-person or via Zoom)

### COURSE DESCRIPTION

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

### REQUIRED COURSE MATERIALS

- **Book** – Floyd & Cardon. *Business and Professional Communication*, 1st edition. McGraw-Hill (2020).
- **Blackboard** - I will post my notes and handouts, as well as your grades, on Blackboard.
- **Angelo State E-mail** - You should have access to your Angelo State E-mail account. You are responsible for reading and, if necessary, responding to e-mails from me. I send e-mails through Blackboard to the class regarding homework, exams, etc.
- **Microsoft Office**- You will need access to Microsoft Word and PowerPoint. If you don't already have it, you can download it for free from <https://www.angelo.edu/services/technology/support/o365/>

### 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.

**Career Interview [150]:** This assignment will 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 present your findings to the class. You will also write a professional thank you letter as part of the assignment.

**Investor Pitch [150]:** You will select a business of your interest, then use research to develop a pitch for a proposed improvement of a product or service they offer.

**Diversity Training [150]:** Each of you will select one cultural group and will “train” his/her peers on this group including background, history, and best communication strategies. The training will incorporate Power Point/Prezi slides and an activity that involves the entire audience.

**Exams [200]:** You will take 2 exams throughout the course of the semester, each worth 100 points for a total of 200 points.

**Worksheets [100]:** Two worksheets valued at 50 points each will accompany two documentaries.

## 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.

Grades are determined on a straight percentage scale based on the number of points earned out of a maximum of 1,000 points. There will be no further rounding or curving of grades. Final grades are calculated as follows:

Assignment	Maximum Points Possible	My Points
Test 1	100 points	
Test 2	100 points	
Documentary Worksheet 1	50 points	
Documentary Worksheet 2	50 points	
Career Interview	100 points	
Thank you Letter	50 points	
Investor Pitch	150 points	
Diversity Training	150 points	
Peer Evaluations (6 @ 25 points)	150 points	
BB posts/Participation/Quizzes/Other Activities	100 points	
<b>TOTAL COURSE POINTS</b>	<b>1,000 points</b>	

## 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, textbook, 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.

**Deadlines** are outlined on the schedule, and any changes 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.**

### Attendance & Excused Absences;

#### 1. Attendance

Regular attendance is required in this course. Attendance will be taken and counted beginning the first

day of class. The student is allowed to miss 3 days (MWF), 2 days (T/R), 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/assignments completed on that day. Once a student misses more than the allotted absences mentioned above, four (4) points will be deducted from the student's participation score for each additional absence. You will be counted absent if you are not present for the entire class. Three tardies (more than 10 minutes) will result in an absence.

To be considered excused for a class absence, the student must be excused through the school as they will be attending a school sponsored event. In these cases, it is the responsibility of the student to complete any assignments they will be missing prior to their departure. Please come talk to me if as soon as you know you will be missing a class.

## 2. Late Tests/Exams

If you miss a test due to an excused absence (i.e., hospitalization, funeral of close family member), you must make the test up within a reasonable length (no more than one week, desirably less.) All arrangements for making up 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. Missing a test for an unexcused reason results in a zero for the exam.

## 3. Late Assignments

Generally, late work will not be expected unless the delay occurred due to an excused absence (verified by the University). Documentation will be required.

If extension is negotiated and granted prior to the deadline, student should expect 8% deduction for each late day.

**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.

**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](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf)

### **Class Etiquette & Tech Devices Use;**

A. Please be a courteous student and peer. Use of cell phones in class will result in you being counted absent for the day, and will result in a 0 for any work completed on that day. Students may not use Snapchat, Instagram, Facebook, or any other social media outlet to post pictures or videos of other students or their performance in the classroom. Failure to comply with this rule will result in you being reported to the Dean of Student Life.

B. Students are **not allowed to use their laptops/tablets** to take notes, or text, IM, and surf the web while they are in class, or use their electronic devices to check the time during exams or quizzes. Glass & Kang (2018) note that several classroom studies have found a negative correlation between the amount of time spent using an electronic device during class and subsequent exam performance using both self-report measures of electronic device use (Fried, 2008; Jacobsen & Forste, 2011; Junco, 2012; Ravizza, Hambrick, & Fenn, 2014) and direct electronic monitoring (Kraushaar & Novak, 2010; Ravizza, Uitvlugt, & Fenn, 2017). For that reason, **all cell phones and electronic devices must be turned off during class time.**

- If you have a special condition and/or accommodation that necessitates electronic assistance, please discuss your case with the professor to request an exception. A doctor’s note or other appropriate documentation will be required.
- If you use your devices during class time without professor’s permission, your participation grade will be lowered.
- Conduct of behavior and academic honesty requirements as specified by the University should be followed in connection to the technological devices and digital media use

**Dress Requirement:** Appropriate dress may be required for class presentations. Specific requirements will be announced by the instructor prior to the speech.

**Academic Advising:** The College of Arts and Humanities and the 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 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.

**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.

**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. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

Michelle Miller, J.D.

Title IX Coordinator

Mayer Administration Building, Room 210

325-942-2022

[michelle.miller@angelo.edu](mailto:michelle.miller@angelo.edu)

You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic at 325-942-2171, Counseling Services at 325-942-2371 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above. For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://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



## Course Schedule/Calendar

Week	Topic/Activities/Chapter Readings	Due Dates
1 Week of Jan. 18	Intro/Syllabus Review	Read Ch. 1
2 Week of Jan. 24	Chapter 1 Introduction of Career Interview Assignment	Read Ch. 1
3 Week of Jan 31	Chapters 2 & 3 Secrets of Body Language	Read Ch. 2 & 3 *by Friday; Blackboard post about Career Interview (interviewee and date/time)
4 Week of Feb. 7	Chapters 11, 12, 13, & 14 Library Resource Guide	Read Ch. 11, 12, 13, & 14
5 Week of Feb. 14	Chapters 4 & 5 Career Interview Presentations	Read Ch. 4 & 5 Career Presentations & Supporting Materials
6 Week of Feb. 21	Career Interview Presentations	
7 Week of Feb. 28	Chapters 8 & 9 Emotional Intelligence Introduction of Diversity Training Assignment	<b>EXAM 1 - Monday</b> Read Ch. 8 & 9
8 Week of Mar. 7	Diversity Training Workshop	
9 Week of Mar. 14	Spring Break	Spring Break
10 Week of Mar. 21	Diversity Training Presentations	Diversity Training Supporting Materials
11 Week of Mar. 28	Diversity Training Presentations	
12 Week of Apr. 4	Chapters, 6, 7, & 10 Introductions of Investor Pitch Presentation Assignment	Read Ch. 6, 7, 10

<b>13</b> <b>Week of Apr. 11</b>	Investor Pitch Workshop	
<b>14</b> <b>Week of Apr. 18</b>	<b>Investor Pitch Presentations</b>	<b>Investor Pitch Presentation Materials</b>
<b>15</b> <b>Week of Apr. 25</b>	<b>Investor Pitch Presentations</b>	
<b>16</b> <b>Week of May 2</b>	Review	
<b>17</b> <b>Week of May 9</b>	<b>The Week of Finals</b>	<b>EXAM 2</b> <b>Wednesday May 11th at 3:30</b>

\*Calendar may be modified due to unforeseen circumstances or pedagogical reasons. Additional smaller assignments will be added. Details, schedule modifications, and additional assignment information will be discussed in class and/or posted on Blackboard Announcements – please pay regular attention to announcements.