

**Communication Studies 2061: Section 4  
Business and Professional Communication**

**Instructor:** Andrea J. Vickery

**Classroom Information:** *Meets:* M, W, and F *Time:* 12:30-1:20pm *Location:* Coates 234

**Contact Information:** *Email:* [avicke4@lsu.edu](mailto:avicke4@lsu.edu) *Office:* Coates 317 *Phone:* (225) 578-0249

*Office Hours:* M 10:30-12:00pm, W 10:30-11:30am, F 10:30-12:00pm & by appointment

**General Course Description:** *Today's corporate employers demand a high level of communication competence and you will be expected to communicate appropriately and effectively. To help you meet these expectations, this class explores the communication processes at work in organizations. In addition, the class teaches you how to organize clear, concise, and interesting presentations. By building on speaking and delivery skills, as well as critical thinking and analytical skills that focus on how to examine and solve communication problems, you will be prepared for a bright future.*

*I look forward to working with you this semester and seeing you enhance your professional communication skills. Our time in the classroom will be devoted to working through the many ways we communicate in the workplace, including interviewing, facilitating meetings, training colleagues, and pitching our ideas and sharing our skills with others. Much of your learning will take place in the classroom. Showing up every day ready to work will help you succeed, along with some simple words of wisdom from Coach John Wooden – “Be prepared and be honest.”*

**Required Course Textbook:** *Business and Professional Communication in a Digital Age* by Waldeck, Kearney, & Plax (2013, First Edition) ISBN #9780495807988

**Other Materials Needed:** Two 882-E Scantrons

**This is a certified Communication-Intensive (C-I) course which meets all of the requirements set forth by LSU's Communication across the Curriculum program, including:**

- Instruction and assignments emphasizing informal and formal spoken communication and technological communication;
- Teaching of discipline-specific communication techniques;
- Use of draft-feedback-revision process for learning;
- Practice of ethical and professional work standards;
- 40% of the course grade is rooted in communication-based work; and
- A student/faculty ratio no greater than 35:1.

Students interested in pursuing the LSU Distinguished Communicators certification may use this C-I course for credit. For more information about this student recognition program, visit [www.cxc.lsu.edu](http://www.cxc.lsu.edu)

### **Course Assessment and Assignments**

In the corporate workplace, you will take part in semi-annual or annual evaluations where your work is evaluated by your supervisor(s). Think of assignment grades as mini-evaluations that build towards a final evaluation (your final grade). Rubrics and Assignment details are posted to Moodle. The assignments & descriptions include:

1 – Mock Interviews	15%
2– Group Meeting Facilitation	15%
3 - Group Training Seminar	15%
4 - Sales Pitch	15%
5 – Exams (Midterm 15%, Final 15%)	30%
6 – Assignments including your <i>Group Mission Statement</i>	10%
Total Course Assessment	100%

#### **1 – Mock Interviews (15%)**

We will hold in-class interviews where you will practice your interviewing skills – both as an interviewee, and as an interviewer. The grade will be based on an Individual Interview Evaluation, class activities, homework and participation in both Interview Days. Whether an interviewer or interviewee, you must prepare for the in-class portion of the assignment and attend class both interview days. Once the in-class interviews are complete, you will have 1 week to complete your individual interview evaluation online through Moodle.

#### **2 –Group Meeting Facilitation (15%)**

You and your group members will conduct a meeting in front of the class to solve a problem found in a case study. We will work in class and through homework assignments to practice meeting facilitation before your group presents. As an individual, you will also prepare for the meeting by reading the case study assigned before class. This is an in-class group meeting; your group should not work on the case prior to the in-class facilitation.

Your meeting facilitation grade includes both group and individual grades. The *group grade* evaluates how well the group facilitates the meeting in class. Each group must bring an Instructor Evaluation Sheet (on Moodle) the day you present. Your *individual grades* are earned through individual participation in class activities and homework assignments, your evaluation of your group, along with peer evaluations of other groups' meetings. If you fail to attend class on the day your group presents, you will earn a 0 for the group grade, as makeups are not possible because of the nature of this assignment. If you do not attend the class activities held prior to the presentation, you will put your group at a disadvantage – you will not be allowed to present with your group, and you will not receive the *group grade* for this assignment.

#### **3 - Group Training Seminar (15%)**

You and your group members will produce a PowerPoint training seminar on a communication-related topic of your selection. Your training seminar should include an activity to engage learning. Your group will present this training seminar to the class in a 20-minute presentation.

Your group training seminar grade includes both group and individual grades. The *group grade* is based on how effective the group is training the class. Each group must bring an Instructor Evaluation Sheet (on Moodle) the day you present. Your *individual grades* are earned through individual participation in class activities, homework assignments, your evaluation of the group, along with peer evaluations of other groups' training seminars. If you fail to attend class on the day your group presents, you will earn a 0 for the group grade, as makeups are not possible because of the nature of this assignment. If you do not attend the class activities held prior to the presentation, you will put your group at a disadvantage – you will not be allowed to present with your group, and you will not receive the *group grade* for this assignment.

**4 – Sales Pitch (15%)**

Class members will divide into pairs of 2 to sell a product or service to the class. Your product may be real or imagined. Duos will need to work together to develop the presentation and practice.

Your group training seminar grade includes both pair and individual grades. The *pair grade* is based on how effective your duo is in pitching a product or service. Each pair must bring an Instructor Evaluation Sheet (on Moodle) the day you present. Your *individual grades* are earned through individual participation in class activities, homework assignments, your evaluation of the duo, along with peer evaluations of other sales pitches. If you fail to attend class on the day your duo presents, you will earn a 0 for the *pair grade*, as makeups are not possible because of the nature of this assignment. If you do not attend the class activities held prior to the presentation, you will put your partner at a disadvantage – you will not be allowed to present with your duo, and you will not receive the *pair grade* for this assignment.

**5 – Examinations (Midterm and Final Exam - 15% each exam)**

Exams will cover material from the textbook, lectures, guest speakers, videos, and materials placed on Moodle. A study guide will be provided for each exam. These exams will take place in our classroom and will involve true/false, multiple choice, and short answer responses.

**6 – Assignments (10% total)**

We will have a few other small assignments throughout the semester that will help reinforce the concepts and theories we cover in the classroom. Some will be completed in class and others will be small homework assignments you complete at home or on Moodle. They are very short and take only 5-15 minutes to complete at home. These assignments will be announced *during class*, so please attend class and pay attention so you do not miss out on these assignments, worth between 5-10 points (.05-1% of final grade).

One assignment you will complete *in-class* with your group is a group Mission Statement and Bill of Rights. This document will be a guide for your group work, and define your group's goals and expectations. You will be given class time to work on this and will turn in a completed assignment with each group member's signatures on it. The grade is worth 5-10 point assignments and is graded on a pass (50) / fail scale. Your individual grade may be adjusted from the group grade as *individually*, you will lose 10 points for not attending a day in class when we work on the assignment and 10 points for NOT signing the completed document.

**Grading and Grading Scale**

Your assignments and assessments are graded on the following scale. You will see these grades (e.g., B+, 88%, 88/100) on your assignments as well as on your final grade comprised of all assessment materials. The meaning of these grades comes from the LSU General Catalog. **Final grades will NOT be rounded up and there are no bonus points or extra credit in this course.**

Grade (GPA Weight)	Scale	Meaning
A+ (4.3)	97.00-100.00%	<i>Indicates distinguished mastery of material</i>
A (4.0)	93.00-96.99%	
A- (3.7)	90.00-92.99%	
B+ (3.3)	87.00-89.99%	<i>Indicates good mastery of material</i>
B (3.0)	83.00-86.99%	
B- (2.7)	80.00-82.99%	
C+ (2.3)	77.00-79.99%	<i>Indicates acceptable mastery of material</i>
C (2.0)	73.00-76.99%	
C- (1.7)	70.00-72.99%	

D+ (1.3)	67.00-69.99%	<i>Indicates minimally acceptable achievement</i>
D (1.0)	63.00-66.99%	
D- (0.7)	60.00-62.99%	
F (0.0)	00.00-59.99%	<i>Failing</i>

I understand how important grades are to you. I will grade your work in a timely fashion, following clear rubrics and assignment instructions. If at any point you are concerned with your grade, make an appointment to meet with me and we will review your work. *Do not wait until it is too late to meet with me about your grades!*

### Course Policies

**Attendance Policies:** You are expected to attend every class session, in accordance with PS-22. Communication is an active process, so in order to benefit from course focusing on communication, it is important that you are present to learn, practice, and develop your business and professional communication skills. Make plans to arrive on time for every class session including work days, and stay the entire class period. You should be ready for each class session, having read and prepared assignments. Sign the roll sheet daily. Excessive absences will be reported to LSU CARES and/or the Dean of your College.

- If you find out that you have to miss class for an excused absence, you should inform me as soon in advance as possible. Excused Absences include those valid reasons outlined in Policy Statement #22 and include *illness, family emergency, legal obligations, military obligations, religious obligations, special curricular activities*. In order to turn in work late, your excused absence must be for the *assignment due date*. There are several assignments, such as presentations and peer evaluations that are challenging to make up because you needed to be present in class to complete this work. Some of these assignments can be made up with extra work, but others, like the Peer Evaluations cannot. I will handle these on a case by case basis. I require documentation and have a 1 week deadline in which you must complete all make up work.
- If you miss class for reasons other than excused absences, you will *not* be able to make up missed assignments, work days, or presentations. If you fail to submit your work on time without an excused absence for the due date, you will receive a zero on that grade. This class and your grade depends on your attendance in class.
- **Technology in class** –devices (phones, smart watches, tablets, and laptops) should be used productively to take notes, conduct research, or review textbook content. All alerts and sound should be switched OFF before entering the classroom. If you are found using your device to check social media, chat, shop, or do other activities (including homework for other classes) during class you will be marked absent and will be asked to leave the class. Do not use your devices during presentations unless it is to TIME your presentation. If you are expecting an important phone call or text (babysitter, work, job interview), inform me before class begins and find a way to screen calls/texts without being disruptive to the class.

**Grade Discussion Policies:** I have found face-to-face chats are quicker and more efficient than back-and-forth emails about grades. Any discussion about your grades and assignments should be handled *in person* during my office hours or scheduled appointments. Before emailing me about grades, know that I can answer only general questions via email and I will likely direct you back to this syllabus or Moodle for detailed information.

- **24 Hour Policy** – Reviewing grades can be an emotional experience – please make sure 24 hours have elapsed since you received your grade have passed so we can discuss the *content* of your grades versus the *emotions* you feel about your grade. Bring your assignments with you to our meetings.
- **Seven Days Policy** –You have seven days after your grade is posted to Moodle to dispute grades (i.e., request adjustments to grades). After a week, we can still discuss your work so you understand how your grade was calculated and how you can improve for the next assignment, but no adjustments will be made after that time. If your grade is an input error (physical copy has one grade, Moodle has another), please show me the assignment as soon as possible and I will update Moodle. Group grades are best discussed

with at least two members of the group present. For your final exam, you have until Monday December 14 at noon to dispute your grade.

**Classroom Civility:** Because this is a Business Communication course, it shall be conducted in a professional manner to model professional working environments in organizations and corporations. I expect all members who are enrolled in the class to:

- Respect the rights of other presenters and audience members. Give everyone time to present their ideas – do not attack or discredit these ideas. Practice effective communication (including effective listening). Do not enter the room when presentations are in progress. Come to class on time, ready to participate in all activities and discussions.
- Use devices only as appropriate for the day's activities. Turn off alerts at all times; put away computers, tablets, and phones during presentation and guest speakers.
- Practice active communication and active learning – ask questions, apply your experience working to classroom assignments, seek to resolve group conflicts appropriately (without immediate escalation to the instructor), be involved with your group and general course materials.
- Read emails, and respond to those which specifically request a reply – this includes emails from group members and your instructor. When emailing your instructor, practice professional communication by formatting your email with a subject, salutation, content, and signature. Expectations for all email responses (student/student; student/instructor) are 24 hours on weekdays, 48 hours on weekends.
- Respect our classroom! Help move desks and chairs back to their original position after activities.

*If you don't think you can follow these standards, please find another course.*

**The Americans With Disabilities Act and the Rehabilitation Act of 1973-** If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office of Disability Services (115 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letter, please meet with me so that we can discuss the provisions of those accommodations as soon as possible.

**General Statement on Academic Integrity-** Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at [www.lsu.edu/saa](http://www.lsu.edu/saa). It is your responsibility as a student at LSU to know and understand the academic standards for our community. Students who are suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy and Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

**Group work and Unauthorized Assistance -** All work must be completed without assistance unless explicit permission for group or partner work is given by the instructor. This is critical so that I can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail me or ask during a class session if an assignment can be completed in group work. Seeking clarification is your responsibility as a student. Assuming group/partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

**Plagiarism and Citation Method** - As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use APA or MLA to cite sources. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively. One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at [www.lsu.edu/saa](http://www.lsu.edu/saa).

**Title IX** makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at [www.students.lsu.edu/deanofstudents/title-ix](http://www.students.lsu.edu/deanofstudents/title-ix)

**Schedule Changes** - Your instructor will work to minimize schedule changes and will announce such changes as far as in advance as possible. By the same token, it is your responsibility to keep informed of these changes and meet with your instructor if these changes interfere with other obligations outlined in PS-22.

**Changes to Syllabus (Content, Assessment, & Policies)** - This version of the syllabus is current as of 8.21.15. Please stay up to date on schedule changes, adjustments, and other notifications announced in class and on the course Moodle page.

**By remaining enrolled in this course, you agree to the policies outlined in this syllabus and the university’s academic integrity, conduct, and attendance policies.**

## Course Schedule- Fall 2015

<b>Date</b>	<b>Topic Covered</b>	<b>What to Prepare</b>
M Aug 24	Welcome to CMST 2061	Bring Syllabus to class.
W Aug 26	Chapter 1 – Contemporary Business and Professional Communication Competence	
F Aug 28	Chapter 2 – Communicating at Work <i>Moodle Handout – Organizational Socialization</i>	
M Aug 31	Chapter 4 – The Job Interview <i>Mock Interview Assignment</i>	Bring <i>Interview Assignment</i> to class.
W Sep 2	<i>Handout – Elevator Speech</i> <i>Handout – Getting ready for an Interview</i>	Bring <i>Elevator Speech Handout</i> to class.
F Sep 4	Chapter 3 – Listening at Work	<i>Answer 12 questions from Getting Ready for an Interview</i> and bring to class. Question Organization Activity due on Moodle at 11:55pm
M Sep 7	<i>No class-Labor Day</i>	
W Sep 9	<i>Elevator Speech Day</i>	
F Sep 11	<i>IN CLASS – Mock Interviews</i>	
M Sep 14	<i>IN CLASS – Mock Interviews</i>	
W Sep 16	Chapter 7 – Giving Presentations	Bring a copy of the <i>Sales Pitch Assignment</i> to class.
F Sep 18	Chapter 8 – Giving Presentations, part 2 <i>Moodle Handout – Source Credibility</i>	
M Sep 21	Chapter 9 – Giving Presentations, persuasion <i>Moodle Handout – Monroe’s Motivated Sequence</i>	
W Sep 23	<i>Moodle Handout – Monroe’s Sequence Outline</i>	
F Sep 25	Sales Pitch Worksheet	
M Sep 28	Chapter 10 – Sensory Aids	
W Sep 30	<i>Moodle Handout – How to Practice a Presentation</i> <i>Moodle Handout – How to Develop Notecards for a Presentation</i>	Bring COMPLETED <i>Sales Pitch Worksheet</i> to class
F Oct 2	Sales Pitch Presentation	BRING INSTRUCTOR EVALUATION
M Oct 5	Sales Pitch Presentation	BRING INSTRUCTOR EVALUATION
W Oct 7	Midterm Review	
F Oct 9	<i>Midterm</i> (in our classroom)	

<b>Date</b>	<b>Topic Covered</b>	<b>What to Prepare</b>
M Oct 12	Chapter 5 – Relationships in the Workplace	
W Oct 14	Chapter 12 – Making Teams Work <i>Group Mission Statement Assignment Discussion</i>	Bring a copy of the <i>Group Mission Statement Assignment</i> to class.
F Oct 16	<i>Moodle Handout – Group Roles</i> <i>Moodle Handout – Group Mission Statement</i>	Interview Evaluation DUE by 11:55pm
M Oct 19	Chapter 11 – Making Meetings Matter <i>Moodle Handout – Reflective Thinking</i> <i>Moodle Handout – 7 Sins of Facilitation</i> <i>Moodle Handout – Questions to Stimulate Discussion</i>	Bring a copy of the <i>Meeting Facilitation Assignment</i> to class.
W Oct 21	<i>Moodle Handout – Criteria/Solution Grid</i> <i>MOODLE – Sample Case Study</i>	Print and READ the <i>Sample Case Study and the Sample Agenda</i> from Moodle.
F Oct 23	<i>Meeting Facilitation Practice</i>	<i>Group Mission Statement</i> DUE today with ALL signatures
M Oct 26	<i>IN CLASS – Group Meeting Facilitations</i>	<i>Meeting Observation Assignment</i> due on Moodle at 11:55pm Bring INSTRUCTOR EVALUATION
W Oct 28	<i>IN CLASS – Group Meeting Facilitations</i>	Bring INSTRUCTOR EVALUATION
F Oct 30	Fall Break	
M Nov 2	<i>IN CLASS – Group Meeting Facilitations</i>	Bring INSTRUCTOR EVALUATION
W Nov 4	Chapter 6 – Mediated Communication	
F Nov 6	Studio 151 Workshop	
M Nov 9	Chapter 15 – Communication Training	
W Nov 11	ASSIGNMENT – Group Training Seminars	Bring a copy of the <i>Training Seminar Assignment</i> to class.
F Nov 13	IN CLASS Work Day	
M Nov 16	IN CLASS Work Day	
W Nov 18	<i>Work Day (Andrea at National Communication Association conference)</i>	
F Nov 20	<i>Work Day - NCA</i>	
M Nov 23	<i>Work Day - NCA</i>	
W Nov 25	<i>Thanksgiving</i>	
F Nov 27	<i>Thanksgiving</i>	



<b>Date</b>	<b>Topic Covered</b>	<b>What to Prepare</b>
M Nov 30	<i>IN CLASS – Training Seminar Presentations</i>	<i>BRING INSTRUCTOR EVALUATION</i>
W Dec 2	<i>IN CLASS – Training Seminar Presentations</i>	<i>BRING INSTRUCTOR EVALUATION</i>
F Dec 4	<i>IN CLASS – Training Seminar Presentations Exam Review</i>	<i>BRING INSTRUCTOR EVALUATION</i>
Th Dec 10	<i>Final Exam (in our classroom) from 12:30-2:30PM</i>	