



## SYLLABUS

<b>Course Title</b>	Business and Professional Communication
<b>Course Number</b>	CMS 316
<b>Number of Credits</b>	3 semester credits
<b>Course Dates</b>	10/14/19 - 12/14/19
<b>Instructor</b>	Gina Larson
<b>Email Address</b>	gina.larson@doane.edu
<b>Office Hours/Availability</b>	Thursday's 5-6pm, other times by arrangement
<b>Phone Number</b>	402-416-8714 to call and text
<b>Textbook Information: (e.g. title, edition, publisher, ISBN)</b>	<u>Communicating at Work</u> , 11th ed.(2013). Ronald B. Adler & Jeanne Marquardt Elmhorst Publisher McGraw-Hill ISBN: 078036801
<b>Additional Course Materials</b>	N/A
<b>Course Description</b>	<p>An exploration of the communication process in organizations and institutions. The course includes study and practice in interpersonal, small group, and public communicative situations as those typically encountered in the workplace.</p> <p><b>Prerequisite: CMS 105 or permission.</b></p>


<b>Program Outcomes</b>	<p>Foundational Area of Knowledge: Rhetorical Communication</p> <p>This course will assure that students will use language purposely and effectively to become more thoughtful communicators, more keenly aware of what they dare doing and why in each phase of the communication process and will work to:</p> <ol style="list-style-type: none"> <li>1. Analyze rhetorical context (purpose, audience, genre) and operate accordingly in oral and/or written communication.</li> <li>2. Support a clear argument with appropriate evidence and analysis in a focused and organized way.</li> <li>3. Understand effective communication as a process that involves reasoned decision making and multiple steps including planning, invention, drafting, feedback, revision, and editing.</li> </ol> <p>Program Outcomes:</p> <ol style="list-style-type: none"> <li>a. Use analytical and creative thinking skills to gather and analyze information, to identify and solve problems, to determine potential outcome alternatives, and to make appropriate decisions</li> <li>b. Know and understand organizational communication theories and their practical application</li> <li>c. Develop critical and analytical thinking skills for improvement of organizational communication</li> <li>d. Understand the social, cultural, legal, economic, and ethical contexts of organizational communication</li> <li>e. Understand the value of diversity</li> </ol>
<b>Course Learning Outcomes/Objectives</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>a. Identify different styles of communication used in the workplace.</li> <li>b. Learn the value of verbal as well as nonverbal skills in communicating.</li> <li>c. Develop an understanding of good listening skills in the workplace.</li> <li>d. Develop skills in oral presentations including the use of current technology to enhance delivery of message.</li> <li>e. Develop interpersonal skills as it relates to the workplace.</li> <li>f. Develop small group communication skills as an enriching tool for better communication in the workplace</li> </ol>
<b>Course Prerequisites</b>	<p>CMS 105 or permission</p>

<b>Instructional Details</b>	(Details on the instructional approaches to be used in the course. Example: <i>This course will use a combination of lecture, large class discussion, and small group conversations for the development of course topics and themes.</i> )
<b>Technology Requirements</b>	<a href="https://www.doane.edu/faq/minimum-computer-requirements">https://www.doane.edu/faq/minimum-computer-requirements</a>

## Course Schedule

Week or Module	Topic	Content	Assessments Matched to Learning Outcomes	Due Date & Time
1	Introduction to Business Communications	Discussion in class  Review of chapter 1	Class discussion (PO e), (CO f)  Review chapter 1	Session 1
2	Topic: Communication, Culture, and Work & Principles of Interviewing	Read chapter 2 & 6	Introduction speech (FAK 1) (PO d,e) (CO c, d, e)  Component 1 of Group Presentation completed in class (FAK 3) (PO a, c, d, e) (CO b, c, d,e)	Session 2  Session 2

3	Topic: Listening, Verbal, Non-verbal communication and Interpersonal Skills	Read chapters 3, 4, 5	Class Activities (PO c, d) (CO a,b,c,e,f)	Session 3
4	Topic: Developing & Organizing Presentations	Read chapter 9	Develop outline for group presentation (FAK1,2,3) (PO a, c, d,e) (CO a,b,c, d, e,f)  Group development of motivational speech for practice {(FAK 1) (PO a, e) (CO b, c, d, e, f)	Session 4
5	Effective Meetings & Working in Teams	Read chapter 7 & 8	Motivational Speech (Individual) (FAK3) (PO a, c, e) (CO b, c, d, e)  Class Activity (team) (PO a) (CO a,b.c.d.e.f)	Session 5
6	Topic: Verbal & Visual Support in Presentations & Delivering Presentations	Read chapter 10 & 11	Impromptu Speech (FAK 1, 3) (PO a,c) (CO d,e)	Session 6

		Watch speeches and critique	Evaluate Speeches/complete critique forms (FAK 1, 3) (PO a, c) (CO a, b, c,)	
<p>7</p> <p><b>No class session</b></p> 	Topic: Types of Business Presentations	<p><b>Read chapter 12</b></p> <p><b>Complete Blackboard assignment covering chapter 12 content</b></p>	<p><b>Informative Interview Due via blackboard (FAK 1, 3)(PO a,d) (CO a,c, e,f )</b></p>	<p>Session 7</p> <p>All groups present in session 8</p>
8	Topic: Evaluation of speeches & self-evaluation	<p>Wrap up course</p> <p>Self evaluation</p>	<p>Group Presentations (FAK 1, 2, 3) (PO a) (CO a, b, c, d, e, f)</p> <p>Peer Reviews of group presentations (PO a,d,e) (CO a, b, c, d, e,f)</p> <p>All group evaluation forms due (PO a) (CO c)</p> <p>Self-evaluation</p>	<p>Session 8</p> <p>Session 8</p> <p>Session 8</p>

### Grading Assessments

Type of Assessment	Points	Total possible points
Introduction speech	30	30
Informative Interview	70	70
Motivational Speech	50	50
Impromptu Speech	50	50
Group Topic Presentation	100 points by instructor (10 points visual, 30 points activity, 30 points topic coverage, 30 points flow, interesting and insightful presentation) 30 points by class evaluation 10 points partner(s) evaluation 10 points self-evaluation	150
Speech reviews (2)	25 pts. each	50

### Grade Scale

A+ = 97-100%   A = 94-96%   A- = 90-93%   B+ = 87-89%   B = 84-86%   B- = 80-83%  
C+ = 77-79%   C = 74-76%   C- = 70-73%   D+ = 67-69%   D = 64-66%   D- = 60-63%  
F= 59% or below

<b>Participation Policy</b>	<p>A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade.</p> <p>(Faculty to insert any additional class participation; see resource page for ideas.)</p>
<b>Study Time</b>	<p>Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.</p>
<b>Late Work</b>	<p>Arrangements in advance with instructor must be made if student is not able to meet due dates for assignments, all late work will receive a 10% deduction per day past due date up to 3 days, after this time, a grade of 0 will be entered for this assignment. Communicating with instructor is the best way to avoid this situation.</p>
<b>Submitting Assignments</b>	<p>All written assignments will be submitted via Blackboard.</p>
<b>Communication Policy including Assignment Feedback</b>	<p>Calls and text messages will be answered within a 4-hour window, those received after 10pm will be answered the following morning no later than 10am.</p> <p>All assignments received on time will be graded and provide feedback within 5 days.</p>
<b>Academic Integrity Policy</b>	<p>Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:</p> <ol style="list-style-type: none"> <li>1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."</li> <li>2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."</li> <li>3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping</li> </ol>

	<p>or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.</p> <p>4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.</p> <p><i>Gehring, D., Nuss, E.M., &amp; Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators</i></p> <p>For more information on the sanctions for academic dishonesty, please visit the website:</p> <p><a href="https://catalog.doane.edu/content.php?catoid=16&amp;navoid=1333">https://catalog.doane.edu/content.php?catoid=16&amp;navoid=1333</a></p>
<b>Academic Support</b>	<p>Please contact <a href="mailto:academicsupport@doane.edu">academicsupport@doane.edu</a></p> <p><a href="https://www.doane.edu/graduate-and-adult/academic-support">https://www.doane.edu/graduate-and-adult/academic-support</a></p>
<b>Disability Services</b>	<p><a href="https://www.doane.edu/disability-services">https://www.doane.edu/disability-services</a></p> <p>Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University.</p>
<b>Military Services</b>	<p><a href="https://www.doane.edu/graduate-and-adult/military">https://www.doane.edu/graduate-and-adult/military</a></p>
<b>Anti-Harassment Policy</b>	<p><a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452</a></p>
<b>Grade Appeal Process</b>	<p><a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238</a></p>
<b>Credit Hour Definition</b>	<p>Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.</p>



<b>Syllabus Changes</b>	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.
<b>Doane Syllabus Addendum</b>	Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at <a href="https://www.doane.edu/Syllabus">https://www.doane.edu/Syllabus</a> .