BUSINESS 301: ORAL COMMUNICATION FOR THE BUSINESS PROFESSIONAL

FALL 2018 SYLLABUS

Professor:
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COURSE DESCRIPTION: My objective as a professor is to help expand your level of comfort and consciousness in professional oral/interpersonal communication. We will work through both applied and reflective assignments to improve your ability to connect, influence, collaborate and speak with others. I also aim for students to become more self-aware of their communication habits, so their oral and interpersonal communication can become more deliberate

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 incorporate diverse perspectives into communication
- Develop credible, engaging messages that appeal to audience interests and earn 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 networking and interview conversations.
- Describe objectives, procedures, and situations accurately and precisely
- Apply tactful and effective conflict management techniques
- Promote participation and productivity in team projects and meetings
- Deliver accurate and effective feedback

COURSE MATERIALS:

Required Rental Bundle:

HBR Guide to Networking from Harvard Business Review Press, 2012.

HBR's 10 Must Reads on Communication by Robert B. Cialdini, Nick Morgan, & Deborah Tannen. Harvard Business Review Press, 2013.

Managing Teams from Harvard Business Review Press, 2010.

Giving Effective Feedback from Harvard Business Review Press, 2014.

HBR Guide to Persuasive Presentations by Nancy Duarte. Harvard Business Review Press, 2012.

Required Purchase:

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

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. Class engagement is also part of your grading contract for each project. Whispering to your neighbor, typing on a mobile device, and working on unrelated schoolwork during class are disrespectful and distracting behaviors and indicate a communication skill deficiency. If I notice them more than twice within a single class session, I will mark you absent from that class. Missing more than 2 classes during a project will lower that project grade a half letter for each additional absence. If possible, contact me before missing class.

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

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 project 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 the course seems too challenging or not challenging enough, speak with me about ways to add value. 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 Project Workplans. Work that is incomplete or underdeveloped will not receive full credit. Complete all activities and submissions *as instructed* or make alternative arrangements in advance.

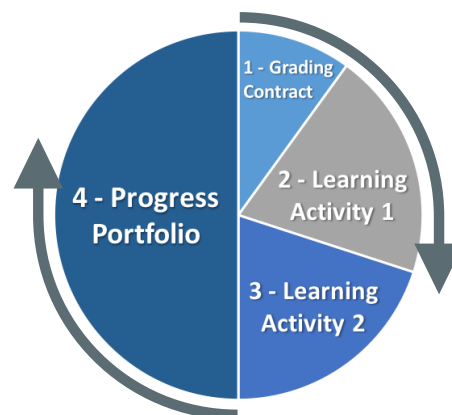Below are the penalties for late work:

- **Grading Contract forms** submitted after the deadline require conference with professor during office hours to discuss project objectives in person.
- **Essential Activities** completed after the portfolio deadline will not receive feedback or credit.
- **In-class presentations** cannot be delivered after the scheduled date.
- **Video Presentations** submitted as the wrong file type or after the portfolio deadline cannot earn peer review credit.
- **Presentation peer reviews** that have not been completed *before* the next presentation cannot receive credit.
- **Project Portfolios** submitted after the deadline will receive whatever grading standard they meet, with no written feedback or revision opportunities.

For more information, review UW-Stevens Point's Rights and Responsibilities document.

COURSE ASSESSMENTS

BUS 301 uses contract-based grading. *You* set learning objectives for specific skills *you* want to develop. Then as you progress through the project, compile a portfolio that 1) provides evidence of your progress toward that project's objectives and 2) meets the deadlines and content criteria for the grading standard (A, B, or C) in your contract.

Your course grade will be calculated by taking the average of your project scores, much like your GPA (A = 4, B = 3, C = 2).

Circular diagram: 1 - Grading Contract, 2 - Learning Activity 1, 3 - Learning Activity 2, 4 - Progress Portfolio

PROJECT STRUCTURE

Grading Contract Set specific, measurable objectives for each project that connect to course outcomes and support your career goals. Choose the grading standard you will meet for each project (A, B, C).

Essential Elements Complete each project's **Essential Elements** to earn a **C**: Participate in class and complete all assigned readings, self-assessments, and learning activities.

Custom Components Supplement Essential Elements with 5-10 **Custom Components** (listed in Canvas) to earn a **B or A**. Use those materials to prepare for learning activities, then incorporate them into the reflective statements in your portfolio.

Progress Portfolio Download a template for your grading standard, then add reflective content as you progress through the project.

We will progress through the project units in the sequence below:

PROJECT	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Finals Week
1: Connecting					← Portfolio 1 due											
2: Persuading									← Portfolio 2 due							
3: Collaborating																Portfolio 3 due
Public Speaking		Presentation 1 →Peer Reviews			Presentation 2 → Peer Reviews							Design Pitch	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 Canvas.

Project 1: Connecting   **Weeks 1-4**
- 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: Persuading   **Weeks 5-9**
- aims to develop your ability to influence decisions with skills like anticipating audience needs, emphasizing benefits, and demonstrating value in the context of job interviews; can be applied to entrepreneurial interests or career advancement as well.
Activities: *"Big Interview" Reviews* & *Mock Interview*   **Submissions:** *Grading Contract* & *Progress Portfolio*

Project 3: Collaborating   **Weeks 10-15**
- aims to develop communication skills related to team collaboration, conflict management, and leadership.
Individual activities: *Case Study* & *Performance Evaluations*   **Individual submissions:** *Grading Contract* & *Progress Portfolio*
Team activities: *Design Pitch* & *In-class Performance Review*   **Team submissions:** *Team Charter* & *Workshop Planner*

Public Speaking Project   **Weeks 5, 9, 14, 15**
- aims to develop public speaking and presentation skills throughout the entire course. Each student presents twice as an individual (once in class, once on video), presents twice with a team (one informal, one formal), and completes two peer reviews.
Projects 1 & 2*: *Individual in-class and greenscreen presentation*   **Submission:** *Slidedeck (in-class) and MP4 file (greenscreen)*
                     Presentation Peer Reviews   **Create:** *Googledoc in Shared Peer Review folder*
Project 3: *Deign Pitch, Development Workshop*   **Submissions:** *Pitch and Workshop Slidedecks*

*If you complete Toastmaster's SpeechCraft, you do NOT need to complete presentations and peer reviews for Projects 1 & 2. Speechcraft meets in CCC 126 from 5:30 to 6:30 on the following Wednesdays: Oct. 3, 17, 31; Nov. 14, 28; Dec. 12

WEEKLY SCHEDULE: FINAL EXAM PERIOD:

Section 2: MWF 11:00 am–11:50 am   CCC 214   Tuesday, December 18, 10:15 am–12:15 pm
Section 3: MWF 12:00 pm–12:50 pm   CCC 214   Wednesday, December 19, 2:45–4:45 pm
Section 4: MWF 1:00 pm–1:50 pm   CCC 214   Thursday, December 20, 8:00 – 10:00 am

PROFESSIONAL POINTER EVENTS (FORMERLY SBE EVENTS) FALL 2018

Several UWSP departments and programs, including the School of Business & Economics, sponsor Professional Pointer Events (or Pro Events). Pro Events connect you to:

- Campus (e.g., academic coaching, student clubs)
- Community (e.g., Rotary, Business Council)
- Careers (e.g., internships, networking)

As an SBE student, you will be able to choose from a wide variety of speakers, workshops and special events. With over 300 events per year on the Pro Events calendar, you will have significant flexibility in selecting your events. Whatever you choose, Pro Events will help you to make the most out of your time as a student and to prepare for transitioning into a successful career. Visit the Pro Events web site (proevents.uwsp.edu) for announcements of upcoming events. You can also follow us on social media:

- Facebook: UWSP School of Business & Economics
- Twitter: @UWSPBusiness

For this course, you must attend two official Pro Events. One event must be before the mid-semester cut-off of Oct. 19; a second event must be before the end-of-semester cut-off (Dec. 14). If you go to extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester. Typically, when you attend an event, you will sign in with your Point Card and receive your Events credit. Occasionally, there are events requiring that you take along an Events Attendance form and obtain a signature at the event; events requiring an Events Attendance form will be clearly labeled and the form will be available online.

Attendance at Pro Events will be confirmed with automatic emails to you and updated on the Pro Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events. If you have a question about Pro Events attendance, please email proevents@uwsp.edu. After the mid-semester and end-of-semester cut-offs, a Pro Events coordinator 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.

FRIDAY CLASSES

In this course, the structure of Friday classes varies. Some Fridays are *open*: You can use that time to complete interviews and other learning activities. Friday classes that will not meet face to face are scheduled on the following Fridays:

Open Fridays: **September 21** **October 5, 12, 19** **November 2** **December 14**

Other Fridays are *face-to-face*: You will participate in skill development workshops with visiting professionals. Therefore, plan to attend class on the following Fridays:

Face-to-face Fridays: **September 7, 14, 28** **October 26** **December 7**

Fridays during Project 3 are *collaborative*. Plan to conduct team meetings during class time on the following Fridays:

Team meeting Fridays: **November 9, 16, 30**

NOTE: These are <u>NOT</u> days off. Do not tell your employer you can be scheduled to work during class time on Fridays.

PROJECT TEAMS

Depending on the project, you will be assigned to teams based on major area/career interests, professional experience, or personality type. My goal is to create a combination of student traits that supports the overall theme of the unit.

SOURCE DOCUMENTATION STYLE

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

PERMISSION TO USE YOUR WORK

I may wish to use a sample of your work in future teaching or research activities. No examples will reveal your identity. If you prefer <u>not</u> to have samples of your work shared, send me an e-mail opting out of this request. Otherwise, your participation in the class will be taken as consent to have portions of your work used anonymously 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.