Towson University
BUSX 301 Business Communications
COURSE SYLLABUS

Fall 2015, Instructor: Carolyn (Carrie) Oleynik, M.S.
Section 103, Room: ST 226

1. My Contact Information

Phone: 443-518-4988 (9 a.m. – 5 p.m., Monday-Wednesday & Friday,
9 a.m. – 12 p.m, Thursdays. If you need to reach me by phone on Thursday
afternoons, the best way is to contact me is by email.)
Note: Email is the best way to reach me. If you need to reach me by phone
outside of the hours listed above, email me a phone number and a time to call
you that same day or the next day.

Email: coleynik@towson.edu

Hours Reserved for Meeting with Students
Available upon request. You can request a special meeting time by emailing me. I cannot
promise to be able to accommodate you. But if you have a good reason, I will try my best.

2. General Description of the Course

Course Number: BUSX 301

Course Title: Business Communication

Practicum on development of written and oral communication skills needed in professional
business situations. Requires grade of C or better to fulfill Core requirement. Prerequisite:
ENGL 102 or ENGL 190. ECON 202, junior standing.

3. General Purpose and Specific Topics

The course's primary purpose is to provide students with fundamental knowledge, expert
guidance, and peer interaction aimed at helping them learn to produce well-organized,
stylistically appropriate, grammatically correct documents of the sort that business
professionals depend on to communicate effectively within and between organizations and
with public audiences.

The principal topics covered:

- Nature and importance of effective workplace communication
- Use of conceptual frameworks for business analysis
- Information gathering and message planning
- Effective writing process: drafting, editing, formatting, and proofreading
- Understanding of the rhetorical underpinnings of message, organization, design, and style
- Effective use of visual aids to display information graphically
- How to design and deliver persuasive memo reports, instructions, process explanations, proposals, formal reports, and oral reports

- Review of common lower order concerns: grammar, spelling, punctuation, and mechanics

4. Learning Objectives

After successfully completing the course, students will be able to:

- Recognize and employ models and practices of workplace written communication.
- Recognize and employ techniques of formatting and documentation appropriate for workplace communication.
- Integrate material effectively from outside sources into reports and proposals.
- Analyze and evaluate business claims.
- Demonstrate a developed ability to compose clear, effective business writing, including through the practice of revision.
- Produce professional business documents that follow accepted conventions of grammar, punctuation, and style.
- Understand the criteria for creating a professional oral presentation and use that knowledge to deliver a strong presentation
- Use fundamental problem-solving and analytical processes to solve communication, career, and business problems.

5. **Required Textbooks**

- o Reynolds, Garr, *The Naked Presenter: Delivering Powerful Presentations With or Without Slides*, ISBN: 978-0321704450

- o Guffey, *Essentials of Business Communication*, Bundle: Essentials of Business Communication (with Premium Website, 1 term (6 months) Printed Access Card), 10th + MindLink for MindTap® Business Communication, 1 term (6 months) Printed Access Card 9781305699199

Recommended Books
- o Hacker, Diana, *A Writer's Reference*, Boston: Bedford/St. Martin's, Sixth Edition, 2007. ISBN: 0-312-45025-7
- o A College Dictionary

You are required to deliver documents in this course electronically as files in **Microsoft Word 2003 or later**. Thus, you must have ready, convenient access to Microsoft Word. Any Towson student can purchase Microsoft Word, or the Office suite, at a regular academic discount, from the University Union Bookstore or from online vendors such as http://www.academicsuperstore.com/. Towson students *may* be able to obtain Microsoft products at an even deeper discount at https://elms08.e-academy.com/towson/.

6. Required Computer Technology Access and Knowledge

The course is delivered partially through Internet-mediated technology: email and Blackboard. Students must have routine, ready access to computer technology and the requisite knowledge enabling them, at a minimum, to perform all of the following tasks efficiently:

- Send and receive email over the Internet and archive the messages for easy reference later; **at a minimum, students must check their Towson email accounts at the start and the end of each week to see if there are messages relating to the course;** they

must keep copies of email from me or classmates related to the course (which they may need to prove that information was delivered, agreements made, or work submitted).

- Read material published on the Internet.
- Upload and share documents using a cloud-based document service: Google Documents, SkyDrive, Dropbox, etc.
- Download and open PDF files, Word documents, and PowerPoint files from links on web pages.
- Use Microsoft Word to produce well-formatted, easy-to-read documents fulfilling the requirements of written assignments; this includes the use of advanced word-processing techniques such as paragraph styles, tables, automated page numbering, etc.
- Use Microsoft Excel to create simple tables of numerical data and, from those, to produce appropriate, effectively labeled and formatted charts.
- Read and, if necessary, print out my comments and tracked edits on documents returned in Word.
- Use Blackboard to complete asynchronous class work.

7. Required Time Commitment

Over the 15 weeks of the semester, most students in this course should assume that they will need **6 to 8 hours a week, *on average,*** to complete the assigned work — including class time. The workload is lighter in the first few weeks but increases steadily as the semester progresses. There is no final exam in this course, but there is a class meeting scheduled during the final exam period.

8. Grading Scheme & Assignments

The course grade consists of 1000 course-grade points. The course letter grade will be entered according to this conversion scheme, which is the standard policy at Towson for undergraduate grading.

Percentage Range	Letter Grade	Grade Quality Points
93.5-100	A	4.00
89.5-93.4	A-	3.67
86.5-89.4	B+	3.33
83.5-86.4	B	3.00
79.5-83.4	B-	2.67
76.5-79.4	C+	2.33
69.5-76.4	C	2.00
66.5-69.4	D+	1.33
59.5-66.4	D	1.00
0-59.4	F	0.00

Weighted Assignments

Business Communication Portfolio – 25%		
Assignment	Percentage	Point Total
Professional Development Report (10-12 pages)	15%	150
Exercise 1 – Introductory Memo (1 page min)*	2%	20
Exercise 2 – Message Analysis (1/2 page min)	1%	10
Exercise 3 – Interview Follow-Up (1/2 page min)	1%	10
Journal Entry 1 (1 page min)	2%	20
Journal Entry 2 (1 page min)	2%	20
Journal Entry 3 (1 page min)	2%	20
Additional Writing Projects – 20%		
Assignment	Percentage	Point Total
Business Communication Evaluation (3 pages)	5%	50
Résumé & Cover Letter (2 pages)	5%	50
Team Report 1 – Human Resources Recruiting Part I (3-5 pages)**	5%	50
Team Report 2 – Human Resources Recruiting Part 2 (3-5 pages)**	5%	50
Presentation Projects – 25%		
Assignment	Percentage	Point Total
Business Communication Evaluation	5%	50
Mock Interview	10%	100
Team Presentation 1 – Human Resource Recruiting Part I	5%	50
Team Presentation 2 – Human Resource Recruiting Part II	5%	50
Comprehensive Exam - 10%		
Assignment	Percentage	Point Total
Comprehensive Exam	10%	100
Professionalism – 20%		
Assignment	Percentage	Point Total
In-Class Participation	10%	100
Surveys	2.5%	25
Writing Workshop Feedback	2.5%	25
Presentation Feedback	2.5%	25
Team Feedback	2.5%	25
Total	100%	1000 pts

*Journal Assignments do not count toward 20 pages of content.
** Individually written memoranda of transmittal included (2 pages)

Core 9 - Learning Outcomes and Measures

	Outcome 1 - Direct	Outcome 2 - Indirect
Measure 1 – Recognize and employ models of workplace communication.	Comprehensive Exam	Exercise 1 – Introductory Email to Your Instructor; Journal Email 2 – Mock Interview Self-Reflection; Structured Review - Organization
Measure 2 – Recognize and employ techniques of formatting and documentation for workplace communication.	Résumé & Cover Letter	Structured Review – Design; Exercise 3 – Mock Interview Follow-Up
Measure 3 – Integrate material effectively from outside sources into workplace communication.	Team Report – Human Resources Recruiting	Journal Email 1 – Business Communication Evaluation Presentation Self-Reflection; Exercise 2 – Message Analysis
Measure 4 – Analyze and evaluate business claims.	Team Report – SWOT Analysis	Structured Review – Message; Journal Email 3 –Teamwork Self Reflection
Measure 5 – Demonstrate a developed ability to compose clear and effective business writing, including through the practice of revision.	Business Communication Evaluation	Professional Development Report*
Measure 6 – Produce professional business documents that follow accepted conventions of grammar, punctuation, and style.	Professional Development Report*	Structured Review - Style

*Professional Development Report consists of a formal report and a portfolio of revised business documents.

ASSIGNMENTS

Comprehensive Exam (10% Total)
The comprehensive exam is designed to evaluate what you have learned throughout the course. The exam will be held at the end of the semester (see. Course Schedule). To prepare you for this exam, you will be given several diagnostic quizzes throughout the semester that will ultimately serve as a study guide. The exam will consist of four parts:

- Application of presentation skills through critique.
- Understanding of principles outlined in required reading.
- Description of communication theory.
- Application of writing skills.

Business Communication Portfolio (25%)
Throughout the semester, you will improve your communication skills in a number of ways. First, you interview professionals in your field regarding the importance of leadership, writing and presentations. Second, you complete assignments designed to apply skills that you have learned from course lectures. Third, you will workshop these assignments with peers in order to corroborate your use of the best practices of business communication. Fourth, you will reflect on your assignments and feedback in order to gain insight into what you have learned. Finally, you will assemble a portfolio that links all of these activities through a professional development report and a series of self-reflective journal entries.

> **Professional Development Report.** One of the reasons for this course is to prepare you for your career. You will be required to interview someone in your field about the nature of workplace communication. Your goal is to either confirm or refute the lessons in this course. This assignment is about finding out first-hand the importance of workplace communication, so that you can determine which skills are of the most relevance to you. Your interview will serve as a basis for a three-part report that follows the core pillars of this course: writing, presenting, and teamwork. In addition to using the interview as source material for this report, you will also be allowed to draw on the content of exercises and journal entries that you will draft throughout the semester). The end product will be a document that serves as an evaluation of your skills based on criteria generated by examining your career path. (10 pages)

> **Exercises.** Exercises will provide you with an opportunity to apply essential writing skills you have learned in this course, including writing a memo, analyzing the core message, and drafting a communication following your mock interview.

> **Journal Entries/Emails.** Journal entries structured in an email format to your instructor will be used to help you reflect on the skills that you have learned in this course: leadership, writing, and presentations. Did you know that self-reflection actually helps you improve your skills by forcing you to face your issues? More, it can be an effective tool for developing strategies for improvement. Additionally, the act of discussion and reflection can actually reinforce positive behavior and contribute to a reduction in stress associated with the negative feelings caused by an unpleasant activity such as presentations.

Additional Writing Projects (20% Total)
Developing your writing skills will serve as the backbone for this course as it has been identified as a key skill that requires the most time and attention in the workplace. In fact, according to a recent survey by Fortune 500 executives, up to 70% of your workday will be devoted to some type of written communication. To be honest, with written communication serving as one of the central tasks in business, industry has not been kind about the level of writing ability demonstrated by recent graduates. One of the goals for this course is to teach you a new style of writing--to move you away from an academic style to a more persuasive business style of writing.

Business Communication Evaluation. The business communication evaluation will be used assess your written communication, research, and critical thinking skills. This assignment will be conducted as a component of an overall evaluation. We will be using this assignment as the impetus for improving these skills. You will be given the opportunity to revise this evaluation based on the feedback that you receive throughout the semester. (3 pages)

Cover Letter & Résumé. The cover letter and résumé assignment will serve two purposes. First, it will familiarize you with the conventions of drafting a professional business letter that refers heavily to accompanying support materials (in this case in the form of a résumé). Second, this assignment will be used to advance your knowledge of personal marketing, branding and selling, all of which, are critical skills that you will need throughout your career. (2 pages)

Team Report 1 – Human Resources Recruiting – Part I: Working individually and then as a team, you will be asked to select five (5) candidates for a job interview based on written criteria. Your team will be provided with a packet that contains the career dossiers of over 30 candidates. You will then be asked to draft a memo that evaluates each candidate that you selected by comparing their qualifications to the criteria provided--you will be required to defend your choices. Your grade will depend on your ability to effectively persuade your HR manager (your instructor) to make a decision based on your recommendations. The outcome of this report should be an inside perspective on how human resources professionals weigh potential candidates. (2 pages individual, 5 pages team).

Team Report 2 – Human Resources Recruiting – Part 2: Working individually and then as a team, you will be asked to select a final candidate for the position based on written criteria. Your team will be provided with the recorded interviews of your top five candidates as well as their writing samples (Business Communication Evaluation). You will then be asked to draft a memo that evaluates each candidate that you selected by comparing their qualifications to the criteria provided--you will be required to defend your choices. Your grade will depend on your ability to effectively persuade your HR manager (your instructor) to make a hiring decision based on your recommendations. The outcome of this report should be an inside perspective on how human resources professionals weigh potential candidates. (2 pages individual, 5 pages team).

Presentation Projects (25% Total)
The act of giving a presentation is often dreaded by students; however, the ability to present is a skill that is in high demand in the workplace. In fact, according to the National Writing Commission, 95% of the respondent ranked presenting as the most important category of communication skills in the workplace. Together, we will work to overcome the negative perceptions and feelings associated with presentations. To be clear, this will be challenging, but through the adoption of new techniques, practice, and feedback, develop skills that you can carry forward into your career--and you may even start to like presenting.

Business Communication Evaluation. The business communication evaluation presentation represents the second major presentation assignment in this course and it will be used assess your oral communication, research, and critical thinking skills. This presentation will be conducted as a component of an overall evaluation. We will use this assignment the impetus for improving your presentation skills. At the end of the

semester, you will be given the opportunity present a more refined version of this presentation as a part of your final.

Mock Job Interview. The mock job interview presentation will be a brief seven minute (7) career interview based on the scenario from your cover letter and résumé assignment. You will be evaluated based on your ability to describe your knowledge, skills, attitudes (KSAs) as concrete benefits for the organization to which you are applying. We will be using this presentation as a way to ease you into public speaking by introducing the concept of presentation as a conversation.

Team Presentations 1 & 2: As an ongoing component of the course, your team will lead a formal briefing in order present the findings of your human resources recruiting assignment. You goal will be to persuade your audience to make a hiring decision based on your recommendations; you will be evaluated on your ability to answer your audience's questions with poise and professionalism; additionally, you will be asked to defend your choices with sufficient evidence.

Professionalism (20% Total)
Professionalism is a critical skill that you will develop in this course: technical and ethical standards of your profession. As an instructor, I am more concerned about your personal management and your ability to learn from peers. Your professionalism grade will be evaluated through ability to:

- Participate actively in-class and in teams;
- Provide high-quality feedback to your peers; and

In-Class Participation. Attendance will be recorded for every class session--attending class is the minimum for participation. By attending class, you will earn a score of a 70 (C level) for in-class participation. To earn a higher score, you will need to actively participate in class discussions. Passive participation will not earn you a higher score. Additionally, participation points can be taken away for unprofessional behavior.

Surveys. Periodically, you will be asked to take a survey that evaluates the overall quality of feedback provided to you during our team, writing, and presentation components of the course.

Team Feedback. Since professionalism is tied to your ability to work with others toward a common goal or outcome, your team will evaluate your contributions. Suffice to say, your goal should be to equitably contribute to your team assignments.

Writing Workshop Feedback. Workshops allow you to help each other identify and corroborate writing issues, but also to improve by exposing you to a variety of best practices. For this grade, your classmates will rate you based on the level of usefulness of your workshop feedback.

Presentation Feedback. Throughout the semester, you will be asked to give a variety of presentations in order to improve your skills. One of the most effective ways to improve is to elicit feedback from your peers. This technique can help to identify a variety of issues. As such, you will be providing presentation feedback to your peers, which will be in turn evaluated by the level of usefulness.

Additional Notes on Professionalism

Here are some things that count against you when I assign the grade for class participation at the end of the term:

- Missing class, arriving late, or leaving early
- Rarely speaking up in on-site discussions
- Routinely participating in on-site class activities in a passive, pro-forma way
- For team projects, failing to do your part or to keep in touch with team members
- Failing to complete or doing rushed, shoddy work on in-class exercises

9. Deadlines for Assignments

All assignments are due on the due date. Most assignments will be submitted on Blackboard unless otherwise noted. Please note that when posting your assignments to Blackboard, you will be expected to simply upload Word documents. Do not choose "Write Submission" and for any of the assignments you are given. Failure to comply with these instructions will result with a "O" on the assignment.

Deadlines for all assignments have been posted and will be explained in class well in advance of when the documents are due. Remember, **I do not accept late assignments**.

10. File Naming Convention

All work must be submitted using a naming convention that I have created. This convention helps me sort through documents submitted throughout the semester.

File: LastName_FirstName_ASSIGNMENTNAME_

Remember: I only accept files in Microsoft Word 2003 (or later).

11. Attendance Policy

First, make sure you have carefully read "Additional Notes on Professionalism" in Section 8. **Long story short: Don't miss class participation in any week of the semester *unless you have no choice*** because missing class will affect your course grade.

Rationale

Students should regard this class as a community of learners. You will learn much from one another through the in-class and online discussions and through the interaction with me in class. Given the importance of student-student and student-instructor interaction in this course, there are penalties for missing class meetings and online discussions.

Excusing Absences and Completing Make-up Work

If you think you have a good reason for missing a class meeting or discussion board participation in an online week, you may request that your absence be excused. To do this, send me an email **memo** explaining the circumstances. If I agree that the explanation as to why you were absent constitutes a good excuse for missing the meeting or online participation, I will grant your request. I will grant no more than two such requests for anyone during a semester unless you have a *documented* good excuse. (I explain more about documenting an excuse below.)

If you are absent, you should try to provide documentation verifying that the reason was something beyond your control, such as a form or note from a healthcare provider, a court, a law enforcement agency, or your supervisor at work. You may request up to two excused absences without offering to document the excuse and earn them by turning in acceptable make-up assignments on time. If circumstances force you to request more excused absences that two, you must provide some sort of documentation to verify your excuse for the third absence and any subsequent absences. If health problems cause you to miss more than three classes, I may require that you seek a disability letter (see Section 15 below).

Penalties for Unexcused Absences

At the end of the course, I add up the *unexcused* absences in your attendance record. These are the absences for which you do not request to be excused.

- There is no extra course-grade deduction for one unexcused absence (other than the grade penalties for any assignments not handed in or handed in late, and the effect on the class participation grade).
- A second unexcused absence lowers a student's final grade in the course by 50 course-grade points.
- A third unexcused absence lowers a student's final grade by 100 course-grade points.
- A fourth unexcused absence will result in an F in the course.

Arriving Late and Leaving Early Add to Your Absences

If you arrive late to class without an acceptable excuse/documentation you will be counted as absent. Remember: Four unexcused absences will most likely result in an F for the course.

12. Behavior

Students are expected to govern their online and face-to-face communication and interaction to the norms of courteous and respectful behavior expected at Towson. I will caution and counsel violators of these norms in private.

If a student who has been warned repeats unacceptable behavior, I will report the matter to the appropriate university authorities, which may result in the student's removal from the course.

Cell phone and pager policy. During on-site class meetings, please turn off cell phones and pagers. If it is absolutely necessary to keep one of these devices turned on to receive an important call, please turn off the device's ring tone and set it to alert you inaudibly. If you have to answer a phone call during class, please leave the room as unobtrusively as possible. If you are caught using a cell phone for text-messaging during class you will be asked to leave and you will receive a zero for participation.

Use of laptop computers in class. During on-site class meetings, if you wish to use a laptop computer to take notes, please leave the wireless modem off. You should not be using the laptop to check email, surf the Web, or work on assignments unrelated to this course—anyone caught using their computer in this fashion will be asked to leave and will receive a zero for participation.

13. Academic Integrity

Students in this course will be held to the traditional standards of academic honesty, which are codified for Towson University students in the Student Academic Integrity Policy found

here: http://wwwnew.towson.edu/provost/resources/studentacademic.asp . Violating this policy is likely to have grave consequences for your grade in the course and could even lead, in severe and flagrant cases, to dismissal from the university.

Intentionally presenting the intellectual property belonging to another person or organization as though it were one's own writing is fraud, plain and simple. The conventions governing the use of published information in academic writing are not so plain and simple, but students in this course are expected to have learned them already. I will use part of one class meeting to review the standard academic rules and correct procedures for reporting information from other sources. *But you should already know them.* Therefore, if I detect any violation of these rules and procedures, I will not be swayed by pleas of ignorance. Violations will be punished with either a 0 (zero) for the work in question or with a significant grade reduction, depending on the extent of and apparent intent behind the violation of standard academic protocols for properly re-using and citing already published information.

The APA style of citing sources will be the standard in this course. You can consult examples for APA citation rules on a zillion sites online, including Bedford / St. Martin's online citation guide.

14. Students Needing Accommodation for a Disability

Students needing accommodation due to a disability should see me. Please bring with you a statement from Disability Support Services authorizing your accommodation. Towson's Disability Support Services office can be contacted at (410) 704-2638. See their website at http://wwwnew.towson.edu/dss/welcome.html .

15. Getting Help with Writing Problems

Students may schedule an appointment with the a Writing Fellow at the McCormick Writing Proficiency Program to receive help with both higher order and lower order writing problems. To schedule an appointment please email cbewriting@towson.edu.

16. Course Schedule

Date	Lecture Topics	Outcomes	Homework
Aug. 27 W1	• Course Introduction & Phases of the Course • Professional Development Report • Description v. Evaluation • Personal Introduction	At the end of the session, students will be able to adhere to: • Course policies • Expectations • Assignments • Schedule • Give a brief personal introduction. • Understand the difference between description and evaluation.	Due before next class session: • KSA Worksheet • Syllabus Review Contract • Read pgs. 120-127 of *Essentials of Business Communication* • Exercise 1: Introductory Memo to Your Instructor
Sep. 3 W2	• **CLASS MEETING IN CK 317** • Business Research • Overview of Business Communication Evaluation	At the end of the session, students will be able to: • Understand the importance of credible sources. • Navigate the Cook Library website and research tools. • Research data for business communication evaluation.	Due before next class session: • Prepare for Business Communication Evaluation Presentation • Business Communication Evaluation Memo
Sep. 10 W3	• Business Communication Evaluation Presentation	At the end of the session, students will be able to: • Demonstrate the condition of their presentation skills. • Identify presentation issues in order to improve.	Due before next class session: • Journal 1: Business Communication Evaluation Presentation • Schedule an Appointment with the CBE Writing Proficiency Lab. • Read Ch. 1 of *Essentials of Business Communication*
Sep. 17 W4	• Interpreting Your Performance • Intro of Essentials of Business Communication	At the end of the session, students will be able to: • Use the course business writing & presentation rubrics • Understand the S.U.C.C.E.S. model.	Due before next class session: • Read Ch. 1 & 2 of *Naked Presenter* • Read Ch. 2 of *Essentials of Business Communication*

		At the end of the session, students will be able to:	Due before next class session:
	and Naked Presenter • Our Minds Sabotage Effective Communication • Message	• Describe how Gestalt negatively affects the process of communication. • Define rhetoric and the Aristotelian appeals: ethos, pathos, and logos. • Describe the relationship between interest, effort, and time as a means of analyzing an audience. • Compare and contrast the transmission and transaction models of communication. • Simulate a conversation during the drafting process. • Evaluate the message of a document.	• Structured Review – Message • Exercise 2: : Message Analysis • Schedule an Appointment with the CBE Writing Proficiency Lab.
Sep. 24 W5	Organization	At the end of the session, students will be able to: • Organize information in a rhetorically appropriate manner. • Use the Inverted Pyramid Model when organizing their documents. • Use appropriate transitions as next action at the section and paragraph level.	Due before next class session: • Read Ch. 3 & 4 of *Naked Presenter* • Read Ch. 3 & 4 of *Essentials of Business Communication* • Structured Review: Organization
Oct. 1 W6	• Design • Style • Comprehensive Exam Review	At the end of the session, students will be able to: • Describe best practices of document design. • Evaluate the design of a document through a structured review. • Describe the levels of English diction. • Use the best practices of the plain English movement to employ a simple and easy to understand writing style.	Due before next class session: • Read Ch. 5-7 of *Naked Presenter* • Structured Reviews: Style & Design (due before Oct. 15 session) • Prepare for Comprehensive Exam

		• Evaluate the style of a document through a structured review. • Understand expectations for Comprehensive Exam.	
Oct. 8 **W7**	• Comprehensive Exam	• The exam will include four parts: 1) Application of Presentation Skills through Critique 2) Understanding of principles outlined in required reading. 3) Description of Communication Theory (short essay). 4) Application of Writing Skills (scenario provided)	Due before next class session: • Structured Reviews: Design & Style • Read Ch. 11 & 12 of *Essentials of Business Communication*.
Oct. 15 **W8**	• Team Formation • Careers are Built Through Networking: Professional Dress	At the end of the session, students will be able to: • Understand the importance of team collaboration. • Explain how to contribute positively to team performance. • Understand upcoming team report assignments. • Understand the importance of professional dress as non-verbal communication. • Evaluate standards of professional dress.	Due before next class session: • Create and share a team folder. • Draft a team constitution. • **Bring your KSA worksheet from the first night of class to Oct. 22 class.** • Read Ch. 13 & 14 of *Essentials of Business Communication.*
Oct. 22 **W9**	Careers are Built Through Networking: • Résumé and Cover Letter • Interviewing Skills	At the end of the session students will be able to-- • Use marketing techniques to effectively communicate their personal brand. • Showcase their KSAs through development of a résumé and cover letter.	Due next class session-- • Résumé & Cover Letter • Prepare for Mock Interview. • Review Mock Interview Schedule.

		• Explain the purposes and types of job interviews. • Describe what to do before, during, and after an interview. • Describe additional career documents such as rejection follow-up messages, acceptance messages, and resignation messages.	
Oct. 29 W10 & Nov. 5 W11	Mock Interview	At the end of the session students will be able to: • Demonstrate their interviewing skills. • Identify presentation issues in order to improve.	Due before Nov. 12 class session: • Exercise 3: Interview Follow-Up Communication • Journal 2: Mock Interview Self-Reflection • Schedule an appointment with the Career Center and/or CBE Writing Lab
Nov. 12 W12	• Evaluating Candidates - Career Documents	At the end of the session, students will be able to: • Use a set of criteria for evaluating candidates' résumés and cover letters. • Use the Four Elements of a Finding to Evaluate a Candidate.	Due next class session-- • Team Memo 1 • Team Presentation 1 • Schedule an appointment with the CBE Writing Lab.
Nov. 19 W13	• Team Presentation 1 • Evaluating Candidates - Interview Skills	At the end of the session, students will be able to: • Demonstrate team presentation skills. • Identify student presentation issues in order to improve. • Demonstrate team writing skills. • Critique interviews using the presentation rubric. • Use the rubric to evaluate interviewing skills. • Evaluate interviewees using the Four Elements of a Finding.	Due before next class session: • Team Presentation 2 • Team Memo 2 • Journal 3 – Teamwork Self-Reflection

Nov. 26	NO CLASS	HAPPY THANKSGIVING! ☺	
Dec. 3 W14	Team Presentation 2	At the end of the session students will be able to: • Determine their team presentation skills. • Identify presentation issues in order to improve. • Demonstrate their team writing skills.	Due at next class session: • Professional Development Report
Dec. 10 W15	Final Business Communication Evaluation	At the end of this session, students will be able to: • Demonstrate improvement of critical thinking skills. • Demonstrate improvement of writing skills. • Demonstrate improvement of presentation skills.	