

MGT 3810

Business & Professional Communication

Professor: Dr. Phillips
E-Mail: aaron.phillips@eccles.utah.edu
Phone: 801-581-5144
Office: SFEBB 4167
Office Hours: by appt. (available often)

PURPOSE

Business & Professional Communication is an advanced communication course focused on public speaking and writing. The purpose of this course is to blend communication theory with intensive skill building to help students improve their ability to communicate successfully in the business world.

LEARNING OBJECTIVES

- To increase your awareness of your strengths and weaknesses as a communicator.
- To enhance your proficiency as a communicator, regardless of current skill level.
- To improve your ability to help others evaluate and develop their communication effectiveness.
- To increase your ability to speak and write effectively in a business context.
- To help you engage in meaningful self-analysis by examining video of presentations, processing feedback, and undertaking substantive revision.
- To help you build a career management portfolio including a résumé and cover letter.
- To further your networking and interviewing skills.

REQUIRED READING

Analytical thinking and integration are important elements of the educational process. To maximize your learning, you are expected to read and process materials on your own as well as in class.

- Required: All required readings will be in Canvas.
- Recommended: Christine A. Hult and Thomas Huckin, *The Brief New Century Handbook (any edition)*

STUDENT ABSENCES

If you are involved in an official University activity, you must deliver documentation of this participation to me, preferably before the absence but in no event later than one week after the absence (Student Code, PPM 9-7 Sec 15).

Otherwise, you are allowed one absence from the course. Each subsequent absence will result in a deduction from your participation points.

LATE WORK

I accept late work, but penalize it at the rate of 15% off the total possible points per day, including weekends. In-class work such as quizzes and discussions cannot be made up in the event of an absence, as the classroom dynamic cannot be duplicated elsewhere. I do not offer extra credit.

THE AMERICANS WITH DISABILITIES ACT

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services (<http://disability.utah.edu/>) 160 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

ACADEMIC BEHAVIOR

University of Utah General Statement on Scholastic Behavior

All students are expected to uphold standards of academic honesty. Failure to do so (plagiarism, cheating, etc.) may result in failure of the assignment, failure of or expulsion from the class, or expulsion from the University.

According to the “Code of Student Rights and Responsibilities,” Section 1 General Provisions and Definitions, “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

David Eccles School of Business: Statement of Professional & Ethical Conduct

Because of the importance of professional and ethical behavior in business, and its emphasis in our program, professional or academic misconduct is not tolerated in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities (Policy 6-400). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this sanction, the instructor may refer the case to the Student Behavior Committee for hearing.

If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the

incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

David Eccles School of Business Statement of Grading Policy

Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course to allow students to capitalize on strengths and work to improve weaknesses through future courses of action. The DESB grading policy is intended to ensure grades offer reliable feedback regarding student performance, and to ensure fairness and consistency across the School. The faculty member is responsible for arriving at a grade for each student that the faculty member believes appropriately reflects the student's mastery of the course material and learning objectives. The faculty member will then consider the class' overall performance in terms of School guidelines. These guidelines are provided to ensure that grading, on average for the School as a whole, is sustained at a reasonable level over time. The guidelines are as follows:

COURSE LEVEL	GUIDELINE
1000-2000	2.4-2.8
3000-3990	2.6-3.0
4000-5990	2.8-3.2
6000-6990	3.1-3.5

If students have a concern about their grade in a particular course, they should consider whether it reflects an accurate evaluation of their mastery of the course material and learning objectives, in terms of the above descriptors. If they need clarification of the instructor's evaluation, they should meet with the instructor to obtain additional information and feedback. If after doing so, they believe their grade was arrived at in an inappropriate manner, they may pursue an appeal through the School's appeals process as described in Section 5.15 of the University of Utah Code of Student Rights and Responsibilities (Policy 6-400)

GRADING POLICY

A - Excellent Performance/Superior Achievement

An A student is one who understands the content and learning objectives thoroughly, completely, and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams, and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.

B - Good Performance/Substantial Achievement

A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams, and class projects, and will have participated constructively in class discussion. A B student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.

C - Standard Performance and Achievement

A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.

D - Substandard Performance/Marginal Achievement

A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future endeavor. A D student will not have completed all assignments in a satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.

E - Unsatisfactory Performance and Achievement

An E student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An E student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An E student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.

COMMUNICATING WITH PROFESSOR

Although in-person meetings are often a great way to discuss the course (and I encourage them), Email is a convenient and quick way to communicate about this course. Address mail to my Canvas email account and/or aaron.phillips@eccles.utah.edu. I will try to answer questions within 24 hours or so between Monday and Friday. Responses may take longer if you ask a question via email on a weekend or holiday.

Compose messages in a professional and clear manner. Include a salutation, sign-off, indicative subject line, etc. See this [helpful link](http://www.businessemail etiquette.com/business-email-etiquette-basics/) on etiquette in business emails: <http://www.businessemail etiquette.com/business-email-etiquette-basics/>

If you experience problems with the course, it's best to communicate as soon as possible rather than waiting until you have missed assignments or your course participation has been adversely affected. I'm available to meet in person during office hours or by appointment as well as by email.

ASSIGNMENTS

See the course's Canvas site for detailed assignment descriptions. Assignments may be added/deleted as the course unfolds to ensure we meet learning objectives.

COURSE SCHEDULE

This schedule is subject to change. Make sure to pay attention in Canvas (especially announcements) for changes.

WEEK 1 August 21-27

Topics: Defining communication; analyzing your communication style

Videos: Professor introductions: Phillips, Cañas, and Cummings

Assignment: Communication assessment

WEEK 2 August 28-September 3

Topics: Rhetoric and persuasion, audience analysis

Videos: 1) Aristotle's three means of persuasion 2) Audience 3) Pathos 4) Five truths of storytelling

Assignment: Short speaking assignment 1

WEEK 3 September 5-10

Topics: Constructing effective positive messages; Writing as a process

Reading: Chapter 6 (Positive Messages)

Videos: 1) ODE to writing 2) Planning 3) Drafting 4) Drafting Sentences 5) Revising 6) Writing as a process 7) Sentence fragments 8) Modifiers 9) Comma placement 10) Apostrophes 11) Comma splices 12) (Mis)spelling

Assignment: Quiz 1

WEEK 4 September 11-17

Topic: Developing a professional writing style

Videos: 1) Persuasion 2) Persuasive writing 3) Email 4) Letters 5) Memos 6) Writing for mobile audiences

Assignment: Positive message

WEEK 5 September 18-24

Topic: Refining your public speaking delivery

Videos: 1) Delivery & self-presentation 2) Body language (all videos)

Assignment: Short speaking assignment 2 outline

WEEK 6

September 25-October 1

Topic: Refining your public speaking delivery

Videos: 1) Managing public speaking anxiety (all videos) 2) Dynamic visual presentations

Assignment: Short speaking assignment 2

WEEK 7

October 2-8

Topic: Constructing effective negative messages

Reading: Chapter 7 (Negative Messages)

Videos: 1) Direct Quotations 2) Review week 3 and 4 videos

Assignment: Quiz 2

Week 8 (October 9-15): Fall Break (*ideas: Bennion Center service breaks: asb.utah.edu or campusrec.utah.edu: outdoor adventures*)

WEEK 9

October 16-22

Topic: Constructing effective negative messages

Reading: Review Chapter 7

Assignment: Negative message

WEEK 10

October 23-29

Topic: Business Presentations

Reading: Chapter 12 (Business Presentations)

Videos: 1) Introductions and conclusions 2) Logos

Assignment: Pitch or ambassador speech outline

WEEK 11

October 30-November 5

Topic: Delivering a successful business presentation

Assignment: Pitch or ambassador speech

WEEK 12

November 6-12

Topic: The job search

Reading: Chapter 13 (The Job Search and Résumés in the Digital Age)

Videos: Résumés and cover letters

Assignment: Career visualization exercise

WEEK 13 **November 13-19**

Topic: Formatting and writing a winning résumé

Reading: Review chapter 13

Assignment: Résumé

Videos for this week: Dynamic Visual Presentations Videos for this week: Interviewing: Presenting a Professional Image (Part 1) and Anticipating Questions and Giving Compelling Responses (Part 2)

WEEK 14 **November 20-22 (Thanksgiving Break November 23-26)**

Topic: Winning the interviewing game

Videos: 1) Review Dynamic visual presentations 2) Interviewing: presenting a professional image (Part 1)
3) Anticipating questions and giving compelling responses (Part 2)

Assignment: Talking about your job (recorded speech)

WEEK 15 **November 27-December 1**

Topic: Winning the interviewing game

Reading: Chapter 14 (Interviewing and Following Up)

Videos: 1) LinkedIn Basics 2) Connect, engage, be found

Assignment: Peer review of mock interview/professional value proposition first draft

WEEK 16 **December 4-7**

Topic: Revising your mock interview/professional value proposition

Assignment: Final draft of Mock interview/professional value proposition