

BUSINESS 301: ORAL COMMUNICATION FOR THE BUSINESS PROFESSIONAL

SPRING 2017 SYLLABUS

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

- George Bernard Shaw

Professor:

Mary Jae Kleckner, Ph.D.

Office phone: 715.346.2578

Office: CPS 418

Office hours:

M 2:00 – 3:00 pm

T-R 10:30 am – 12:00 pm

E-mail:

mary.kleckner@uwsp.edu

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.

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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. They demonstrate a lack of competency that will affect your contract grades.

2. Check D2L and your UW-SP email account regularly. Don't rely solely on the red notification dot in D2L – check Content each week for updated materials. Emails with a specific and current subject line and your section number will likely get faster responses. 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. You agree to meet specific expectations for each contract. If you choose to overlook them, expect your grade to drop below contract value. If you have questions, concerns about specific contract expectations, or want to make adjustments, we need to discuss those well 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 for you. If you need further 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. Unless we agree on a deadline extension at least 24 hours in advance, late penalties on portfolios are:

- submitted within 24 hours of deadline = lowered **one letter grade**.
- submitted 24-48 hours after deadline = lowered **two letter grades**.
- submitted 48+ hours after deadline = **F**

Scheduled in-class presentations cannot be postponed, but can be substituted with a video presentation if you ask 24 hours in advance. Presentations substituted less than 24 hours in advance will cause **one letter grade** to be deducted from the corresponding project; skipped presentations will cause **one letter grade** to be deducted from both the corresponding *and* Final Project.

Extensions and substitutions must be arranged at least 24 hours in advance; if you miss that opportunity, just submit what you can on time. Explain deficiencies and propose a plan for resolving them in your portfolio.

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

We will determine BUS 301 grades through project-based professional development contracts. You set the specific professional development objectives for the project and, to a certain extent, decide how you want to achieve them. You will then produce a project portfolio that provides evidence of your progress and reflects the standard (A, B, or C) established by your contract. Each project has its own D2L folder that provides detailed information about its activities, requirements, and resources.

Your course grade will be based on *my assessment* of your three project portfolios and *your classmates' assessment* of your final project. Each contract accounts for 25% of your final grade, which will be calculated using a 4-point scale (like your GPA).

PROJECT STRUCTURE

<i>Learning Objectives</i>	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.
<i>Project Standard</i>	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.
<i>Essential Elements</i>	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.
<i>Custom Components</i>	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.
<i>Timeline:</i>	We'll progress through the project units in the sequence below:

PROJECT	Jan 23	Jan 30	Feb 6	Feb 13	Feb 20	Feb 27	Mar 6	Mar 13	Mar 27	Apr 3	Apr 10	Apr 17	Apr 24	May 1	May 8	Finals Week
1– Connecting with Others	Portfolio Due								← Spring Break							
2– Promoting Yourself									Portfolio Due							
3– Collaborating in Teams									Portfolio Due							
4– Presenting Your Ideas	Prepare Presentation 1	P1	Complete P1 Reviews	P1 PR	Prepare P2	P2	Complete P2 Reviews	P2 PR	Prepare Team Workshop	Team WS	WS PR	Final Pitch				

PROJECT SUMMARIES

Project 1: Connecting with Others

Contract Due Jan. 30/31

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

Activities: *Networking Event:* Attend by Feb. 14

Informational Interview: Set up by Feb. 7, conduct by Feb. 14

Deliverables: *In-class Presentation:* Delivered Feb. 15/16

Portfolios/ Video Presentations: Due Feb. 20

Project 2: Promoting Yourself

Contract Due Feb. 27/28

This project aims to develop interviewing skills like storytelling, understanding the needs of your audience, and providing evidence.

Activities: *Interview Stream Reviews:* Collect by Mar. 14

Mock Interview: Submit by Mar. 2, Complete between Mar. 10-24

Deliverables: *In-class Presentation:* Delivered Mar. 15/16

Portfolios/ Video Presentations: Due Mar. 27

Project 3: Collaborating in Teams

Team & Individual Contracts Due Apr. 3/4

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

Activities: *Workshop Planner:* Produce by April 6

Design Pitch: Deliver in class April 12-13

Case Study: Prepare by April 17

Individual Performance Evaluations: Submit by Apr. 17, May 8

Deliverables: *Team Workshop:* Delivered week of May 1

Individual Portfolio: Due May 10

Project 4: Presenting Your Ideas

Contract Due Feb. 6/7

This project, which you will work on throughout the semester, aims to develop skills related to persuasion and public speaking.

Activities: *Final Evaluation Reflection & Rubric:*

Three Peer Reviews: Due Mar. 1/2, Apr. 12/13, and May 10/11

Deliverable: *Final Pitch:* Delivered during the final exam period

WEEKLY SCHEDULE:

Section 1: MW 12:35 pm–1:50 pm CCC 214

Section 2: TR 12:35 pm–1:50 pm CCC 214

Section 3: TR 2:00 pm–3:15 pm CCC 214

FINAL EXAM PERIOD:

Monday, May 15 10:15 am–12:15 pm

Monday, May 15 2:45 pm–4:45 pm

Tuesday, May 16 12:30 pm–2:30 pm



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 **March 10**. 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 **May 12**.

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

- Project 1: Connecting with Others
- Project 2: Promoting Yourself
- Project 3: Collaborating in Teams

Selection Method

- Teams created in class based on major area/career interests
- Teams assigned before unit based on interviewing experience
- Teams assigned before unit based on personality preferences

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.