BUSINESS 301: ORAL COMMUNICATION FOR THE BUSINESS PROFESSIONAL

The single biggest problem with communication is the illusion that it has taken place.

- George Bernard Shaw

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COURSE DESCRIPTION: Gain a broad and comprehensive understanding of the importance of oral communication and presentation skills within the field of business. Develop and apply communication and presentation skills through a variety of individual projects applicable to business, including global situations. Prereq: 325 or con reg.

SBE MISSION:

The UWSP School of Business & Economics educates and inspires students and prepares graduates for success in positions of leadership and responsibility. Our students achieve an understanding of regional opportunities that exist within the global economy.

Evidence of our graduates' level of preparation is evident in their ability to

- analyze and solve business and economics problems
- understand the opportunities and consequences associated with globalization
- appreciate the importance of behaving professionally and ethically
- communicate effectively.

COURSE OUTCOMES:

- Develop strategies for overcoming communication obstacles and anxiety
- Anticipate, analyze, and integrate diverse perspectives into various communication contexts
- Develop credible, compelling message content that appeals to audience interests and earns respect
- Employ ethical, logical, and well-supported persuasive techniques
- Develop a smooth, succinct, professional, and engaging speaking style
- Research, anticipate, and integrate employer interests into interactions and interview responses.
- Describe situations and procedures accurately and precisely
- Employ tactful and strategic conflict management approaches that maximize benefits
- Promote team productivity, engagement, and participation during group projects and meetings
- Deliver ethical, accurate, and effective professional development feedback

COURSE MATERIALS:

Required:

Strategic Communication in Business and the Professions, 7th Edition. Dan O'Hair, Gustav W. Friedrich, and Lynda Dee Dixon. Allyn & Bacon, 2011

Handbook for Early Career Success. Steven Lurie. Dog Ear Publishing, 2009

D2L course management system content.

INSIDE THIS SYLLABUS

STRATEGIES FOR ACADEMIC SUCCESS

The outcomes listed below are the ones on which your participation is assessed. Each of them has been identified by regional employers as a skill that recent college graduates commonly lack:

- Listen actively and attentively
- Consistently and comfortably ask for clarification or feedback
- Employ effective questioning techniques
- Accept constructive criticism without deflection or defensive behavior

Project portfolios should also address your professional development in the four areas listed above.

1. Stay engaged and participate during class. If possible, contact me prior to missing class. Class engagement (not just attendance) is a component of your project contracts throughout the course. Chatting, texting, or working on unrelated schoolwork during class is disrespectful and distracting. Consistently demonstrating those behaviors indicate a lack of competency that will affect your project grades.

2. Check D2L and your UW-SP email account regularly. Don't rely solely on reminders in class – check D2L Content each week for updated materials. If you contact me via email, a specific subject line that includes your course and section number will get a swifter response. If you have trouble with either account, call the Help Desk at 346-4357 or 1-877-832-8977.

3. Be on time. If you must arrive late or leave early, please let me know in advance to minimize disruption. Habitual unexplained tardiness can affect your contract grade.

4. Honor your contracts. Your contract is an agreement to meet specific criteria for each project. If you choose to overlook them, expect your grade to drop below contract value. If you have questions or concerns about specific contract expectations, or want to adjust one of them, discuss those with me 24 hours before the deadline!

5. Talk to me. If you feel the course is too challenging or not challenging enough, we need to discuss ways to make the curriculum more valuable to you. If you need assistance, the Mary K. Croft Tutoring-Learning Center in LRC 018 offers a variety of academic support services such as:

- Writing and Reading Consultations if you are struggling with writing or reading
- Technology Tutoring Services if you are struggling with technology skills
- Academic Skills Specialists if you are struggling with study habits, time management, or other academic skills.

6. Request accommodations. If you know or suspect that you have a recognized disability, make an appointment with the Disability Services Office (346-3365) right away to find out if you are eligible for accommodations. Bring me the paperwork as soon as possible. Although course standards cannot be lowered, appropriate accommodations may be available to you under certain circumstances.

7. Do your own work. The minimum penalty for academic misconduct is an **F** on the assignment. You are responsible for knowing what constitutes academic misconduct (i.e. "I didn't know" will not be a valid excuse). For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of Chapter 14 in UW-Stevens Point's Rights and Responsibilities document.

8. Meet deadlines. Deadlines are listed in the Course Calendar. Specific late penalties vary and will be listed with the specific instructions for each project. Below are the minimum criteria to be eligible to receive professor feedback and a C on each project:

- **Grading Contracts,** and contract revisions (if requested), must be submitted by the deadline.
- **Essential Activities** must be completed *as instructed* unless you and I agreed upon alternative arrangements in advance and included them in your contract.
- **In-class presentations** must be delivered as scheduled – no exceptions.
- **Video Presentations** must be submitted by the deadline.
- **Project Portfolios**, and portfolio revisions (if requested), must be submitted by the deadline.

Arrange deadline extensions for contracts, activities, and portfolios with me at least 24 hours in advance. Otherwise, submit what you have on time and you will receive a revision opportunity.

For more information about UW-SP's expectations for all faculty, staff, and students, review UW-Stevens Point's Rights and Responsibilities document.

OUTCOMES ASSESSMENT

BUS 301 grades are based on a series of professional development contracts. You set objectives for specific skills you want to develop and determine, to a certain extent, how you plan to achieve them. You then produce a portfolio that 1) provides evidence of your progress toward that project's objectives and 2) reflects the grading standard (A, B, or C) in your contract. To receive a C on each project, **you must submit a signed Grading Contract** and **complete all Essential Elements** in a timely manner. Each project has a corresponding D2L folder with more detailed information and resources. Your course grade will be based on the following:

Project 1:   *My assessment* of how well your portfolio demonstrates progress toward objectives from your Project 1 Grading Contract

Project 2:   *My assessment* of how well your portfolio demonstrates progress toward objectives from your Project 2 Grading Contract

Project 3:   *My assessment* of how well your portfolio demonstrates progress toward objectives from your Project 3 Grading Contract, *your teammates' assessment* of your contribution to the project, and *your classmates' assessment* of your workshop

Final project: *My assessment* of how well your final presentation demonstrates progress toward objectives from your Presentation Grading Contract and *your classmates' assessment* of your final presentation.

Each project accounts for 25% of your final grade, which will be calculated using a 4-point scale (like your GPA).

PROJECT STRUCTURE

Learning Objectives   You will set specific, measurable goals for each project that connect to course outcomes and support your career goals. They should be challenging, but manageable so you can measure progress by the end of each unit.

Project Standard   You choose the standard you will meet for each project (A, B, C). Each contract includes a set of **essential elements**, the minimum tasks you must complete to earn a C.

Essential Elements   All projects require students to sign a contract, engage and participate during class, complete essential readings, self-assessments, and learning activities, deliver a presentation/workshop, and produce a portfolio.

Custom Components   To earn a B or A on a project, select **custom components** from those listed in D2L based on your career interests and learning objectives.

Timeline: We'll progress through the project units in the sequence below:

PROJECT	Sep 4	Sep 11	Sep 18	Sep 25	Oct 2	Oct 9	Oct 16	Oct 23	Oct 30	Nov 6	Nov 13	Nov 20	Nov 27	Dec 4	Dec 11	Finals Week
1: Connection				← Portfolio 1 Due												
2: Influence						← Portfolio 2 Due										
3: Collaboration												← Portfolio 3 Due				
F: Presentation	Presentation 1 → Peer Reviews				Presentation 2 → Peer Reviews					Workshops					Final	

PROJECT SUMMARIES

Below is a generic outline of the course. A more detailed overview can be downloaded on the course calendar page in D2L.

Project 1: Connection   **September**

This project aims to develop skills related to making interpersonal connections and expanding your professional network.

Activities: *Networking Event* & *Informational Interview*   **Submissions:** *Grading Contract, Progress Portfolio*

Project 2: Influence   **October**

This project aims to develop your ability to influence decisions with skills like anticipating audience needs, emphasizing benefits, and demonstrating value. The context for this unit is interviewing, but can be adapted to entrepreneurial interests.

Activities: *InterviewStream Reviews*, *Mock Interview*   **Submissions:** *Grading Contract, Progress Portfolio*

Project 3: Collaboration   **November**

This project aims to develop communication skills related to team collaboration, conflict management, and leadership.

Individual activities: *Case Study, Performance Evaluations*   **Submissions:** *Grading Contract, Progress Portfolio*

Team activities: *Workshop Planner, Design Pitch*   **Submissions:** *Team Charter, Workshop*

Final Project: Presentation   **December**

This semester-long project aims to develop your ability to coherently present your ideas and effectively engage your listeners.

Activities: *Two Presentations and Two Peer Reviews*   **Submissions:** *Grading Contract, Final Presentation*

WEEKLY SCHEDULE:				FINAL EXAM PERIOD:
Section 1:	MWF	11:00 am–11:50 am	CCC 214	Thursday, Dec. 21, 2:45 pm - 4:45 pm
Section 2:	MWF	12:00 pm–12:50 pm	CCC 214	Monday, Dec. 18, 10:15 am - 12:15 pm
Section 3:	MWF	1:00 pm–1:50 pm	CCC 214	Tuesday, Dec. 19, 12:30 pm - 2:30 pm

SBE EVENT ATTENDANCE

The School of Business & Economics offers a career-development series of speakers, discussions, workshops and field trips called SBE Events. Taking advantage of these learning opportunities outside the classroom helps you make the most of your time as a student and prepares you for a successful career. For this course, you must attend two official SBE Events. Those requirements are built into the projects for this course.

For this course, you must attend **two** official SBE Events. The first event must be incorporated into one of the first two projects before the mid-semester cut-off on **October 20**. If you attend extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester. If you do not attend extra events, you will need to incorporate one event into either the third or fourth project before **December 8**.

Watch your e-mail for the weekly SBE Update newsletter that contains announcements about specific dates for upcoming SBE Events. You can also visit the SBE Events web site (http://business.uwsp.edu/events) for announcements of upcoming SBE Events and follow them on Facebook (UWSP School of Business & Economics) or Twitter (@UWSPBusiness).

When you attend an event, please sign in with your Point Card. An email will automatically be sent to you confirming your attendance. It will also be updated on the SBE Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events. After the midterm and at the end of this semester's events, I will receive reports confirming your attendance. You do not need to do anything else.

NOTE: If you have multiple courses with SBE Events requirements, it is your responsibility to ensure you attend enough events for each course. If you have not attended enough events to cover all your courses, your attendance will be allocated to your courses in alpha-numeric order.

PROJECT TEAMS

You will be assigned to project teams that create a combination of student traits that supports the overall theme of the unit.

Project	Selection Method
Project 1: Connecting	Teams created in class based on major area/career interests
Project 2: Influencing	Teams created in class based on interviewing experience (or entrepreneurial interests)
Project 3: Collaborating	Teams assigned by professor before unit

SOURCE DOCUMENTATION STYLE

All written assignments are to follow the American Psychological Association (APA) style guidelines for documentation, grammar, spelling, and punctuation. Documentation that does not incorporate APA style formatting will be returned. Use the *Publication manual of The American Psychological Association* (6th ed.) for all writing projects you do for this class.

PERMISSION TO USE YOUR WORK

I may wish to use a sample of your work or some of the feedback you share with me in future teaching or research activities or projects. Examples might include showing students an example of a well-done assignment or discussing teaching techniques at a conference. No examples will reveal your identity. If you prefer not to have your work included in any future projects of mine, please send me an e-mail indicating that you are opting out of this request. Otherwise, your participation in the class will be taken as consent to have portions of your work or feedback anonymously used for teaching or research purposes.

CHANGES TO COURSE POLICIES/TIMELINE

Please note that I reserve the right to make changes to this course syllabus as we progress through the semester; however, I will make every attempt to avoid doing so, and will consider it only under extraordinary circumstances. You will be notified during class of any changes that arise. Any changes made to the course work plan will be announced at least one week in advance.