

# CNMT 410 – *Professional IT Communication (WE)*

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## **Course Description:**

Throughout this course, you will be introduced to a number of professional communication strategies, tools, and concepts. You will learn to tell your story and create effective resumes, cover letters, and online portfolios. You'll also learn the most effective interviewing strategies, which you'll get to practice in a mock interview. By the end of the semester, you will feel ready to enter the professional job market. You will also be exposed to concepts, theories, and strategies to make you not only a more effective communicator, but a more engaged and resilient professional.

**Class Meets:** Mondays and Wednesdays 12:00-1:50 PM

**Location:** SCI A210

**Instructor:** David Chrisinger

**Office:** CCC 471 **Phone:** 715-346-3979 **Email:** [dchrisin@uwsp.edu](mailto:dchrisin@uwsp.edu)

**Regular Office Hours:** Immediately following class (and by appointment)

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## **Objectives:**

During this course, you will:

- Develop skills in preparing job search documents and negotiating their use in interviews and networking opportunities;
- Develop strategies for thinking critically about ethical and legal considerations and adapting various communication strategies as needed;
- Demonstrate competency in assessing diverse audience needs and adapting message, style, supporting visual evidence, and technological choices appropriately;
- Learn concepts, theories, and strategies related to emotional intelligence and resiliency; and
- Refine oral presentation skills.

## **Writing Emphasis:**

This course meets Writing Emphasis goals in several ways. Specifically, you will be given the opportunity to:

- Experience the intricacies of discipline-specific writing;
- Reflect on the demands of the 21<sup>st</sup> century professional employee and existing strategies to lead a more purposeful work life;
- Demonstrate written communication skills through critique of discipline-specific writings; and
- Improve your writing using multiple drafts, self-evaluation, peer-review sessions, and individual conferences with the instructor.

## **Class Time and Preparation:**

We will use class time in a variety of ways, including (but not limited to):

- Brief lectures, demonstrations, and videos;
- Tutorials; and
- Individual and group work time.

Please always have a copy of your current project with you to facilitate work time that may be available to you.

## **Due Dates and Late Assignments:**

For each assignment, you will be given a due date. Assignments are always due at 11:30 PM on their respective due dates. You will upload all finished assignments to D2L. I will **not** accept assignments that are emailed to me.

Late assignments will be reduced by 5 percent each day they are late.

We will have in-class assignments, and these may only be made up if your absence was due to documented illness, approved university activity, or family emergency. You should talk to your instructor as soon as practical to make arrangements.

I recommend that you start working on assignments as soon as possible after they have been assigned. Starting early greatly increases your odds of completing the project to your satisfaction. Please call, email, or see me as soon as possible—**before the due date**—with any questions or concerns about an assignment.

## **Attendance Policy:**

This course is both an intense and rewarding experience. I do not award points for your physical presence, but I do expect your active participation in every class. **Lack of thoughtful participation may hurt your chances of earning the grade you desire.**

## Grading Rubrics:

I don't use them. Elaborate rubrics that are used to judge students' performance are no different than standardized tests. The point is to break down something—a piece of writing, for example—into its parts so that teachers can rate each of them. This assumes that it's both possible and desirable for all readers to arrive at the same number for each criterion. Rubrics are borne of a demand to quantify and an impulse to simplify, with the unintended consequence of standardizing writers.

I'm not interested in measuring the number of facts I can cram into your short-term memories. It's much more important to me that you learn how to immerse yourself intellectually in this new material and make sense of things so that you can apply what we discuss in your professional life after college. In my course, you will exhibit your mastery—or lack thereof—of this new material by *doing* something; that is, by preparing the documents you'll need to start your professional career. And I won't be using a rubric to determine whether you did so "correctly."

## Grading Scale:

Grade Earned	Points Earned	Percentage Earned	Interpretation
A	950-1,000	95-100	<i>Mastery of concepts; can apply concepts to new situations; above standards for writing</i>
A-	900-949	90-94	
B+	860-899	86-89	<i>Solid understanding of concepts; strong foundation for future work; meets standards for writing</i>
B	820-859	82-85	
B-	790-819	79-81	
C+	760-789	76-78	<i>Acceptable understanding of concepts; questionable foundation for future work; approaching standards for writing</i>
C	720-759	72-75	
C-	690-719	69-71	
D+	660-689	66-68	<i>Doubtful understanding; weak foundation for future work; below standards for writing</i>
D	630-659	63-65	
D-	600-629	60-62	
F	< 600	< 60	<i>Demonstrably failed to demonstrate understanding of key concepts; unacceptable level of writing</i>

**Academic Integrity:**

Academic dishonesty of any kind will not be tolerated. If you have any questions about what constitutes academic misconduct, please ask me or consult your university handbook.

Student Academic Standards and Disciplinary Procedures (UWS/UWSP Chapter 14) are available at: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>