



# COURSE SYLLABUS

Bus. 301 OL  
Oral Communication for the Business Professional  
Fall 2019 Online

## 1. COURSE INFORMATION

### 1.1. Instructor Information

<b>Instructor:</b>	Dr. Reed Stratton
<b>Office:</b>	CPS 409
<b>E Office Hours</b>	Tue. 7:00am-9:15am, Thurs. 7:00am-9:15am on <a href="https://uwsp.zoom.us/my/cps409">https://uwsp.zoom.us/my/cps409</a>
<b>Physical Office Hours:</b>	Mon. 12:00-1:45, Tue. 12:00-3:30, Wed. By Appointment
<b>Cell Phone:</b>	507-304-0223
<b>E-mail:</b>	Reed.stratton@uwsp.edu
<b>Expected Instructor Response Time:</b>	24 hours if contacted Monday-Friday 72 Hours if contacted Saturday, Sunday

### 1.2. Course Information

<b>Course Description:</b>	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 Portfolios applicable to business, including global situations.
<b>Credits:</b>	3
<b>Prerequisites:</b>	Bus. 325

### 1.3. Textbook & Course Materials

<b>Required Text:</b>	<i>The Harvard Business Review Guide to Persuasive Presentations</i>
<b>Recommended Texts:</b>	<a href="#">Handbook for Early Career Success</a>
<b>Other Readings:</b>	Supplemental readings posted on Canvas
<b>Other Required Materials / Applications:</b>	Computer, Tablet, or Smartphone Web Cam Microphone

### 1.4. Course Technology

<b>Course Website:</b>	<a href="https://uwstp.instructure.com/courses/198848">https://uwstp.instructure.com/courses/198848</a>
<b>Course Delivery:</b>	100% online (through Canvas)

## 2. LEARNING OUTCOMES

### 2.1. *SBE Mission*

The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.

The SBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation
- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

### 2.2. *Course Goals for professionalism and effective communication*

Most SBE courses achieve the SBE Mission through knowledge-based instruction. Those courses teach what you must know as a business professional and require demonstration of knowledge through exams and assignments. However, BUS 301 focuses more on the last two missions: professionalism and effective communication. BUS 301 is behavior-based, emphasizing what you can *do* more than what you *know*. These behaviors include:

- Conveying passion
- Relationship building
- Analyzing
- Storytelling
- Personal branding
- Pursuing intellectual curiosity
- Practicing humility
- Taking calculated risks
- Managing ambiguity
- Problem solving
- Strategizing
- Being self-aware
- Perspective taking (what others think)
- Empathizing (what others feel)
- Being open to differences

My goal is to provide an online community where you can be socially present with me and your classmates and build relationships. Such an environment is ideal for cultivating these often very personal soft skills. Aside from helping you serve organizations, I believe these skills can help you foster fulfilling personal connections and make you indispensable in your career.

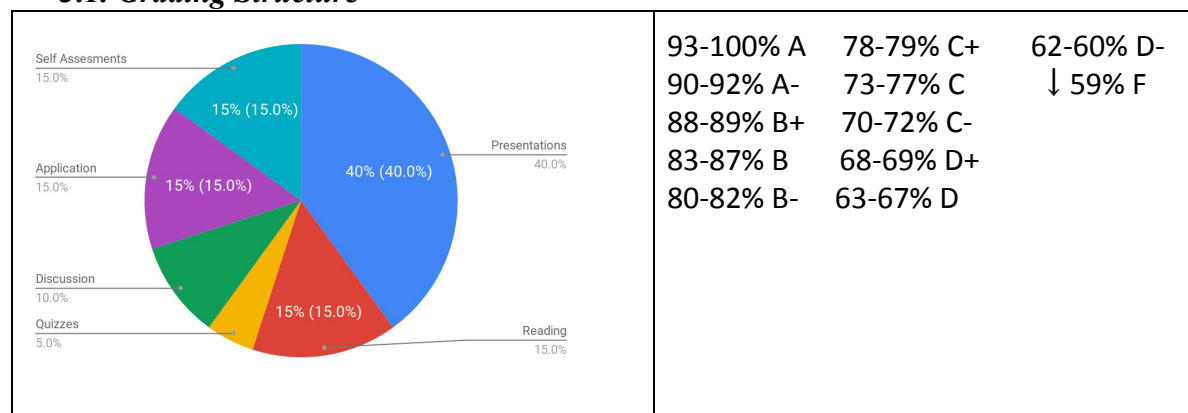
### 2.3. Course Learning Outcomes

Given my goal of emphasizing the above behaviors, by the end of this class, you will be able to...

- 1) build trust with valuable business connections through interpersonal communication strategies.
- 2) articulate your value to an organization to influence hiring, promotion, and buy-in.
- 3) explain the importance of storytelling as a strategic business tool and apply storytelling skills to connect with your audience on a human level
- 4) understand the [four steps](#) of persuasion and apply them to [influence](#) your audience
- 5) incorporate best practices for authentic, compelling, and confident business presentations
- 6) tailor presentations (formal and informal) to audience, purpose, context, and corporate culture in each communication situation.

## 3. GRADING

### 3.1. Grading Structure



## 4. COURSEWORK

### 4.1. Presentations (40% of grade)

The [NACE Jobs Outlook 2019](#) indicates that employers consider oral presentation skills **above essential** when hiring. The best way to build your oral presentation skills is frequent presentations in front of your classmates and me in which you challenge yourself to leave your comfort zone.

You'll deliver four oral presentations this semester. All four will be live online using [zoom video conferencing](#), so you will all have to be signed on to Canvas at once four times this semester. We will determine the four presentation days using a Doodle poll early in the semester. You'll be required to "attend" the entirety of all four sessions even when you're not presenting. Your attendance for all of the sessions will be graded pass/fail as part of your presentation grade.

#### ***4.2. Reading Responses (15% of grade)***

We'll be reading several seminal articles this semester about skills like persuasion, authenticity, storytelling, inquiry, empathy, and intercultural communication, and I want you to find them relevant to your goals and the way you communicate, to essentially see yourself in the ideas.

Therefore, I'll be asking you to write some responses this semester, which will be graded using [this rubric](#). The rubric is designed to push you out of the lower levels of thinking which involve simple memorization and regurgitation where ideas are not retained and into the more complex thinking of applying those ideas to your past life or future goals. After all, you're paying a lot of money to hear these ideas, you might as well keep them in your mind after the class finishes and as you move forward academically, personally, and professionally.

#### ***4.3. Original Posts and Discussion Responses (15% of grade)***

##### *Original Posts*

You're required to use **video discussion posts**, thinking of each post as a mini, practice oral presentation. Presenting on video also prepares you for a marketplace where online presentations commonplace to cut travel costs.

To record videos, you can use a platform such as You Tube or Windows Media Player, but you also have access to Kaltura; Kaltura is integrated with Canvas and allows you to record and upload posts from the discussion board. Please read this [tutorial for embedding Kaltura media in a Canvas course](#) for instructions.

Original posts will be graded for

##### *Delivery*

- Organization
- Credibility
- Authenticity

##### *Content*

- Examples & Evidence
- Engagement with others (response)
- Application of Concepts

##### *Discussion Responses*

You're encouraged to respond with video, but written text is okay too. You're required to respond to at least one of your classmates for each discussion board. Your response should deepen your classmate's insights, contributing a new perspective to them, an application from your personal life, and/or some kind of constructive challenge to his/her thinking.

For most of the discussion questions, you'll be divided into discussion groups of five or six students, so you can delve more deeply into the thinking of a few classmates without needing to focus on the entire class.

#### ***4.4. Self Assessments (15% of grade)***

[Self Awareness](#) is crucial for impactful communication, yet many employers find it lacking in their future and current employees. This semester, you'll be completing reflection projects that get you thinking about your values, passions, aspirations, reactions to others, and impacts on others (Eurich, 2018). Because most of these projects are focusing on learning about yourself as a professional and as a communicator, they will largely be graded pass/fail.

#### ***4.5. Application Projects (15%)***

The disadvantage of an online class is that we don't get to do projects together in the classroom. However, that doesn't mean you can't take "field trips" and doing experimental projects on your own in whatever setting you're taking the course. Since, I can't physically see whether you've accomplished each project, you'll be graded for this area on the reflections on each project that you submit to Canvas. Again, because the goal here is to take risks, experiment, and learn about yourself in the process, these projects will be graded on a pass/fail basis.

#### ***4.6. Quizzes (5% of grade)***

Though a small portion of your grade, quizzes will ensure you're staying connected with the content because falling behind is the most common reason for poor performance in online courses, and I want you to succeed. A large portion of this grade will come from brief comprehension questions that pop up during video lectures. You'll need to choose the correct answer to continue watching the lecture and progressing in the course.

## **COURSE POLICIES**

#### ***4.7. Late Work***

In the marketplace, completing written and oral reports on time makes you a valuable contributor, and it helps convince your organization you're indispensable. On-time submission can increase your odds for promotions and leadership roles because it builds trust, a crucial human need.

I'm strict about deadlines because I want the people who'll make decisions about your livelihood to trust that you're reliable. Therefore, I want you to practice but submitting your assignment for me on time. Assignments must be submitted to the Canvas drop box by the dates and times on the [Canvas Calendar](#). Canvas will track late submissions, and automatically reduce late submissions in this way:

- Submitted up to 24 hours after deadline= 5% reduction in grade
- Submitted 24-48 hours after deadline= 10% reduction in grade
- Submitted 48-72 hours after deadline= 15% reduction in grade
- Submitted 72-96 hours after deadline= 20% reduction in grade
- Submitted 96 hours or more after deadline= automatic 55% (F)

I may grant extensions but only if asked **at least 24 hours before** the deadline.

#### **4.8. Missing Work**

An assignment submitted more than 96 hours after the due date, not submitted at all, or not submitted properly per my requests will be considered missing. I will rarely grant extensions, but I do encourage you to discuss the possibilities with me in extreme circumstances **at least 24 hours before** the deadline.

#### **4.9. Plagiarism and Academic Honesty**

You must use appropriate conventions for referencing words and ideas that are not your own (MLA, APA, Chicago). Representation of the thoughts or words of someone else as your own is *plagiarism*. UWSP takes it seriously. Plagiarism may result in failure, suspension, or even expulsion. As your instructor, I will comply with university policy and report purposeful plagiarism. If you are struggling with citation, see me or the campus writing center. We can discuss the problem and help you overcome it.

#### **4.10. Discriminatory Conduct**

Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.

## **5. SCHEDULE**

### **5.1. Time Commitment**

Expect to commit at least **five** hours per week to this course.

- You'll spend about 2 ½ of those hours logged in to Canvas watching lectures, posting discussion boards, and completing activities.
- You'll spend another 2 ½ hours completing work for the class such as preparing for presentations, taking field trips, and reading on your own though you may not be logged into Canvas during that time.

## ***5.2. Dates and Deadlines***

See the Canvas online calendar for all important dates and deadlines in this course.

## **6. OTHER ADMINISTRATIVE DETAILS**

### ***6.1. ADA / Equal Access for Students with Disabilities***

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, see: <https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx>

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.

The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. The Disability and Assistive Technology Center is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365 or visit:

<https://www.uwsp.edu/datc/Pages/default.aspx>

### ***6.2. Help Resources***

The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 018 Albertson Hall. For more information, call 715-346-3568 or visit: <https://www.uwsp.edu/tlc/Pages/default.aspx>

If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715-346-4646 or visit: <http://www.uwsp.edu/stuhealth/Pages/default.aspx>

The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit:

<http://www.uwsp.edu/counseling/Pages/default.aspx>

In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students. For more additional information, please go to

<http://www.uwsp.edu/dos/Pages/default.aspx>

### **6.3. University Drop Policy**

You are expected to complete the courses for which you register. If you decide you do not want to take a course, you must follow the procedures established by the university to officially drop the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at the end of the semester. A link to the university's drop policy can be found at:

[https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal\\_Procedures](https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures)

## **7. REFERENCES**

Eurich, T. (2018, Jan. 4). What self-awareness really is. *Harvard Business Review*. Retrieved from <https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it>