

**Communication Studies 2061: Section 002****Business and Professional Communication****Instructor:** Andrea J. Vickery**Email:** [avicke4@lsu.edu](mailto:avicke4@lsu.edu) (preferred method of contact)**Office Phone:** 225-578-0249**Class Meeting Location:** Coates 234**Office Location:** Coates 317**Class Time & Dates:** M-F, 8:40am – 9:40 am**Office Hours:** M & W 10am – 12pm & 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.*

**Required Course Textbook:** Your textbook is a web-based book: *Business and Professional Communication* by Sandra M. Pride Shaw. The textbook is an online edition that you can read online or print chapters. It also includes information on your assignments. You can choose to purchase the book online at the following website or buy an access card at the LSU Bookstore. You'll use the same address to access your book: [www.grtep.com](http://www.grtep.com)

**General Course Information:** I look forward to working with you this semester and seeing you enhance your professional communication skills. *Memorizing definitions for an exam is not enough to demonstrate mastery of the course material in CMST2061.* Your major assignments give you the opportunity to *practice* your communication skills and *apply* relevant terminology, concepts, and ideas. Your success in class starts with some simple words of wisdom applicable to all class & group meetings – “Be prepared and be honest” (John Wooden).

**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). Many of these assignments require you to participate and work in a group setting. Detailed information, including deadlines and grading rubrics, will be made available in your textbook and/or on the course Moodle page.

1 – Interview for Group	10%
2 - Group Mission Statement	5%
3 – Group Meeting Facilitation	10%
4 - Group Training Seminar	10%
5 - Sales Pitch	10%
6 – Peer Evaluations for Group Activities (1-5)	15%
6 – Midterm Exam	15%
7 - Final Exam	15%
8 – Attendance-Based Activities	10%
<b>Total Course Assessment</b>	<b>100%</b>

### **1 - Interview for Group (10%)**

We will hold in-class interviews for deciding who will be in your groups this semester. As an interviewer or interviewee, you must prepare for the in-class portion of the assignment and attend class both days to participate. Once the in-class interviews are complete, you will have one (1) week to complete an evaluation online through Moodle. Your grade is based on your completion of the online evaluation as well as attending both interview sessions. If you miss one session, the highest grade you can earn is 50%.

### **2 - Group Mission Statement (5%)**

You and your group members will create a Mission Statement and Bill of Rights to use as a guide for your group work. You will be given class time to work on this and will turn in a completed typed assignment with each group member's signature on it. Failure to attend class while we are working on this assignment or forgetting to sign the assignment when it is due will affect your grade (individual grade deducted by 5% for each infraction).

### **3 –Group Meeting Facilitation (10%)**

You and your group members will conduct a meeting in front of the class to solve a problem found in a case study. Your only preparation is to read the case study assigned before class. Your group should not discuss or work on the case prior to the meeting. Your group grade will be based on how well the group facilitates the meeting in class. You will find the assignment online in your textbook and the cases on Moodle. Each group must bring an Instructor Evaluation Sheet on the day you present. Failure to bring an Instructor Evaluation Sheet will result in a 5% deduction on your assignment grade.

### **4 - Group Training Seminar (10%)**

You and your group members will conduct a training seminar during class on a chapter assigned in the text book. Your training seminar should include knowledge from the book, handouts for the class and an activity to engage learning. Your group grade will be based on how effective the group is training the class. You will find the assignment online in your text book. Each group must bring an Instructor Evaluation Sheet on the day you present. Failure to bring an Instructor Evaluation Sheet will result in a 5% deduction on your assignment grade.

### **5 – Sales Pitch (10%)**

Group members will divide into teams of 2 (duos) to sell a product or service to the class. Duos will need to work together to develop the presentation and practice. Your grade will be based on how effective your duo is in pitching a product or service. You will find the assignment online your textbook. Each duo must bring an Instructor Evaluation Sheet on the day you present. Failure to bring an Instructor Evaluation Sheet will result in a 5% deduction on your assignment grade.

### **6 – Peer Evaluations (15%)**

For group assignments (Categories 1-5) you will take notes and observe when you are not presenting (or interviewing – Category 1). Your reflections should focus on communicative behavior and tie to lessons from the textbook and lecture. Peer evaluations are due the Wednesday following the in-class presentations. Each evaluation activity is worth 5% and will be graded based on your attendance and your insights and connections to communication. There are four peer evaluation assignments worth 5% each; your lowest grade in this category will be dropped before calculating your final grade.

### **7& 8 – 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.

### 9 – Attendance-Based Activities (10% total)

A large portion of your learning in this class will be derived from your active involvement in the classroom. There will be various attendance based activities that vary in format (quizzes, small assignments, reflections). Some activities are announced ahead of time (e.g., elevator speech; meeting minutes); others take place during unannounced class meetings. Some activities require group participation; others are individual activities. Activities will be worth 5 or 10 points (.05% – 1% of your final grade). If the activity is to be completed through Moodle, I will check that you were in attendance before rewarding points. Approximately 2 attendance-based activities will be dropped from your final grade to account for any absences. It is the case that certain activities (marked with an A on your course schedule) can be made up or turned in late, but students should not rely on this option for all attendance-based activities. I recommend attending class daily to earn these points.

### Grading and Grading Scale

This class is out of 1,000 points total (e.g., the 5% Mission Statement is worth 50 points). Your grade represents your performance on all assessment material from this semester. The final grade you earn is based on the following scale. Descriptions in italics come from the LSU General Catalog.

**A = 90.0% (900.00) -100% (1000.00)** – *Indicates distinguished mastery of material*

**B = 80.0% (800.00) -89.9% (899.99)** – *Indicates good mastery of material*

**C = 70.0% (700.00) -79.9% (799.99)** – *Indicates acceptable mastery of material*

**D = 60.0% (600.00) -69.9% (699.99)** – *Indicates minimally acceptable achievement*

**F = 0.0% up to 59.9% (0.00 out of 599.99)** – *Failing*

### Course Policies

Because this is a Business Communication course, our class shall be conducted in a **professional and civil manner**. My specific policies and expectations are as follows:

- **Attend class daily and be prepared.** The nature of this class requires you to be in class for every single class session, even when class time is devoted to group meetings.
- **Treat everyone with respect.** Show your classmates and me (your instructor) respect when we are presenting ideas. Don't walk into presentations late (arrive early or wait to hear applause if you are late). Let speakers speak without interrupting, asking questions or clarifying information at appropriate places during presentations/lectures. Turn OFF audible/vibrating alerts on your devices and use your devices appropriately - save texting, shopping, and social media for when you are not in class. The scrolling and clicking behaviors can be interpreted by speakers as signs of disrespect or disinterest. Don't forget to show respect to our classroom – help put desks back in order before you leave our class for the day.
- **Learn to work as a group.** When you encounter disagreements, conflicts, or troubles, practice the communication skills you are learning in this class to reach understanding and appropriate solutions including honest and ethical communication. Escalate your concerns only as appropriate to the instructor after you have tried to resolve issues through appropriate communication at the group level.
- **Practice active (versus passive) communication.** This is your class – be involved! Make (and keep) meetings with me to discuss your individual work. Read assignment instructions, read feedback, and read the syllabus – ask questions when information is unclear. Earning an A or a B requires that you demonstrate a higher level of mastery of the material – simply sitting in class and passively receiving information is not enough to demonstrate that you have mastered communication-based skills & material.

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

**Attendance and Technology Policies:**

- **Attendance** – You are expected to attend every class session, in accordance with PS-22. Arrive on time, ready to work, and stay for the duration of the class period. Please sign the roll sheet daily. Excessive absences will be reported to LSU CARES and/or the Dean of your College. I do not provide copies of lecture notes, but I am happy to meet with you after you return to give an overview of what we covered. I recommend asking a friend for his/her class notes when you are absent and meeting with me during my office hours/a scheduled appointment to ensure you are caught up after you read and review these notes. Remember, I drop approximately 2 attendance-based activities to account for absences.
  - **Excused Absences** include those valid reasons for absence in PS-22: illness, family emergency, legal obligations, military obligations, religious obligations, special curricular activities. Any other reason for missing class not in PS-22 is considered an unexcused absence. You must provide me with a copy of your documentation that specifies the date(s) you are excused and work with me to make up work or turn in late assignments (as permitted; see below).
  - **Make-Up Work** is permitted for individual assignments only with an excused absence. This includes Exams (categories 7 & 8) and activities announced in advance (category 9). All make-up work must take in my office during an individual meeting (office hours/scheduled appointment) within one week of the exam or activity. Your excuse documentation must verify you were excused from that particular day (not the day before/day after). If you have an unexcused absence and you miss an exam or individual assignment, you cannot make it up.
  - **Late Work** applies only to activities announced and assigned in advance (Category 9). All late work must be submitted during my office hours/scheduled appointment. If you have an excused absence for the announced due date, you can turn your work in late during my next available office hours with no penalty as long as I receive it within one week. If you have an unexcused absence, you are permitted to turn the announced individual activity during my next available office hours. This work must be received within 1 week and will receive a 30% deduction before grading.
  - **Group Presentations, Group Activities, and Peer Evaluations cannot be made up or submitted late.** You are required to attend every class meeting – both the days you present and the days other groups present. The peer evaluations you complete require you to observe presentations for every day; one evaluation is already dropped from your grade to account for absences and incomplete reviews. Should you have an excused absence on a group presentation day you will not receive credit for their work; you will be required to meet with your group and your instructor together to determine an alternative assignment & evaluation method. The standard alternative assignment is 6 page paper about a selected topic from your textbook to be presented to your group and graded by your instructor.
- **Email Correspondence** - Please make it a habit of checking your email for announcements and replying to any emails that specifically request your reply. I check my email frequently throughout the day, but emails sent after 11pm will not be seen until the next morning. I typically respond to emails within 24 hours; if I have not replied in 24 hours, email me again in case your original email ended up in my spam folder. If you are requesting a specific appointment time, please plan 24-48 hours in advance as I typically cannot accommodate same-day or same-hour appointment requests. Please exercise professional communication in your email – include a subject, a greeting/salutation, clear content, and a signature.
- **Technology** – is great and should be utilized in this classroom. However, devices (phones, smart watches, tablets, and laptops) should be used productively to take notes and look up information. 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 during lectures, activities, and/or presentations, you will be asked to leave immediately and will be marked absent for that day, forfeiting your ability to earn points on activities (Category 9) or peer evaluations (Category 6). If you are expecting an important phone call or text (babysitter, work, job interview), inform me before class begins and find a place to set your device that will allow you to see and screen incoming messages/calls without using the device in distracting ways.

**Specific Grading Policies:** I understand how important grades are for your future (scholarships, internships, graduate school, etc.). Grading rubrics and assignment instructions are available on Moodle/in your textbook. I will post grades to Moodle in a timely fashion after you have completed your work. If you are concerned at any point about your grade in this course, make time to meet with me as soon as possible. Don't wait until it is too late to meet with me about your grade!

- **Discussing Grades** - I have found face-to-face is much 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/ scheduled appointments. Please do not email me about your grade.
- **Handling Discrepant Grades** – If your grade differs from what you expected, please bring your assignment and all materials to my office. We will review your work, assignment rubrics, and evaluation forms. 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 grades calmly and rationally, versus responding and reacting to immediate feelings. You have one week after grades are posted to dispute grades (e.g., request adjustments to grades, +/-). After a week, we can still discuss your work, but no adjustments (+/-) will be made after that time. This policy also applies to late/make-up work not submitted within one week – your grade will remain a zero if you do not complete the work. 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 fix it. Group grades are best discussed with at least two members of the group present, including the group leader. For your final exam, you have until Monday August 1 to dispute your grade.
- **Availability of Bonus Points/Extra Credit** – I have no plans to offer bonus points or extra credit. If there is a specific grade you desire in this class or on an assignment, you should plan to review assignment instructions, grading rubrics, and meet with me as you develop your work. If this policy changes, I will announce it in class/on Moodle/on an updated syllabus.
- **My Policy on rounding final grades** - I only round grades if (a) a student has a final grade in the following point ranges of 595.00-599.99, 695.00-699.99, 795.00-799.99, or 895.00-899.99; (b) said student has missed fewer than 10% of all class meetings; and (c) said student has come to my office hours at least once during the semester (prior to the concentrated study period) to discuss his/her progress in the class. I do not round grades for students who have not met all three criteria. If a student has served as a group leader, I will waive the second and third requirements (but said student must still have a grade that falls into the rounding category). Final grades such as 88.5% (885.00), 78.9% (789.00), or 68.8% (688.00) do not qualify for rounding. I will keep track of students who meet these criteria and round automatically.

**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).

**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 6/2/2015. Any changes to the syllabus will be announced in class and posted to Moodle.

**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.**

### Tentative Course Schedule

Changes will be posted to Moodle and/or announced in class

*Activities marked with "A" are attendance-based activities which may be able to be made up or submitted late.*

<b>Week 1 (June 8 -12)</b>	<b>What to do / prepare for the day:</b>
M: Introductions/Syllabus	Read and Print Syllabus
T: Chapter 1: Business & Professional Communication	Read Chapter 1
W: Chapter 2: Organizational Communication <i>Last day to drop classes without a "W" (4:30pm)</i>	Read Chapter 2 and print handouts <i>Complete Personal Report of Public Speaking Anxiety &amp; Presentation Skills Self-Assessment (A)</i>
Th: Chapter 3: Interviewing <i>Last day to add classes (4:30 pm)</i>	Read Chapter 3 and print handouts
F: Partner Work Day	<i>Complete Mediated Interview with your assigned partner (A)</i> Group Leader Application Due by 5pm (Email)
<b>Week 2 (June 15 – 19)</b>	<b>What to do / prepare for the day:</b>
M: Chapter 4: Presentation Preparation	Read Chapter 4 and print handouts
T: Elevator Speeches!	Practice your elevator speech – deliver in class (A)
W: Interviews for Group Membership	Print and bring your Interview for Group Assignment instructions (1 – 10% of final grade)
Th: Interviews for Group Membership	Print and bring your Interview for Group Assignment instructions (1- 10% of final grade)
F: Group Work Day / Independent Work Day	Group Leaders: Meet and Finalize group selection. Each Leader should email me their finalized group membership list by 5:00 PM
<b>Week 3 (June 22- June 26)</b>	<b>What to do / prepare for the day:</b>
M: Chapter 5: Groups and Teams	Read Chapter 5 and print handouts
T: Chapter 6: Meeting and Facilitation	Read Chapter 6 and print handouts
W: Midterm Review (first half of class), Discuss Group Mission Statement & Bill of Rights	Review study guide. <b>Due at 5pm (Moodle):</b> Interview for group Feedback Assignment (1-10% of final grade) <b>Due at 5pm (Moodle) :</b> Peer Evaluation for group interview assignment (5% of final grade)
Th: Group Mission Statement & Bill of Rights Work Day	Take minutes (Submit on Monday June 29) (A)
F: Group Mission Statement & Bill of Rights Work Day	Take minutes (Submit on Monday June 29) (A)
<b>Week 4 (June 29 – July 2)</b>	<b>What to do / prepare for the day:</b>
M: Midterm	Study and prepare for midterm exam! <i>Submit meeting minutes (A x 2)</i>
T: Chapter 7: Meeting Facilitation	Read Chapter 7
W: Practice Meeting Facilitation in class	<b>DUE at 8:40 AM (class):</b> Group Mission Statement & Bill of Rights, Hard copy; must be signed by all group members (2 – 5% of final grade)
Th: Group Work Day	Work on your meeting facilitation, take minutes (A)
F: No class Friday (4 <sup>th</sup> of July Holiday)	<i>Enjoy your holiday!</i>

<b>Week 5: July 6-10 (Meeting facilitations)</b>	<b>What to do / prepare for the day:</b>
M: Review guidelines, start class meeting facilitation (1 group)	Presenting Group: Print Instructor Evaluation Form (3 – 10% of final grade) <i>Submit Meeting Minutes (A)</i>
T: In class meeting facilitation (2 groups)	Presenting Groups: Print Instructor Evaluation Form (3 – 10% of final grade)
W: In class meeting facilitation (2 groups)	Presenting Groups: Print Instructor Evaluation Form (3 – 10% of final grade)
Th: In class meeting facilitation (1 group) Wrap up Meeting Facilitation & Preview Training Seminars	Presenting Group: Print Instructor Evaluation Form (3 – 10% of final grade)
F: Group Work Day (Training Seminars)	Meet & Prep for Training Seminars, take minutes from meeting (A)
<b>Week 6: July 13-17 (Training Seminars)</b>	<b>What to do / prepare for the day:</b>
M: Review Guidelines, Start Training Seminars (Chapter 8)	Read Chapter 8 and print handouts Presenting Groups: Print Instructor Evaluation Form (4 – 10% of final grade) <i>Submit meeting minutes (A)</i>
T: Training Seminars (Chapter 9) <i>Final date for resigning from the university or dropping classes (4:30 pm)</i>	Read Chapter 9 and print handouts <i>Complete assertiveness survey &amp; bring to class (A)</i> Presenting Groups: Print Instructor Evaluation Form (4 – 10% of final grade)
W: Training Seminars (Chapter 10)	Read Chapter 10 and print handouts Presenting Groups: Print Instructor Evaluation Form (4 – 10% of final grade) <b>DUE at 5pm (Moodle) :</b> Peer evaluations from meeting facilitation (5% of final grade)
TH: Training Seminars (Chapter 11)	Read Chapter 11 and print handouts <i>Complete listening survey and bring to class (A)</i> Presenting Group: Print Instructor Evaluation Form (4 – 10% of final grade)
F: Sales Pitch Partner Work Day	Meet with partner, complete meeting minutes (A)
<b>Week 7: July 20-25 (Sales Pitches)</b>	<b>What to do / prepare for the day:</b>
M: Training Seminar Chapter 12 / Wrap up Activity	Read Chapter 12 and print handouts Presenting Groups: Print Instructor Evaluation Forms <i>Submit meeting minutes (A)</i>
T: Chapter 13	Read Chapter 13 and print handouts
W: Sales Pitches	Print Instructor Evaluation Form (5- 10% of final grade) <b>DUE at 5pm (Moodle):</b> Training Seminar peer evaluation, (5% of final grade)
Th: Sales Pitches	Print Instructor Evaluation Form (5- 10% of final grade)
F: <i>Sales Pitches (if needed)</i>	
<b>Week 8: July 27-31 &amp; end of semester:</b>	
M: Final Exam Review, Last Day of Class	Print and Review Study Guide <b>Due at 5pm (Moodle):</b> Partner Evaluation (5% of final grade)
T: Concentrated Study Period Begins, Study Day	Study for Exam
W: 4-6pm Final Exam	Take Exam
M: Final office hours (10-12pm)	
T: Aug 4: Grades Due 9am, graduating seniors	<i>Celebrate! Congrats on graduating!</i>
W: Aug 5: Grades Due 9am (all students)	<i>Celebrate! Congrats on finishing the summer semester!</i>