



LAM FAMILY  
COLLEGE *of* BUSINESS  
SAN FRANCISCO STATE UNIVERSITY

**San Francisco State University**  
Lam Family College of Business  
Undergraduate Curriculum Committee

**BUS 300GW – Business Communication for Professionals**  
Undergraduate Curriculum Committee Course Review

## SFSU Lam Family College of Business

### Undergraduate Curriculum Committee

#### Course Review: BUS 300GW – Business Communication for Professionals

14 February, 2020

##### 1. Course Description

Written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals. The course outline approved in 2012 is in Appendix A.

##### 2. Identify the prerequisites for this course.

GE Area A2, i.e., ENG 114 or equivalent.

##### 3. Learning Goals

BUS 300 primarily addresses PLO 2:

2. Students demonstrate effective communication skills.

- a. Students will create well-written documents on a business topic;
- b. Students will deliver an effective oral presentation on a business topic.

The focus of the course is on oral and written communication. As a GWAR class, significant attention is paid in-class to writing and good writing habits such as revising. At least 60% of the course grade must be based on writing. All instructors include some form of oral presentation in their classes.

##### 4. Assessment Results and Course Improvements

Assessment for written and oral communication is done every semester using the rubrics in Appendix B. Each outcome is measured along 4 traits:

- Written communication: Content, Organization and development of ideas, Language appropriateness, Grammar
- Oral communication: Content, Organization, Supporting materials, Delivery skills

For ease of exposition, Figure 1 shows the results for Written Communication aggregated across the 4 traits for Fall 2013 – Spring 2019, Figure 2 those for Oral Communication.<sup>1</sup> Raw assessment data are given in Appendix C.

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<sup>1</sup> Results for Fall 2019 have not yet been tabulated.

In both cases, the results show a relatively steady pattern of students falling in the Unacceptable, Acceptable, and Exemplary categories. The noise in the data can be attributed to the different instructors (and numbers of instructors) doing assessment each semester.

As the assessment has been largely in-line with UCC expectations, no systematic changes have been made to the course. There is ongoing exchange of ideas and assignments across instructors, with most instructors having adopted ZCCM. As part of an AB 798 grant in AY 2019/20, we are creating a curated set of readings and assignments to further improve the course.

In response to the student survey conducted as part of the Task Force on the Future of Undergraduate Business Education, as well as the First-Year-Experience work being done at the university-level, we have developed:

- BUS 216 (Foundations in Business Communications): a writing-intensive Area E course, intended to be taken in a student’s second semester and to introduce students to the field of business and to business writing. This class was first offered (1 section) in Fall 2019. In Spring 2020, we are offering 6 sections.
- BUS 400 (Professional Communication for the Global Workplace): follow-on course to BUS 300 give students more depth in business communications. This course serves as an approved course for General Business majors and therefore serves the additional function of improving course selection for these students. In Spring 2020, we are offering one section.

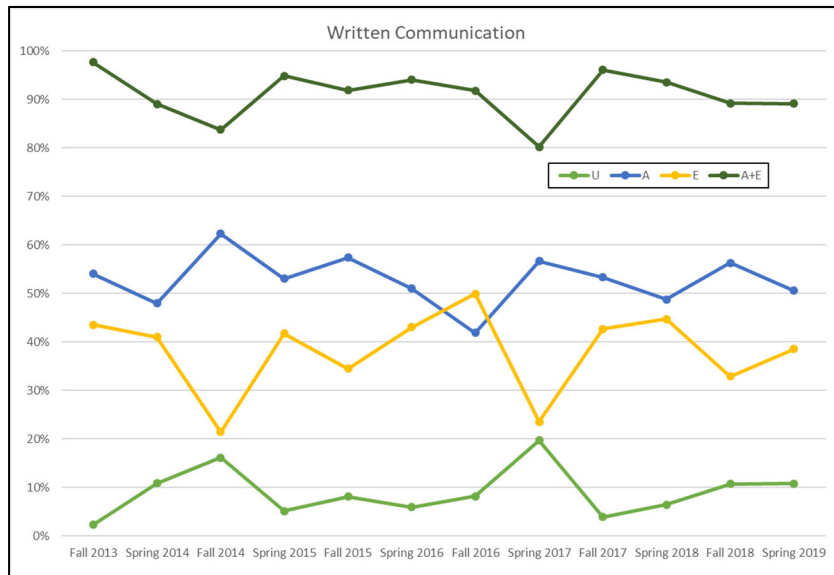


Figure 1: Assessment results for written communication, Fall 2013 – Spring 2019.

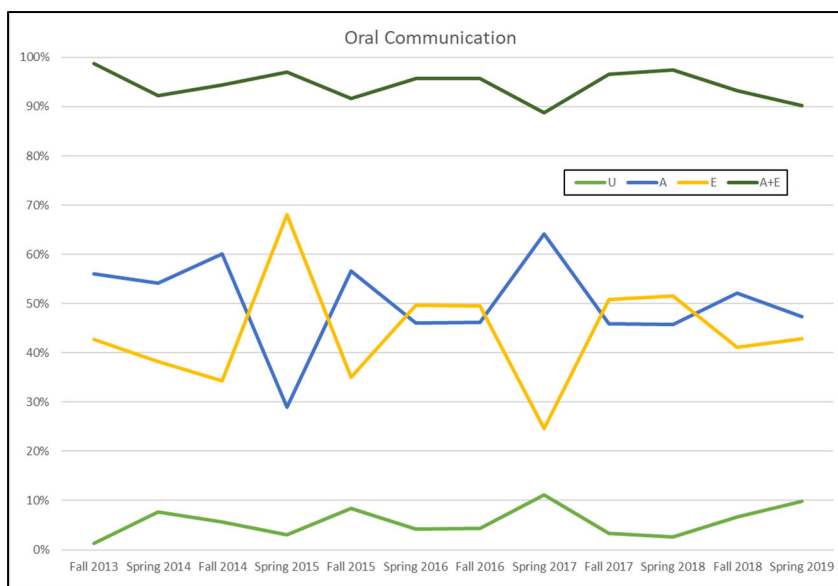


Figure 2: Assessment results for oral communication, Fall 2013 – Spring 2019.

## 5. Staffing

BUS 300 is taught exclusively by adjunct faculty, who teach between 1 and 4 sections a semester. Many have come to us by way of the MA English program, where they have received training in writing pedagogy. Those who have not have MBA or EdD degrees. 10 of the 16 instructors for Spring 2020 do work beyond teaching. The remaining 6 are full-time instructors.

There is no real concern of being able to find qualified instructors for the class. A bigger concern is not being able to guarantee a consistent number of sections to instructors as university enrollment declines.

## 6. Consistency Across Instructors

- a. Course syllabuses are given in Appendix E. During a careful syllabus audit in Fall 2019, all instructors were found to be meeting the course requirements.
- b. and c.

Table 1 shows the total GPA by all instructors over the last two years (Spring 2018 – Fall 2019). As the course is graded A/A-/+-B/C+/C/NC, there are no D's or F's. Two GPAs are given: for all students, with NC and W counting as zero grade points; and for all students earning a letter grade in the class. The NC/W rate is also given.<sup>2</sup> The data are sorted in decreasing order on the GPA including NC and W.

Instructor O stands out as having the highest GPA and a very low NC/W Rate. They had a good reputation among students, but are no longer teaching for us due to family

<sup>2</sup> The data exclude an I from Fall 2019 as well as 8 students from Fall 2019 listed in unidentifiable (presumably CEL) sections of 1-2 students each.

obligations. In class observations and SETE comments, Instructor R comes across as extremely supportive and caring of their students. While I do not believe they are purposefully engaging in grade inflation, I will check in with them to reinforce they know that the expectation is not that every student passes the class, and that some students could benefit from retaking it.

There are 4 instructors with NC/W Rates > 10%: Instructor T, who taught for us for one semester. Instructors C, Q, and U are long-standing instructors and I will speak with them to find out whether the expectations of students may be a bit too high. (In both cases, the rate is being driven by NC, not by W.)

A section-by-section breakdown by instructor is given in Appendix D.

Table 1: Average instructor GPAs and NC/W rates, in decreasing order of GPA including NC and W.

Instructor	GPA, w/ NC and W	GPA, ABC only	NC/W rate	n
O	3.79	3.85	1.5%	138
<b>R</b>	<b>3.77</b>	<b>3.77</b>	<b>0.0%</b>	<b>197</b>
E	3.63	3.71	2.3%	268
S	3.55	3.63	2.2%	141
B	3.41	3.49	2.2%	274
M	3.32	3.42	2.8%	73
T	3.31	3.70	11.9%	47
P	3.22	3.49	8.3%	91
D	3.17	3.36	6.1%	70
<b>U</b>	<b>3.16</b>	<b>3.61</b>	<b>14.5%</b>	<b>308</b>
K	3.13	3.31	5.5%	192
H	3.06	3.27	6.9%	140
L	3.01	3.26	8.2%	289
<b>Q</b>	<b>2.92</b>	<b>3.26</b>	<b>11.5%</b>	<b>204</b>
N	2.87	3.08	7.0%	184
F	2.59	2.84	9.5%	241
<b>C</b>	<b>2.35</b>	<b>2.83</b>	<b>20.5%</b>	<b>135</b>
(Overall)	3.18	3.40	6.86%	2,992

## Appendix A: Course Outline

### I. COURSE NUMBER AND TITLE: BUS 300: Business Communications for Professionals

### II. COURSE DESCRIPTION:

Written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

### III. EFFECTIVE DATE: Fall 2012

### IV. COURSE STUDENT LEARNING OUTCOMES:

Upon completion of the course, students will be able to:

1. Explain the fundamentals of business communication;
2. Work with common business communication formats (interpersonal correspondence, formal reports and oral presentations);
3. Understand the standards expected of business professionals and have experience working with multiple drafts of a document in order to achieve those standards; and
4. Familiarity with current issues in business writing.

### V. COURSE CONTENT: (15 weeks)

- A. (1 week) Introductions, overview of the role of professional communication in business. Short (one-page) writing assignment to establish baseline.
- B. (3 weeks) Fundamentals of written business communication. Composing the business message (identify the audience and the purpose of the communication, collecting information). Effective writing technique (structure, writing for clarity and conciseness, creating a first draft). Mechanics (sentence structure, grammar, spelling, punctuation use, and citation style). Revising the message (proofreading, revising for impact). Short writing assignment drafted in the first week and revised in the second week.
- C. (2 weeks) Interpersonal communication. E-mail, personal correspondence, memoranda (good news, bad news, persuasive). Two short writing assignments, one of them to be revised.
- D. (2 weeks) Business reports. Informal reports (feasibility, minutes, summary). Formal reports (proposals, business plans, research reports). Graphics and visual aids. Introduce major writing assignment for the semester (10-15 page formal report). Short writing assignment to develop outline for major report.
- E. (3 weeks) Oral Business communication. Working in teams, effective oral presentations, professional appearance and etiquette. Two oral presentation assignments: short, spontaneous individual presentation; longer group presentation with visual aids such as PowerPoint.
- F. (1 week) Testing. Midterm exam to reinforce fundamentals of writing, Second midterm exam (final) will include an in-class, short, spontaneous piece of writing that is the same assignment created in first week. Instructors are encouraged to have their students complete this final exam assignment in the computer lab. Students must not have access to the Internet or to any other resources that would help them with this assignment.
- G. (1 week) Current issues in business communications (e.g., using social media and web 2.0 in business communications).

- H. (3 weeks) In-class coaching. Time for instructor to work individually with students on their writing assignments. Writing assignments to include drafts and revisions to elements of the major report, (PowerPoint) presentation.

**VI. PREREQUISITE KNOWLEDGE:** Students should have an understanding of the fundamentals of English writing.

**VII. PREREQUISITE COURSES:** COMM 150 and ENG 214 or equivalent with grades of C- or better and upper division standing.

**VIII. TEACHING METHODS AND TEXTS:**

**METHODS:** This class will include lecture and discussion but will rely heavily on in-class and at-home written assignments and oral presentations in class. This class is intended to be taught in person in sections no larger than 25 students (thereby meeting GEAR standards). Ideally the class will meet at least twice weekly in order to facilitate repetition and reinforcement of basic writing skills.

**TEXTS:**

Any recognized major, peer-reviewed topical textbooks in business communication topics, supplemented as appropriate by journal and other articles. Acceptable textbooks include, but are not limited to:

1. Bell, Arthur H. and Dale M. Smith, Management Communication. 3rd edition. Wiley, 2010
2. Alred, Gerald J., The Business Writers Handbook. 9th ed. Boston: Bedford/St. Martins, 2009.
3. Essentials of Business Communication, Sixth Edition, Mary Ellen Guffey, South- Western College Publishing

**INSTRUCTOR QUALIFICATION:**

MBA or masters-level degree in Journalism or English; or 10 years professional experience in business communication.

**IX. GRADING:**

65%	Individual writing
15%	Mid-term examinations
20%	Oral communication

Sixty-five percent of the grade for this class is based on individual writing assignments. In order to assure consistency across sections, a standard rubric will be used to assess writing (Appendix A).

Faculty teaching this course are required to use the rubric below for individual assignments and for final semester grades.

For AACSB assessment purposes, a random sample of the final writing assignments will be reviewed against the rubric below. A minimum of 70% of the students are expected meet the minimum standard for professional business writing (grade: "C").

## Appendix B: Assessment Rubrics

### Written Communication Skills – Short Rubric

TRAIT	Unacceptable (U)	Acceptable (A)	Exemplary (E)
<b>Content</b>	The write-up fails to address the task or question asked in substantive manner. Content is unrelated or loosely related to the assignment. Most ideas are unsupported, reasoning is flawed, personal opinions are confused with evidence.	The write-up addresses the task or question asked reasonably well. For the most part, the writer provides adequate examples and evidence although occasionally support for ideas may be inconsistent or reasoning may be unclear.	The write-up clearly addresses the task or question asked. The writer explores ideas vigorously, provides pertinent examples and convincing evidence to support central and subsidiary arguments.
<b>Organization and development of ideas</b>	Poor organization of ideas. Writing is fragmented and transitions are abrupt or missing. Ideas seem illogical or unrelated. Structure fails to follow the required format.	In general, ideas are presented in a logical manner and transitions are sound, the sequence of ideas may occasionally be awkward. Structure follows the required format.	Ideas are clearly organized and transition from one point to another is smooth and logical. Structure follows precisely the required format.
<b>Language appropriateness</b>	The tone and/or vocabulary are inappropriate for business writing.	The tone and vocabulary are generally acceptable for business writing.	The tone and vocabulary are appropriate for business writing.
<b>Grammar</b>	Frequent errors in grammar, punctuation or spelling disrupt reading and often obscure meaning. Sentence structure is awkward and interferes with comprehensibility.	The paper generally follows grammar, punctuation and spelling conventions with few minor errors. For the most part, sentences are well constructed.	Grammar, punctuation and spelling are nearly flawless. Sentence structure is correct.



## Oral Communication Skills – Short Rubric

<b>TRAIT</b>	<b>Unacceptable (U)</b>	<b>Acceptable (A)</b>	<b>Exemplary (E)</b>
<b>Content</b>	Topic is poorly developed or loosely related to the assignment; supporting materials are absent or vague.	Topic is evident and generally meets requirements of the assignment; some supporting materials are incorporated into presentation.	Topic is well developed, supported by relevant materials and fulfills requirements of the assignment.
<b>Organization</b>	Presentation has irrelevant or no opening statement. Speech is disorganized and the speaker often loses focus during the presentation. Conclusion is missing or not tied to the presentation.	Presentation has an opening statement relevant to the topic and is mostly well-organized, although the speaker may occasionally lose focus. Conclusion is adequate and summarizes main points of the presentation.	Presentation has a clear introduction. The speaker stays focused throughout the presentation, and concludes with an effective statement that wraps up the topic well.
<b>Supporting materials</b>	Visuals are not used as needed. Slides are often difficult to follow, have illegible font, and contain too much information or multiple errors.	Visuals are used as needed. Slides are easy to follow although occasionally they may have illegible font, contain too much information or a few errors.	Visuals clearly enhance presentation. Slides contain no errors, information is well-balanced and presentation is easy to follow.
<b>Delivery skills</b>	Speaker is hard to understand, uses unnecessary pauses or filler words, and exhibits problems with voice control, eye contact or posture.	For the most part, speaker appears proficient with language, vocal, eye and physical expression.	Speaker uses appropriate language and demonstrates effective voice control, eye contact and physical demeanor.

## Appendix C: Raw Assessment Results

Note: Number in parentheses behind semester indicates the number of instructors performing assessment. Beginning in Fall 2017, data collection was standardized to collect no more than  $n = 25$  observations/instructor, regardless of number of sections taught.

### Written Communication

Term	Content			Organization			Language			Grammar		
	U	A	E	U	A	E	U	A	E	U	A	E
Fall 2013 (4)	4 (1%)	142 (49%)	143 (49%)	9 (3%)	161 (56%)	119 (41%)	3 (1%)	144 (50%)	142 (49%)	11 (4%)	178 (62%)	100 (35%)
Spring 2014 (8)	32 (9%)	163 (45%)	165 (46%)	32 (9%)	183 (51%)	144 (40%)	33 (9%)	163 (45%)	163 (45%)	60 (17%)	181 (50%)	118 (33%)
Fall 2014 (5)	37 (17%)	141 (64%)	44 (20%)	31 (14%)	150 (67%)	42 (19%)	31 (14%)	139 (63%)	52 (23%)	45 (20%)	124 (56%)	53 (24%)
Spring 2015 (4)	1 (1%)	30 (20%)	117 (79%)	10 (5%)	140 (63%)	72 (32%)	16 (7%)	131 (59%)	75 (34%)	15 (7%)	131 (59%)	76 (34%)
Fall 2015 (4)	14 (6%)	145 (60%)	84 (34%)	19 (8%)	137 (56%)	87 (36%)	16 (7%)	142 (58%)	86 (35%)	30 (12%)	135 (55%)	79 (32%)
Spring 2016 (4)	9 (4%)	118 (48%)	121 (49%)	12 (5%)	105 (42)	133 (53%)	7 (3%)	135 (54%)	106 (43%)	31 (13%)	149 (60%)	68 (27%)
Fall 2016 (8)	18 (5%)	158 (41%)	205 (54%)	24 (6%)	156 (41%)	203 (53%)	32 (8%)	162 (42%)	188 (49%)	51 (13%)	164 (43%)	167 (44%)
Spring 2017 (3)	19 (15%)	78 (62%)	28 (22%)	18 (14%)	75 (60%)	32 (26%)	17 (14%)	76 (61%)	32 (26%)	45 (36%)	55 (44%)	26 (21%)
Fall 2017 (4)	2 (2%)	50 (52%)	44 (46%)	2 (2%)	52 (54%)	42 (44%)	3 (3%)	54 (56%)	39 (41%)	8 (8%)	49 (51%)	39 (41%)
Spring 2018 (5)	6 (5%)	60 (48%)	58 (47%)	7 (6%)	60 (48%)	57 (46%)	7 (6%)	60 (48%)	57 (46%)	12 (10%)	62 (50%)	50 (40%)
Fall 2018 (10)	24 (10%)	141 (58%)	79 (32%)	24 (10%)	141 (58%)	77 (32%)	24 (10%)	132 (55%)	84 (35%)	32 (13%)	131 (54%)	78 (32%)
Spring 2019 (9)	21 (10%)	105 (49%)	87 (41%)	24 (11%)	104 (49%)	85 (40%)	25 (12%)	110 (52%)	76 (36%)	22 (10%)	111 (52%)	80 (38%)

### Oral Communication

Term	Content			Organization			Supporting Materials			Delivery		
	U	A	E	U	A	E	U	A	E	U	A	E
Fall 2013 (4)	2 (1%)	153 (53%)	134 (46%)	5 (2%)	148 (51%)	136 (47%)	4 (1%)	182 (63%)	103 (36%)	4 (1%)	165 (57%)	120 (42%)
Spring 2014 (8)	23 (6%)	191 (51%)	158 (42%)	27 (7%)	198 (53%)	147 (40%)	31 (8%)	205 (55%)	134 (36%)	34 (9%)	210 (56%)	128 (34%)
Fall 2014 (5)	9 (4%)	132 (59%)	82 (37%)	10 (5%)	140 (63%)	72 (32%)	16 (7%)	131 (59%)	75 (34%)	15 (7%)	131 (59%)	76 (34%)
Spring 2015 (4)	1 (1%)	30 (20%)	117 (79%)	7 (5%)	38 (26%)	104 (70%)	2 (1%)	53 (36%)	93 (63%)	8 (5%)	51 (34%)	90 (60%)
Fall 2015 (4)	15 (6%)	139 (57%)	90 (37%)	15 (6%)	146 (60%)	84 (34%)	22 (9%)	143 (58%)	80 (33%)	30 (12%)	126 (52%)	88 (36%)
Spring 2016 (7)	12 (5%)	107 (43%)	129 (52%)	10 (4%)	133 (54%)	104 (42%)	11 (4%)	105 (43%)	131 (53%)	9 (4%)	111 (45%)	127 (51%)
Fall 2016 (8)	18 (5%)	177 (46%)	187 (49%)	16 (4%)	186 (49%)	180 (47%)	14 (4%)	165 (43%)	203 (53%)	18 (5%)	178 (47%)	186 (49%)
Spring 2017 (3)	14 (11%)	81 (65%)	30 (24%)	12 (10%)	84 (67%)	29 (23%)	14 (11%)	83 (66%)	28 (22%)	16 (13%)	73 (58%)	36 (29%)
Fall 2017 (4)	3 (3%)	45 (47%)	48 (50%)	4 (4%)	42 (44%)	50 (52%)	3 (3%)	41 (43%)	52 (54%)	3 (3%)	48 (50%)	45 (47%)
Spring 2018 (5)	3 (2%)	52 (42%)	69 (56%)	3 (2%)	57 (46%)	64 (52%)	3 (2%)	60 (48%)	61 (49%)	4 (3%)	58 (47%)	62 (50%)
Fall 2018 (10)	15 (6%)	112 (46%)	115 (48%)	14 (6%)	133 (55%)	96 (40%)	13 (5%)	141 (58%)	89 (37%)	23 (10%)	119 (50%)	98 (41%)
Spring 2019 (9)	16 (7%)	107 (49%)	95 (44%)	22 (10%)	96 (45%)	97 (45%)	20 (9%)	107 (50%)	88 (41%)	27 (13%)	98 (46%)	90 (42%)

## Appendix D: Enrollment and GPA by Section, Grouped by Instructor

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
B	Sp18	3.33	3.47	4.0%	25
B	Sp18	3.46	3.46	0.0%	25
B	Sp18	3.35	3.49	4.0%	25
B	F18	3.34	3.48	4.0%	25
B	F18	3.28	3.28	0.0%	25
B	F18	3.65	3.65	0.0%	24
B	Sp19	3.46	3.46	0.0%	25
B	Sp19	3.48	3.48	0.0%	25
B	Sp19	3.51	3.51	0.0%	25
B	F19	3.20	3.48	8.0%	25
B	F19	3.45	3.59	4.0%	25
(Overall)		3.41	3.49	2.2%	274

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
C	Sp18	2.76	2.91	5.3%	19
C	Sp18	2.44	2.96	17.6%	17
C	F18	2.69	2.81	4.3%	23
C	F18	2.21	2.91	24.0%	25
C	Sp19	2.04	2.63	22.2%	9
C	F19	2.25	2.64	15.0%	20
(Overall)		2.35	2.83	20.5%	135

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
D	F18	3.08	3.38	8.7%	23
D	Sp19	3.08	3.21	4.2%	24
D	F19	3.35	3.50	4.3%	23
(Overall)		3.17	3.36	6.1%	70

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
E	Sp18	3.70	3.70	0.0%	23
E	Sp18	3.59	3.75	4.2%	24
E	Sp18	3.85	3.85	0.0%	23
E	F18	3.62	3.77	4.0%	25
E	F18	3.87	3.87	0.0%	26
E	Sp19	3.54	3.68	4.0%	25
E	Sp19	3.78	3.78	0.0%	24
E	Sp19	3.53	3.85	8.3%	24
E	F19	3.53	3.53	0.0%	24
E	F19	3.36	3.50	4.0%	25
E	F19	3.55	3.55	0.0%	25
(Overall)		3.63	3.71	2.3%	268

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
F	Sp18	2.83	3.14	10.0%	20
F	Sp18	3.16	3.16	0.0%	7
F	Sp18	2.48	2.62	5.3%	19
F	Sp18	1.50	3.00	50.0%	8
F	F18	2.74	2.86	4.2%	24
F	F18	3.02	3.02	0.0%	26
F	Sp19	2.58	2.81	8.0%	25
F	Sp19	2.74	2.97	8.0%	25
F	Sp19	2.21	2.54	13.0%	23
F	F19	2.56	2.68	4.5%	22
F	F19	1.97	2.59	23.8%	21
F	F19	2.91	2.91	0.0%	21
(Overall)		2.59	2.84	9.5%	241

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
H	Sp18	3.09	3.23	4.2%	24
H	Sp18	2.67	2.94	9.1%	22
H	Sp19	3.07	3.22	4.8%	21
H	Sp19	3.22	3.50	8.0%	25
H	F19	3.18	3.32	4.2%	24
H	F19	3.10	3.39	8.3%	24
(Overall)		3.06	3.27	6.9%	140

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
K	Sp18	2.68	3.24	17.4%	23
K	Sp18	3.18	3.33	4.5%	22
K	F18	3.10	3.24	4.2%	24
K	F18	3.26	3.26	0.0%	25
K	Sp19	3.03	3.15	4.0%	25
K	Sp19	3.24	3.37	4.0%	25
K	F19	3.28	3.41	3.8%	26
K	F19	3.30	3.46	4.5%	22
(Overall)		3.13	3.31	5.5%	192

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
L	Sp18	3.07	3.20	4.0%	25
L	Sp18	3.17	3.31	4.2%	24
L	Sp18	2.86	3.13	8.7%	23
L	F18	2.82	3.20	12.0%	25
L	F18	2.90	3.15	8.0%	25
L	F18	3.38	3.38	0.0%	25
L	Sp19	3.04	3.31	8.0%	25
L	Sp19	3.21	3.35	4.2%	24
L	Sp19	2.90	3.21	9.5%	21
L	F19	2.89	3.02	4.3%	23
L	F19	2.87	3.28	12.5%	24
L	F19	2.98	3.55	16.0%	25
(Overall)		3.01	3.26	8.2%	289

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
M	Sp18	3.26	3.39	4.0%	25
M	Sp19	3.26	3.40	4.0%	25
M	F19	3.46	3.46	0.0%	24
(Overall)		3.32	3.42	2.8%	73

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
N	Sp18	3.13	3.13	0.0%	24
N	Sp18	2.58	3.09	16.7%	18
N	F18	2.98	3.10	4.0%	25
N	F18	2.87	3.00	4.5%	22
N	Sp19	2.84	2.97	4.2%	24
N	Sp19	2.62	2.98	12.0%	25
N	F19	3.12	3.26	4.2%	25
N	F19	2.78	3.06	9.1%	22
(Overall)		2.87	3.08	7.0%	184

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
O	Sp18	3.81	3.99	4.3%	23
O	Sp18	3.81	3.81	0.0%	21
O	F18	3.60	3.78	4.5%	22
O	F18	3.86	3.86	0.0%	23
O	Sp19	3.92	3.92	0.0%	23
O	Sp19	3.74	3.74	0.0%	26
(Overall)		3.79	3.85	1.5%	138

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
P	F18	3.11	3.26	4.5%	22
P	F18	3.37	3.69	8.7%	23
P	Sp19	2.93	3.39	13.6%	22
P	F19	3.45	3.60	4.2%	24
(Overall)		3.22	3.49	8.3%	91

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
Q	Sp18	2.97	3.11	4.5%	22
Q	Sp18	2.96	3.24	8.7%	23
Q	F18	2.67	3.41	21.7%	23
Q	F18	2.66	2.95	10.0%	20
Q	F18	3.11	3.50	11.1%	18
Q	Sp19	2.75	3.06	10.0%	10
Q	Sp19	3.20	3.20	0.0%	8
Q	Sp19	2.96	3.35	11.8%	17
Q	F19	2.83	3.26	13.0%	23
Q	F19	3.21	3.39	5.6%	18
Q	F19	3.02	3.32	9.1%	22
(Overall)		2.92	3.26	11.5%	204

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
R	Sp18	3.67	3.67	0.0%	23
R	Sp18	3.62	3.62	0.0%	25
R	F18	3.80	3.80	0.0%	25
R	F18	3.73	3.73	0.0%	25
R	Sp19	3.81	3.81	0.0%	24
R	Sp19	3.82	3.82	0.0%	25
R	F19	3.84	3.84	0.0%	25
R	F19	3.86	3.86	0.0%	25
(Overall)		3.77	3.77	0.0%	197

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
S	Sp18	3.69	3.69	0.0%	25
S	Sp18	3.43	3.58	4.2%	24
S	F18	3.32	3.32	0.0%	25
S	F18	3.47	3.64	4.5%	22
S	Sp19	3.60	3.76	4.3%	23
S	F19	3.84	3.84	0.0%	22
(Overall)		3.55	3.63	2.2%	141

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
T	F18	3.01	3.65	17.4%	23
T	F18	3.59	3.75	4.2%	24
(Overall)		3.31	3.70	11.9%	47

Instructor	Term	GPA, w/ NC and W	GPA, ABC only	NC/W rate	<i>n</i>
U	Sp18	3.52	3.82	8.0%	25
U	Sp18	3.42	3.72	8.0%	25
U	Sp18	3.34	3.48	4.0%	25
U	F18	3.64	3.80	4.2%	24
U	F18	3.72	3.88	4.0%	25
U	F18	3.17	3.60	12.0%	25
U	Sp19	2.88	3.43	16.0%	25
U	Sp19	2.74	3.43	20.0%	25
U	Sp19	3.10	3.79	18.2%	22
U	F19	3.27	3.56	8.3%	24
U	F19	3.09	3.57	13.6%	22
U	F19	2.17	3.13	30.4%	23
U	F19	2.80	3.60	22.2%	18
(Overall)		3.16	3.61	14.5%	308



## Appendix E: Course Syllabuses

The following are course syllabuses for instructors teaching Fall 2018 – present. While spacing and formatting may have been changed to decrease the number of pages, no content has been altered.

Prof. Jessica Belluomini, Fall 2018

Prof. Annette Caneda, Fall 2019

Prof. Vanessa Clark, Spring 2020

Prof. Roberta D'Alois, Spring 2020

Prof. Gavin Deare, Spring 2020

Prof. Antoine De Fridman, Spring 2020

Prof. Lorenzo Garcia, Spring 2020

Prof. Paul Glanting, Spring 2020

Prof. Amy Latham, Fall 2019

Prof. Susana Leong, Spring 2020

Prof. Alexandria Leyton, Fall 2019

Prof. Alex Maurice, Spring 2019

Prof. Vanessa Powers, Spring 2020

Prof. Astrid Proboll, Spring 2019

Prof. Laura Shroder, Spring 2020

Prof. Dave Sikula, Spring 2020

Prof. Shari Weiss, Fall 2019

San Francisco State University, Fall 2018

**Business 300 GVAR – “Business Communication for Professionals”**

**Jessica Belluomini**

**[belluomini@sfssu.edu](mailto:belluomini@sfssu.edu)**

**Office Hours: Wednesdays 3 pm – 4 pm in The Science Building, 332**

**Class Time: Wednesdays 4:00 pm – 6:45 pm**

**Business Building 125**

**Fall 2018 BUS 300 GW 21 (1581)  
Wednesdays 4 – 6:45; Business Building 125**

**Course Description**

Welcome to Business Communications for Professionals, your graduate writing assessment requirement! Business Communications is many things, but we most often think of it as communication between people in a professional setting. Professionals, however, do not always look and act the same. Developing good communication skills is as much about writing and speaking as it is becoming more self-aware and developing better listening skills.

A lot of the work we will be doing in class will be to help you develop awareness and intention. For each assignment you will begin to identify: purpose and context, audience awareness, how to communicate clearly and effectively, and the results of your communication efforts. To do this, we will study how we are affected by the words and intentions of others, because we will be better able to adjust our own words and intentions to achieve the results we want. The practical aspect for this course is designed to prepare you for your present and future job searches and careers. Further, the course is designed to be useful across disciplines and fields.

My job is to provide the instruction, guidance, and support to help you succeed, so do not hesitate to contact me via email or phone when you need it. More importantly, come see me during office hours or make an appointment so that we can speak face to face to ensure that you gain the knowledge to help you be confident and successful.

**Catalog Description**

Written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

**Prerequisites**

COMM 150 and ENG 214 or equivalent with grades of C or better and upper division standing.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Demonstrate working knowledge of the fundamentals of business communication.
2. Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
3. Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
4. Describe current issues in business writing.

## Text – Open Education Resource

*Business Communications for Success*, ISBN: 978-1-946135-05-6

<http://open.lib.umn.edu/businesscommunication/>

*Business Communication: Written and Verbal Communications Skills*

*An Introduction to Business Research Methods*, ISBN:978-87-403-2045-9 (pdf on ilearn).

## Course Format

This is a hands-on writing class that will rely heavily on in-class and at-home written assignments and oral presentations in class. Attendance is required and necessary in order to develop the proficiency required of today's business professional.

## Grading

	Assignment
Individual Writing (500 Possible Points)	<ul style="list-style-type: none"><li>• Trip Report – 20</li><li>• Tourism Email Series – 10</li><li>• Persuasive Letter – 20</li><li>• “Bad News” Letter – 15</li><li>• Group Proposal – 80</li><li>• Group Minutes – 20</li><li>• Memo re: Proposal – 25</li><li>• Yelp Post Responses – 15</li><li>• Soft Skills Research &amp; Recommendation Report – 40</li><li>• Cover Letter &amp; Resume – 50</li><li>• Business Report – 80</li><li>• Memo re: Business Report – 15</li><li>• Email Series with me – 70</li><li>• Memo re: COB Career Center – 20</li></ul>
Class Participation (100 Points)	For class participation, I expect you to be <b>present and active</b> (physically and mentally) in class. Reading jigsaw and informal presentations are included here.
Oral Presentations (150 Possible Points)	Group: Proposal Presentation – 50 Group: Soft Skills Presentation – 25 Individual: Report Presentation – 50 Final Presentation - 25

**GRADING SCALE:** A 4.0 =93-100; A- 3.7 =90-92; B+ 3.3 =87-89; B 3.0 =83-86; B- 2.7 =80-82; C+ 2.3 =77-79; C 2.0 =70-76

- LESS THAN 73% NO CREDIT/NOTE: The student must earn a C or better in this course in order to satisfy the University's GVAR requirement.

## Course Policies

**Attendance:** Attendance is required. If you are absent, you're absent. There is no excused versus unexcused absence, *unless it is for a religious holiday*. When you miss class, you miss class work that cannot be made up, regardless of the reason.

**Religious Holidays:** It is the policy at this university to make reasonable accommodations for the observance of religious holidays. If the student will be unable to participate in this class due to a religious observance, s/he should contact the instructor in advance to arrange for an accommodation. Normally this communication will take place in the first couple of weeks in the semester.

**Assignment Deadlines:** All written assignments are due before the beginning of class on the due date. Once I have closed grading on an assignment, I will not accept a late assignment for any reason (no late papers).

**Peer Feedback:** Students will be asked to review each other's writing assignments in order to provide constructive feedback. Students may want to use this as an opportunity to decide whether or not to revise a particular assignment.

**Tutoring:** I encourage everyone to see services with CARP. If I believe your writing skills aren't as developed as I'd like, I will require you to take assignments to a tutor prior to turning them in. Sign up early and often with CARP or LAC.

**Electronic Devices:** Unless otherwise stated, cellphones, tablets, and laptops are not necessary in class. There will be instances that call for the support of technology, and I will let you know when they are. In other words, cellphones, tablets, and laptops are acceptable only during pre-determined, designated times and used exclusively for class purposes.

**Plagiarism & Academic Honesty:** Academic dishonesty defrauds all those who depend upon the integrity of the College, its courses and its degrees and certificates. The college community has the responsibility to make every reasonable effort to foster honest academic conduct. Academic dishonesty occurs when a student attempts to show possession of a level of knowledge or skill that he or she does not possess. The two most common kinds of academic dishonesty are "cheating" and "plagiarism." Cheating is the act of obtaining or attempting to obtain academic work through the use of dishonest, deceptive, or fraudulent acts. Plagiarism is representing the work of someone else as his/her own and submitting it to fulfill academic requirements. It is the student's responsibility to know what constitutes academic dishonesty. If a student is unclear about a specific situation, he/she should speak to the professor.

**Students with disabilities** who need reasonable accommodations are encouraged to contact me. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)).

**Disclosure on sexual violence** SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose such violence confidentially, contact: The SAFE Place 415-338-2208 or visit [sfsu.edu/~safe\\_plc/](http://sfsu.edu/~safe_plc/) or Counseling and Psychological Services Center 415-338-2208 or visit [psyservs.sfsu.edu](http://psyservs.sfsu.edu).

## Major Assignments

*Reading Jigsaw's* – In order to work through your textbook more efficiently, we will have small groups responsible for weekly readings. As a group, you will present the assigned chapter to the class. The presentation should be thorough and informative and serve in lieu of having to actually read each chapter in its entirety. ONGOING

*Email Series* – I will be responding to your homework assignments via email. In these emails I will play with different tones. Reply to all of my emails, matching my tone, by explaining how you're going to apply my feedback to future writing experiences or homework assignments. (This assignment is ongoing. You should receive and respond to a total of 6 emails: Trip Report, Tourism Email Series, Persuasive Letter, "Bad News" Letter, Yelp Response Series, and Memo. Each email is due no later than three days from the day it is sent. If

you do not respond by the time I review subsequent assignments, you will not receive the next email in the series and will lose the points for both responses. Do not fall behind – ONGOING.

*Trip Report* – Study the behavioral norms of a workplace. You will write roughly one-two pages, detailing the facts of the behaviors of this setting and any other observations you make. DUE September 12.

*Tourism Email Series* – Send initial email to a travel bureau of a city, state, or country you'd like to visit asking information relevant to a person traveling to your chosen local. Please ask specific questions you wouldn't necessarily be able to answer with a quick internet search. You should get a response within a couple of days. Once you receive a response write back thanking them for the information and asking follow up questions you may have. Once you've completed your email correspondence, copy and paste the email chain into a Word document and upload it. If there's something or someone else you'd like to email with you're welcome too, but please clear it with me first. DUE September 26.

*Group Business Proposal* (80) – You will be grouped with peers of differing working and thinking styles. As a group, you'll need to come up with an idea for a business and write the proposal. It is paramount your proposal speaks in one voice. I should not be able to tell when one writer stops and another begins. This is challenging, and we will discuss ways to create a single, unified voice out of many. The structure and format of your proposals varies depending on the business you're proposing. For that reason, there is no single way to do this. The burden of finding out how to propose your fictitious business is on you. *Group Meeting Agenda & Meeting Minutes* (20) – You'll hold three in-class meetings and one virtual meeting with your group. For each of these meetings you'll create an agenda and record the minutes. DUE October 10. *Group Business Proposal Presentation* – Once your written Business Proposal is complete, you will have the chance to present your information as a group. Just like in the written version, your presentation should be professional, clear, cohesive and persuasive. DUE October 17. *Memo re: Group Proposal & Presentation* (30) – within two weeks of your presentation, your team will receive a memo from me summarizing your group's performance and providing feedback on the project as a whole. Upon receipt of this memo, you will write me a memo explaining what you wish you had done differently and how the group worked as a whole. DUE upon receipt of email.

*Business Letters* (35) – (1) you will pen a letter requesting a meeting with potential investors for your business proposal (persuasive letter/solicitation) DUE October 17; (2) after watching the business proposal presentations you will select one group to deny support. Acting as their original audience, you will politely decline the request made during their presentation (bad news letter) DUE October 24.

*Yelp Response Series* (15) – Chose a business you're familiar with and prepare three responses to their Yelp posts (one business only); you are responding as a representative of your chosen business/the business being yelped. Pick one favorable review, one negative review, and a third of your choice, all from the same business. Copy & paste the review's you're responding to into a Word document and upload it with your responses. DUE October 24.

*Soft Skills Group Research and Recommendation Report* (40) - you will work as a group to create a research and recommendation report. The audience of your report is your supervisor (who you can consider to be me), who has requested this report from you. See assignment prompt. DUE November 7. *Soft Skills Group Research and Recommendation Presentation* (25) – as a group you will present the findings of your report to the class (include a handout). DUE November 7.

*Resume & Cover Letter* (50) – retrieve a description for a job you'd like to apply for. Provide me with a copy of the job description and carefully tailor your resume and cover letter to the job description. If you visit the COB Career Center or CARP/LAC to work on your resume/cover letter, you will automatically be awarded the full 50/50. DUE November 14.

*Memo re: COB Career Center (20)* – you are required to visit the COB Career Center, BUS137 or attend one of their events at some point during the semester and write a memo reporting on your experience and how you can apply the information you learned to your personal career goals. DUE December 5.

*Business Report (80) & Memo (15)* – you are charged with writing a Business Report and presenting your findings. The Business Report will be due before your presentation, after which you will receive direct feedback for how to improve upon your report. After you’ve revised your report and made it your personal best, you will write a one-page memo detailing your revision plan and detailing how you revised the report. DUE November 28 (revision and memo due December 18). *Business Report Presentation (50)* – Once you’ve completed your business report, you will have the chance to present your findings to the class. Just like in the written version, your presentation should be professional, clear, cohesive and persuasive. DUE December 5 OR December 12.

*Final Presentation (25)* – announced and distributed on November 28.

**COURSE SCHEDULE** (All dates are tentative and are always subject to change):

Date	Topic	Homework Due	Textbook Readings Due
<b>Week 1</b> Wed 8/29	Welcome TED Talk - Listening		
<b>Week 2</b> Wed 9/5	Team Building		Chapter 16 Intrapersonal Communication; Chapter 19 Group Group Communication/teamwork
<b>Week 3</b> Wed 9/12	Business Proposals	Trip Report  Are You A Team Player Quiz Personality Profile - humanmetrix.com	Review Business Planning link (Gov't of Canada); Chapter 9, section 3 only
<b>Week 4</b> Wed 9/19	Writing Process & Style Collaborative Writing	Writing Emails & Memos Tutorial & Quiz	Chapter 5: Writing Preparation; Chapter 9: Writing in Action(skip sections 3 & 5)
<b>Week 5</b> Wed 9/26	Concision & Tone CARP Workshop	Tourism Email Series	
<b>Week 6</b> Wed 10/3	Persuasive Writing Delivering “Bad News”		Chapter 9, section 5 only; Chapter 17: Negative News
<b>Week 7</b> Wed 10/10	Presentations & Visual Aids	Business Proposal Meeting Agendas & Minutes	Chapter 11: Nonverbal Delivery; Chapter 14 Presentations to Persuade
<b>Week 8</b> Wed 10/17	Business Proposal Presentations	Persuasive Letter Business Proposal – Online Translation	
<b>Week 9</b> Wed 10/24	Business Research & Reports	“Bad News” Letter Yelp Response Series	Chapter 9, section 4 only; <i>Business Research Methods</i>
<b>Week 10</b> Wed 10/31	Resumes & Cover Letter		Resume Writing Resource; Chapter 9.5 only

<b>Week 11</b> Wed 11/7	Soft Skills Present & Listen Business Reports (follow up)	Soft Skills Group Research and Recommendation Report	Chapter 8: Feedback in the Writing Process; Chapter 13: Presentations to Inform
<b>Week 12</b> Wed 11/14	Visit COB Career Center Draft Check	Job Description, Resume & Cover Letter	
<b>Week 13</b> Wed 11/21	Thanksgiving Break – No Classes!	Business Report - DRAFT	
<b>Week 14</b> Wed 11/28	Interviewing Workshop	Business Report - DUE	
<b>Week 15</b> Wed 12/5	Business Report Presentations	Attendance optional on date you are <b>not</b> presenting Memo re: COB Event or Visit	
<b>Week 16</b> Wed 12/12	Business Report Presentations	Attendance optional on date you are <b>not</b> presenting	
<b>Week 17</b> Wed 12/19	“Tell me about yourself...” Presentation Final is held at the regular time 4:00	Business Report with applied feedback from presentations	

# Business Communication for Professionals

## Course Syllabus

Fall 2019

BUS300GW-26 Mondays 7:00 p.m. to 9:45 p.m. in BUS 113

BUS300GW-29 Wednesdays 7:00 p.m. to 9:45 p.m. in BUS 107

### Instructor Information

Instructor	Email	Office Location & Hours
Dr. Cañeda	acaneda@sfsu.edu	BUS 206E, Mondays & Wednesdays 6-7 p.m. or by appointment

### Course Description

Written and oral fundamentals of business communication; hands-on practice in creating common formats of written and oral communication at the standard expected of business professionals; ethical and legal implications of business communication are included.

This class is comprised of business writing (65%), oral communication (20%), and quizzes (15%). The course uses lecture, discussions, and small group activities, in addition to weekly homework writing & reading assignments. All presentations are recorded for review purposes only.

Restricted to upper-division Business majors; GE Area A2.

### Learning Outcomes

The learning outcomes designed for this course are intended to provide the student structure and practice in communicating (verbally and written) in real-life business scenarios.

- Given a business scenario, the student will analyze the purpose of the communication, the audience's needs, and the content required.
- Given the purpose, audience, and content required, the student will identify the most effective organization and medium for the message.
- Given a rhetorical analysis, the student will create content that is organized to support the audience's perspective in an understandable way, using coherent sentences and logical paragraphs.
- Given a rhetorical analysis, the student will create and deliver an oral presentation that is professional, easy to follow, and persuades the audience to take action.

### Course Policies

The following policies set the rules of engagement in the course.

#### Attendance

Course sessions are managed similar to professional meetings in business. You are expected to attend the entire scheduled session, which means arriving to class on time, returning from breaks promptly, and staying for the entire class. To receive credit for the course, you'll need to attend 12 of the 13 scheduled sessions, unless an excused absence is granted. An absence may be excused for an emergency medical or legal reason and you'll need to email the instructor immediately with supporting documentation from the medical/legal service provider. While unexcused absences do not require instructor notification or explanation, it is professional courtesy to inform the instructor of your plan to stay up-to-date with the missed content.



## **Preparation & Participation**

Business communication is a performance-based skill, requiring certain observable behaviors. To be successful, you have to be prepared and ready to participate. You are expected to come to each class having completed the required reading and writing assignments. Participating in class is observed as taking notes, asking questions, attentive listening, contributing to discussions, collaborating respectfully with others, and approaching topics and discussions with curiosity.

While cell phones and laptops/tablets are allowed in class, its use during class time is intended for class purposes only (unless a personal emergency arises).

## **Academic Honesty**

All work submitted must be original; otherwise, it may be considered plagiarism. Plagiarism is a form of cheating or fraud and occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement. But, it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an "F" grade. All instances of plagiarism in the College of Business will be reported to the Dean of the College and may be reported to the University Judicial Affairs Officer for further action.

## **Required Materials & Tools**

The following materials and tools are required for the course.

**SOFTWARE:** Access to Microsoft Office (Word, Excel, and PowerPoint).

**iLEARN:** <https://ilearn.sfsu.edu>

**EQUIPMENT:** Technology with a camera and headset with microphone for use during online Zoom meetings

## **Campus Resources**

### **Learning Assistance Center (LAC)**

The Learning Assistance Center is a faculty-run tutoring center, located in HSS 348, and offers tutoring in reading, writing, math, sciences, and study skills. LAC hours include Mondays-Thursdays (9a-4p) and Fridays (9a-12p). For more information, visit [lac.sfsu.edu](http://lac.sfsu.edu).

### **Campus Academic Resource Program (CARP)**

The Campus Academic Resource Program is a free tutorial and academic support program open to all SFSU undergraduate students. CARP is located in HSS 344. Hours include Mondays-Thursdays (4-8p) and Fridays (11a-2p). For more information, visit [carp.sfsu.edu](http://carp.sfsu.edu).

### **Disability Programs & Resource Center (DPRC)**

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (Voice/TTY 415-338-2472) or by email at [dprc@sfsu.edu](mailto:dprc@sfsu.edu). For more information, please visit the DPRC website at <http://www.sfsu.edu/~dprc>.

### **Student Disclosure of Sexual Violence**

SFSU fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SFSU student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, emailing [ypsae@sfsu.edu](mailto:ypsae@sfsu.edu), or calling 415-338-2032. To disclose any such violence confidentially, contact: The Safe Place at 415-338-2208 or visit [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/); or, contact the Counseling and Psychological Services Center at <http://psyservs.sfsu.edu/>. For more information on your rights and available resources, go to <http://titleix.sfsu.edu>.

## Course Schedule

No class on Sep 2 (Holiday), Sep 4, Oct 28, Oct 30, Nov 11 (Holiday), Nov 13, Nov 25 (Holiday), and Nov 27 (Holiday)

Week	Topic	Homework (due 24 hours before class)
1 Aug 26 Aug 28	Welcome! Introduction to course	<ul style="list-style-type: none"> <li>Review <a href="#">Course Introduction</a>.</li> <li>Post response to "About You" on iLearn forum.</li> <li>Submit Writing Assignment 1 (10 points).</li> <li>Complete 9 quizzes (90 points).</li> </ul>
2 Sep 9 Sep 11	Communication: process & product. Audience analysis.	<ul style="list-style-type: none"> <li>Review <a href="#">Communication: a process &amp; product</a>.</li> <li>Submit Writing Assignment 2 (15 points).</li> <li>Submit Writing Assignment 3 (15 points).</li> </ul>
3 Sep 16 Sep 18	Organizing content using the direct approach. Routine messages.	<ul style="list-style-type: none"> <li>Review <a href="#">Specifications &amp; the Direct Approach</a>.</li> <li>Submit Writing Assignment 4 (20 points).</li> </ul>
4 Sep 23 Sep 25	Organizing content using the indirect approach. Negative messages.	<ul style="list-style-type: none"> <li>Review <a href="#">Development &amp; the Indirect Approach</a>.</li> <li>Submit Writing Assignment 5 (25 points).</li> </ul>
5 Sep 30 Oct 2	Building a persuasive message: communicating Change.	<ul style="list-style-type: none"> <li>Review <a href="#">Persuasive Writing &amp; Production Phase</a>.</li> <li>Submit Writing Assignment 6 (25 points).</li> <li>Email Prof. Cañeda with first 2 choices of job postings.</li> </ul>
6 Oct 7 Oct 9	What employers are looking for: job openings & how to respond Delivering a verbal message: rhetoric of speech	<ul style="list-style-type: none"> <li>Review <a href="#">Evaluation Phase &amp; Entering the Job Market</a>.</li> <li>Submit draft Writing Assignment 7.</li> <li>Draft 2-minute presentation following rhetoric of speech.</li> </ul>
7 Oct 14 Oct 16	Workshop: review of draft Writing Assignment 7 Preparing for interviews	<ul style="list-style-type: none"> <li>Submit final Writing Assignment 7 (50 points).</li> <li>Prepare for Presentation 1.</li> </ul>
8 Oct 21 Oct 23	Deliver Presentation 1: Job Interview ("Tell me about yourself") After job interviews	<ul style="list-style-type: none"> <li>Submit Review of Presentation 1 (20 points).</li> </ul>
9 Nov 4 Nov 6	Identifying and describing business problems	<ul style="list-style-type: none"> <li>Submit draft Writing Assignment 8.</li> <li>Draft 3-minute presentation using 5 slides.</li> <li>Schedule 15-minute meeting to review drafts with Prof. Cañeda.</li> </ul>
10 Nov 18 Nov 20	Deliver Presentation 2: Describing a business problem	<ul style="list-style-type: none"> <li>Submit final Writing Assignment 8 (65 points).</li> <li>Submit Review of Presentation 2 recording (30 points).</li> </ul>
11 Dec 2 Dec 4	Presentation 2: Business problem description	<ul style="list-style-type: none"> <li>Submit draft Writing Assignment 9.</li> <li>Draft 5-minute presentation using 7 slides.</li> </ul>
12 Dec 9 Dec 11	Workshop: Review of draft Writing Assignment 9 and draft slides for Presentation 3	<ul style="list-style-type: none"> <li>Submit final Writing Assignment 9 (100 points).</li> <li>Submit final slides for Presentation 3.</li> </ul>
13 Dec 16	Deliver Presentation 3: Proposing a Business Solution	<ul style="list-style-type: none"> <li>Submit Review of Presentation 3 recording (50 points).</li> </ul>

Week	Topic	Homework (due 24 hours before class)
Dec 18		

## Grading

The grade is based on total points earned. Points can be earned for a variety of activities, including quizzes, written assignments, and oral presentations. All written assignments and oral presentations must be submitted to be eligible for a letter grade.

Activity	Points
Writing Assignment 1: Understanding the needs of business	10
Writing Assignment 2: Reflecting on Your Communication Process	15
Writing Assignment 3: Analyzing Communication Effectiveness	15
Writing Assignment 4: Requesting information	20
Writing Assignment 5: Maintaining Business Relationships	25
Writing Assignment 6: Making a Persuasive Request	25
Writing Assignment 7: Responding to a job posting	50
Writing Assignment 8: Describing a business problem	65
Writing Assignment 9: Proposing a business solution	100
Review of 2-minute Presentation: Tell me about yourself	20
Review of 3-minute Presentation: Describing a business problem	30
Review of 5-minute Presentation: Proposing a business solution	50
Quizzes 1-9: Various sentence-level quizzes	90
<b>TOTAL</b>	<b>515</b>

The course grade is based on ABC/NC grading. The student must earn at least a C (or a minimum 73% of total points) to satisfy the University's GVAR requirement.

Letter Grade	Percentage	Total Points
A	93%	476-515
A-	90%	461-475
B+	87%	445-460
B	83%	425-444
B-	80%	409-424
C+	77%	394-408
C	73%	373-393
NO CREDIT	72% or less	372 or less

**Business 300GW-03: Business Communication for Professionals**  
**Course Number: 1603 3 units**  
**San Francisco State University**  
**Spring 2020**

**Days:** Mondays & Wednesdays

**Time:** 8:00- 9:15 am

**Room:** Business 107

**Instructor:** Vanessa Clark

**Email:** vclark@sfsu.edu

**Office Hours:** Mondays 1:30- 3pm; Wednesdays 12:30- 1pm; and by appointment

**Office Location:** Business 206E

**CATALOGUE DESCRIPTION**

The purpose of the course is to introduce students to the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

**Prerequisites:**

COMM 150 or equivalent with grades of C- or better and upper division standing.

**MY DESCRIPTION**

This course will be tailored to your interests and skills. In order to support your career, you will investigate your choice of industries, companies, and countries, among others. Via robust research and multiple drafts and revision, you will systematically produce several documents typically used in business, such as reports, emails, proposals, work plans, progress reports, budgets, and cover letters and resumes. You will practice relevant oral communication techniques, such as discussion, pitches, job interviews, and brainstorming. You will develop skills in editing for accuracy, clarity, and appropriateness of style and tone with consideration of intra-, inter-, and extra-office communications and information delivery modes, including email, pdf, hard copy, and board work. Peer feedback, teamwork, and active listening will play essential roles. Visiting the University's Career Centers, J. Paul Leonard Library, and outside venues as well as communication with me will be vital.

**STUDENT LEARNING OUTCOMES (SLO's)**

Upon successful completion of this course, students will be able to:

1. Demonstrate working knowledge of the fundamentals of business communication.
2. Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
3. Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
4. Describe current issues in business writing.

**COURSE TEXTS**

I will provide and recommend readings on iLearn, via email, and/or in handouts.

Very useful but not required:

Guffey, M.E. & Loewy, D. *Essentials of Business Communication*. 2019. Cengage. 11<sup>th</sup> edition.

ISBN: 9781337386494 SFSU Bookstore: will match any online competitor.

Two copies are on reserve in the library for your use.

You are responsible for all material covered.

## COURSE REQUIREMENTS

**PARTICIPATION:** In order to practice effective oral communication (speaking and listening), this course is interaction-heavy. All students have much to offer each other. Therefore, come to every class on time and actively engage in all activities. These include note-taking and ungraded writing exercises.

**READING ASSIGNMENTS:** You will read from various sources. Extensive research is required for all projects.

**FOUR PROJECTS:** Investigating industries, companies, countries, and business problems of interest to you, these projects are practice in business writing for a variety of purposes. Specific expectations for each project are described on prompts given out at the project's start. All projects include several written assignments (such as work plans, outlines, reports, multiple drafts, and peer reviews) and oral communication components (such as discussions, pitches, job interviews, informative presentations, and brainstorms) that culminate in a final written product per project. Most documents will be formatted in APA and will be submitted both on iLearn and in hard copy.

**PROJECT 1:** *Top Innovation Countries and Universal Design Reports.* You will research top innovation countries and write two reports. The first report will explain the significant historical events that have affected your innovation country. The second report will describe one of your innovation country's Universal Design (UD) creations. Then using board work and a handout, you will pitch to our class for more research & development funding for that UD product. Lengths: 125-250 words (SLO's 1-4)

**PROJECT 2:** *Resumes & Cover Letters.* You will investigate job and salary information sites as well as the human resources' sites of companies of interest. You will write a resume and cover letter and do mock job interviews for a position that you currently qualify for. Lengths: Resume 1-2 pages depending on relevant experience and cover letter 1 page (SLO's 1-4)

**PROJECT 3:** *Emails.* You will research a company and their current problems. You will impersonate employees at different levels of the company's hierarchy and write emails as if addressing one of their real problems. Using board work, you will explain to our class what is the company's work culture and how this affects their written communication. Lengths: 30- 100 words in professional email formatting (SLO's 1-4)

**PROJECT 4:** *Proposal.* You will research a multinational company and one of their current problems. You will impersonate an employee of this company and write a proposal, including a budget, on behalf of your team or department to another employee and/or team or department promoting how the company can address a facet of this problem. You will lead an all-class brainstorm attempting to improve your final proposal. Length: 1500-2000 words (SLO's 1-4)

**PERFORMANCE REVIEWS:** In lieu of exams, for these reports you will explain what you've learned in the course and how you will use this for improved work henceforth. The mid-semester review will focus on what you're finding challenging and what you're doing about this. The final review will focus on how you overcame your most significant challenges. Lengths: 250-500 words (SLO's 1-4)

## GRADING

Assignment Type & % of Final Grade:

### **4 Major Projects: 55%**

Project 1- 5%

Project 2- 5%

Project 3- 15%

Project 4- 25%

### **2 Performance Reviews: 35%**

MidSemester Review- 10%

Final Review- 25%

### **Participation: 15%**

An "A" is the highest course grade possible. You must earn a "C" or better in this course in order to satisfy the university's GVAR requirement. **A "C-" does not satisfy the GVAR requirement!**

93-100% = A	90-92% = A-	
88-90% = B+	83-87% = B	80-82% = B-
78-80% = C+	73-77% = C	70-72% = C-
60-69% = D	Below 60% = F	

#### Evaluation Criteria:

"A" work has a clear structure complete with a central claim and subclaims, and is thoughtful, convincing, well written, brimming with evidence, and suitable for the given audience.

"B" work fulfills all (or most) requirements of the assignment. It shows accurate and informative use of readings, a solid claim and organized subtopics, correct grammar, and awareness of audience.

"C" work meets all or most requirements but falls short in structure, argument, and/or language.

"D" work is deeply deficient in many ways.

"F" work means you have ignored the assignment's instructions or failed to submit anything.

NOTE: Many assignments require both a hard copy submitted to me and a digital upload to iLearn. If you submit either the hard copy or the digital version *but not both*, you will automatically receive half the points you might have been awarded. For example, if the assignment acquires an 88 but I received only the hard copy version from you and not the digital version, your final grade for this assignment is a 44.

Please feel free to ask about your grades at any time. This is best done in office hours or email.

### **ATTENDANCE & PARTICIPATION**

#### **Attendance:**

Attendance is essential. Please arrive on time and be prepared to participate.

Multiple absences and/or arriving late will negatively affect your grade for the course. If you are more than 5 minutes late for 5 classes, this will count as 1 absence. *If you are absent 5 times without a legitimate excuse, I will lower your final grade for the semester one full letter grade, for example, from an "A" to a "B".*

*If you must be absent, please:*

1. *Before* the class(es) you will miss, please contact me via email [vclark@sfsu.edu](mailto:vclark@sfsu.edu) to let me know.
2. Contact a classmate to get the assignments and materials you missed.
3. Bring an official signed document attesting to your absence, such as a doctor's, coach's, or employer's note.

#### **Participation:**

Engage in class by actively listening, asking questions, completing assignments on time, and contributing to whole-class and group discussions.

Since this is a writing class that takes place in a traditional classroom rather than a computer lab, many of our activities will require you to write on paper because the most effective editing is done on paper/hardcopy. We will use laptops, tablets, and phones at certain times and I will let you know in advance when to bring those to class.

Check iLearn and your SFSU email every night for announcements or updates regarding what you will need to do onwards.

You may meet with me in office hours as often as you wish. This is where you will receive the most individualized feedback. Please make an appointment with me or drop by.

**Late Work & Make-Up Policy:**

If you are absent, it is your responsibility to find out what you missed and to make arrangements with me for all work due. Certain in-class assignments may not be possible to make-up, which can lower your grade.

All assignments are due by the dates and times specified on iLearn unless otherwise rescheduled by me in class.

*I will not accept late work. Submit your work on time.*

*Exceptions: If you have a serious and legitimate reason that prevents you from completing the work on time, please contact me before the due date and we will agree on an extension. All arrangements to make up coursework will be agreed to and written in emails to each other.*

Printing is not an excuse to submit papers late and/or arrive late to class. Please take the time to locate the best printers on campus. Even better, acquire your own printer.

Please address any reoccurring trouble with iLearn, email, and/or other tech ASAP. Your best bet is to contact the following:

Academic Technology: <https://at.sfsu.edu/>

iLearn support: <https://athelp.sfsu.edu/hc/en-us/categories/200355657-iLearn>

IT support: <https://its.sfsu.edu/support>

Email: <https://its.sfsu.edu/guides/student-email>

**Classroom Speech and Conduct:**

In this class, diverse perspectives, opinions and experiences are respected. By actively acknowledging and respecting the opinions of others, you enhance our classroom discussions and your own experience. Although we are practicing and learning to improve as readers and writers in English, we will respect all students' languages and dialects.

**Cell Phone and Electronic Device Policy:**

As a courtesy to our classroom community, please keep all devices off or in silent mode during class. Please do not use your phone unless I ask you to do so for the purpose of a class activity. You should bring texts to class in hard copy form and/or on laptops or tablets. To maximize learning, unless otherwise specified, reading course texts from your phone screen will not be allowed in class.

**STUDENTS WITH DISABILITIES**

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached telephone (voice/TTY 415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)). For more information please visit the DPRC website at <http://www.sfsu.edu/~dprc>

**CONFIDENTIALITY, MANDATORY REPORTING, & SEXUAL ASSAULT**

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, emailing [vpasem@sfsu.edu](mailto:vpasem@sfsu.edu) or calling 338-2032. To disclose any such violence confidentially, contact: The SAFE Place at 415-338-2208, [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/); or Counseling and Psychological Services Center at 415-338-2208, <http://psyservs.sfsu.edu/>. For more information on your rights and available resources: <http://titleix.sfsu.edu>

**COLLEGE OF BUSINESS UNDERGRADUATE ACADEMIC STANDARDS**

San Francisco State University College of Business (SF State CoB) regards incidents of academic misconduct as serious matters. The following explains what academic misconduct is and outlines the consequences of academic misconduct.

### **A. Academic Misconduct**

Academic misconduct is defined as follows:

1. Cheating: Any unauthorized attempt to offer or obtain assistance in a formal academic exercise (e.g., an examination or class exercise); assuming another student's identity with intent to provide an advantage for the student; copying, in part or in whole, from another's test or other evaluation instrument; submitting work previously presented in another course, if contrary to the rules of either course.
2. Plagiarism: The unauthorized use (i.e., representing as one's own work) or reproduction or close imitation of original creations (ideas, words, sentences, paragraphs, or parts thereof; or artistic/scholarly works such as computer programs, photographs, or similar works) of another author (person, group, organization, including anonymous authors) without due acknowledgment (accepted standards of citation or reference of the original source of the used or quoted content).
3. Fabrication: The distortion of data, information, or citations in any formal academic exercise or altering grading or grading instructions.
4. Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline, falsely claiming to have submitted work, or submitting false information regarding internships.

### **B. Disciplinary Sanctions**

Two major types of sanctions may be imposed for any academic misconduct: Academic and Administrative. Academic sanctions are actions concerned with the coursework and grades which are the jurisdiction of the instructor.

Administrative sanctions are related to a student's status on campus and are governed by the Office of Student Conduct (OSC). The imposition of one form of sanction will not rule out the imposition of the other.

1. Academic Sanctions: Upon verification of academic misconduct by personal observation and/or documentation, an instructor reserves the right to take one or more of the following academic actions:

i. Reprimand: A verbal or written notification of unacceptable behavior, violating the student honor code.

Reprimand may be considered for any academic misconduct at the discretion of an instructor.

ii. Modification of Grade: A student may be failed in the evaluation instrument (assignment or exam), may receive a reduced course grade, or may fail the course.

2. Administrative Sanctions: Academic integrity is essential to the educational process. Traditional academic practices require that faculty members address cases of academic dishonesty in the classroom. Executive Order 1078, Article III, K, Cases Involving Academic Dishonesty, insists that, in addition, CSU faculty members report any infractions to a central location so that a student can be held accountable for multiple academic violations and the campus can recognize any patterns of misconduct. Cases of academic dishonesty for both cheating and plagiarism should be reported to their respective department chairs who should then report it to the Associate Dean or designee of the College (e.g., Assistant Dean). The Associate Dean or designee will then instruct the faculty member to complete the Confidential Academic Dishonesty Reporting Form housed within the Faculty Resources section on the OSC website.

The form, which goes directly to the OSC, will ask for the following information: names of students, SFSU ID #s, date of incident, class name/number/section, instructor's contact information, type of incident- cheating or plagiarism, etc.

### **STUDENT RESOURCES**

- **The Business Center for Career Services and Professional Development:** in Business 137

cobcareer@sfsu.edu or (415) 338-2509 or simply stop by the office.

cob.sfsu.edu/resources/career-services



- **The Student Success Center for advising:** in Business 112

Monday to Friday 9 a.m. to 12 noon, 1 to 5 p.m. No appointments needed; walk-in basis.

(415) 405-3531 and cobssc@sfsu.edu

- **SFSU Career Center:** <http://cob.sfsu.edu/resources/career-services>

cobcareer@sfsu.edu and (415) 338-2509.

- **Tutoring:** <https://ueap.sfsu.edu/tutoring>

The University has tutoring support for many subjects. These services are paid for by your tuition. Please make appointments as needed and/or drop in. Towards the end of term these services are very busy.

- **Health Services:** <https://health.sfsu.edu/>

<https://health.sfsu.edu/content/contact-us> or call 415-338-1251

Please contact/go to the Student Health Center with any questions or concerns and to make appointments.

### **WITHDRAWAL FROM COURSE**

The CoB observes the SF State Withdrawal from Courses policy F15-196:

<http://senate.sfsu.edu/policy/withdrawal-courses>

### **BUS 300 SPRING 2020 COURSE SCHEDULE (subject to change according to student needs)**

*Note: All assignments are due by the beginning of class on the date they are listed with.*

#### *JANUARY*

M 27 Introductions. Entry Survey and Diagnostic.  
W 29 Start Project 1 (Top Innovation Countries & Universal Design)

#### *FEBRUARY*

M 3 **P1 Work Plan.** APA overview.  
W 5 **P1 Report A Outline**  
M 10 **P1 Report A Draft**  
W 12 **P1 Report A Final.** Boardwork Introduction  
M 17 **P1 Report B Outline.** *P1 Pitches*  
W 19 **P1 Report B Draft.** *P1 Pitches*  
M 24 *P1 Pitches.* Troubleshoot Report B  
W 26 **P1 Report B Final.** Start Project 2 (Cover Letter & Resume)

#### *MARCH*

M 2 **P2 Work Plan.** Job Interview Do's and Don'ts  
W 4 **P2 Draft 1**  
M 9 Mock Interviews  
W 11 **P2 Draft 2**  
M 16 Mock Interviews  
W 18 **P2 Final.** Troubleshoot MidSemester Performance Review. **Last class before Spring Break.**  
F 20 **MidSemester Performance Review** (by 23:55 upload to iLearn only)  
M 23 **No Class: Spring Break**  
W 25 **No Class: Spring Break**

#### *MARCH, cont.*

M 30 Start Project 3 (Professional Emails)

APRIL

W 1 **P3 Work Plan**  
M 6 **P3 Draft 1**  
W 8 *Problem Presentations*  
M 13 **P3 Draft 2. Problem Presentations**  
W 15 *Problem Presentations*  
M 20 **P3 Final. Start Project 4 (Proposal)**  
W 22 **P4 Work Plan**  
M 27 **P4 Outline. P4 Brainstorms**  
W 29 **P4 Draft 1. P4 Brainstorms**

MAY

M 4 **P4 Progress Report. P4 Brainstorms**  
W 6 **P4 Draft 2. P4 Brainstorms**  
M 11 P4 Troubleshooting  
W 13 **P4 Final. Troubleshoot Final Performance Review. Last class.**  
F 15 **Performance Review Final** (by 23:55 upload to iLearn only)

# **Business 300 GWAR– Business Communication for Professionals**

**Spring 2020**

**BUS107 Tu and Th 11 AM-12:15 PM**

**Instructor **Roberta D'Alois****

**Office Hours: Tu and Th 3:30-5 PM or by Appointment**

**Office: BUS206E**

**Email: [robertad@sfsu.edu](mailto:robertad@sfsu.edu)**

## **Catalog Description**

Welcome to Business 300! Regardless of what role you plan to take in your business career, the ability to communicate through writing and speaking are essential. In addition to written and oral communication, the ability to apply critical thinking skills when evaluating the written and oral communication of others is necessary to communicate successfully in the professional world.

This course is designed to help you learn and sharpen the skills you will need to be an effective business communicator. It will include the fundamentals of business communication, exposure to common business writing formats, creating effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience working individually and as part of a team, creating effective communication at a standard of quality expected of business professionals.

## **Prerequisites**

Prerequisites: Restricted to upper-division Business majors; GE Area A2.

## **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

5. Demonstrate working knowledge of the fundamentals of business communication. (Assignments 3, 4, 5, 6)
6. Communicate using common business communication formats (interpersonal correspondence, formal reports, informal routine writing and oral presentations). (Assignments 4, 5, 6, 7)
7. Comprehend the standards expected of business professionals and prepare multiple drafts of a document applying those standards. Assignments 4, 5, 6)
8. Demonstrate an awareness of and a thoughtful opinion on current issues in business writing. (Weekly scenarios and articles)
9. Be able to rationalize rhetorical decisions. That is, I want you to be able to explain *why* you've made the decisions that you have. (Weekly scenarios and articles)
10. Demonstrate an ability to carry out various rhetorical tasks through writing and speaking. (Assignments 5, 7)
11. Have a functional grasp on grammar and mechanical usage as well as an awareness of the power that these mechanical facets of writing carry. (Assignments 2 - 7)

## **IMPORTANT DATES:**

<b>Monday, January 27</b>	<b>First day of Class</b>
<b>Thursday February 13</b>	<b>Faculty DROP deadline (for nonattendance etc.)</b>
<b>Friday February 14</b>	<b>Student ADD/DROP deadline</b>
<b>Tuesday March 24</b>	<b>CR/NC deadline</b>
<b>Saturday February 15</b>	<b>Withdrawal deadline for serious/compelling reasons begins</b>

<b>Tuesday April 28</b>	<b>Withdrawal for serious/compelling reasons WITH documentation begins</b>
<b>Thursday May 13</b>	<b>Last BUS300 class</b>

**Required Materials:**

**There are no required textbooks for this class.** Readings will come from business journals, periodicals, web sites and other assigned texts.

- *Access to Ilearn* where there will be supplementary reading.
- *An SF State email address.* I can only provide any confidential information via your SF State email, which you can set up to forward to your “actual” email.

**Course Format:**

This is an interactive writing class that will rely heavily on in-class & at-home written assignments, oral presentations and writing in class. Our class also relies on in-class discussion. Punctual attendance is required and necessary for success.

*The class includes in-person lecture, small group discussion, online forum discussion, in-class active learning and listening, in class writing and feedback.*

**Grading:**

Grades are based in individual writing, group projects, and oral presentations, with a heavy emphasis on individual and group writing.

Individual and Group Writing	This category includes writing assignments you’re assigned as daily exercises, Ilearn postings, group and individual homework assignments as well as in-class writing.	60%
Oral Presentations Individual and Group	Being able to convey ideas and be persuasive verbally is also vital. This category will include your elevator speech and various presentations during the semester.	20%
Participation and Attendance	In order to fulfill the participation aspect of this class you must be in class, on time, and participate in class activities and discussions. <u>Frequent absences and late arrivals will hurt your participation grade.</u> Our class thrives on participation and discussion. Be ready to contribute!	20%

Letter grades will be assigned to the percentage scale as follows:

93% - 100%	4.0 A
90% - 92%	3.7 A-
87% - 89%	3.3 B+
83% - 86%	3.0 B
80% - 82%	2.7 B-
77% - 79%	2.3 C+
73% - 76%	2.0 C
LESS THAN 73%	NO CREDIT

**NOTE: You must earn a C or better in this course in order to satisfy the University's GVAR requirement.**

### Guidelines for Participation BUS 300

Adapted from Bowling Green University,  
<http://www.bgsu.edu/offices/provost/Assessment/Particip.htm>

“Participating” is a matter of active engagement, rather than passive observation, and is shown through working effectively in diverse groups and teams, as well as through cooperation and respect for others.  
Participation quality in this course will be evaluated using the features defining the four levels shown below.

#### Level 1 Participation - F to D Plus

- Little or no advance preparation [SEP]
- Lets others set and pursue the agenda [SEP]
- Observes passively and says little or nothing [SEP]
- Responds to questions [SEP]
- Gives the impression of wanting to be somewhere else [SEP]
- Attendance record is haphazard and inconsistent; may be absent or late without notice [SEP]

#### Level 2 Participation - C Minus to C Plus

- Moderately prepared in advance [SEP]
- Takes some part in setting group goals and agendas [SEP]
- Participates in discussions, letting others provide the direction [SEP]
- Occasionally introduces information or asks questions [SEP]

#### Level 3 Participation - B Minus to B Plus

- Well prepared in advance [SEP]
- Takes a large part in setting group goals and agendas [SEP]
- Actively participates in discussion and asks questions [SEP]
- If likely to be absent or late, informs others ahead of time and arranges to cover own [SEP] responsibilities
- Listens actively and shows understanding by paraphrasing or by acknowledging and building [SEP] on others' ideas [SEP]
- Volunteers willingly and carries own share of the group's responsibilities [SEP] [SEP]

#### Level 4 Participation - A to A Minus [SEP]

- All of the markers of proficient participation, plus: [SEP]
- Draws out ideas or concerns of others, especially those who have said little [SEP]
- Re-visits issues or ideas that need more attention [SEP]
- Helps the group stay on track [SEP]
- Summarizes group decisions and action assignments [SEP]

#### Grading:



Grades are based on the following criteria. Please note that you need a grade of “C” or better to proceed to the next level. Grading standards correspond (as nearly as the classroom setting will allow) with what would be expected of students or employees in an actual business setting.

**Work you submit for grades should be:**

- **Word-processed.** All out-of-class assignments must be word processed and in most cases, presented through Ilearn. Handwritten memos, letters, and reports are not acceptable in a professional setting and are not acceptable in the classroom.
  - **Clean.** Appearance and format count toward your grade. The proper use of headings, white space, margins, and other visual devices all contribute to readability and accessibility of information, and handling them skillfully is extremely important.
  - **Error-free.** Simple mechanical and grammatical accuracy is absolutely necessary. Nothing destroys an author's credibility faster than spelling or grammatical errors.
  - **Audience-appropriate.** Readability, a style and tone chosen for clarity of expression and suitable to the target audience, also play a significant role in determining the grade on an assignment.
  - **Purposeful and well supported.** Whether intended to explain, analyze, or persuade, students' documents should have a clear purpose that is supported by appropriate facts and details. Visuals should be incorporated where useful, and research should be properly documented.
  - **Note on Drafts: Although drafts of the major writing assignments are not separately graded, they are REQUIRED. Failure to post a draft by the due date, or failure to bring one when asked for peer review, will result in a half letter drop in the final assignment grade.**
- **Note on duplicate submissions:** *Instructors expect that each paper or exercise turned in is written specially for that assignment. Students who would like to turn in the same or similar work to more than one course must get prior written permission from both or all the instructors involved. I may not give permission, and even if I do I may ask for a longer or a somewhat different paper. Failure to abide by this policy may result on a failing grade for the paper submitted.*

### **Grading Criteria:**

An **“A” paper** follows *all* of the assignment guidelines. It is well written, organized, focused, interesting and free of or has few spelling and other grammatical problems. In general, it is polished and professional in tone and appearance. ***In other words, an employer would be impressed with the professionalism and clear understanding of purpose, audience, content, expression, organization, style, and mechanics.***

A **“B” paper** is strong and shares most of the requirements of an “A” paper but may lack organization, weaker tone and is uneven. Some sentences may be awkward or don’t flow well. The document may have a few spelling and grammatical errors. Although the majority is well written, it may lack some of the polish an “A” document possesses. ***In other words, a document is geared toward an intended audience and is well organized but the content could be more specific without stylistic problems.***

A **“C” paper** just meets the assignment, but is weak and less organized/focused. It doesn’t flow well and reads like you started it the night before it is due. Sentences contain pertinent information but do not flow or have any polish. Proofreading is sloppy and uneven. ***In other words, there is a deficiency in content, arrangement, concept of audience, mechanics, and style, and the employer has to take time out of his or her schedule to correct the work and send it back for revision.***

A **“D” paper** is careless and inaccurate in places. Organization and tone are weak. Sentences are sometimes incomplete and in there are many problems with spelling and grammar. ***In other words, the work is poor and the employer will be looking for someone to replace the employee.***

**D and F essays are deficient in many ways including plagiarism or late submission.**

**Turnitin.com.** Some assignments will be due through Turnitin.com, which checks for plagiarism and also allows me a way to provide you with legible written feedback on your writing.

One aid you may want to engage with is an app/website called [www.grammarly.com](http://www.grammarly.com). You can purchase full access for about \$100/year, or just use the extension on Chrome or MacOS. Grammarly will help you identify grammar rules, see mistakes or issues you have in your writing, and is a great tool to use for a final proofreading.

### **Attendance:**

Much of our learning this semester will take place in classroom discussions and exercises, so attendance is ESSENTIAL. Of course, situations may come up that make attending a particular day difficult or impossible. Therefore, **you may miss up to 2 class periods (equal to one week of class) with no penalty to your grade. Importantly, each absence beyond 2 will result in the loss of one third of a letter to your participation grade.** If you miss more than **6 classes**, you may be asked to withdraw from the course; if you do not do so, you may be given a failing grade.

**IN ADDITION, UNLESS YOU HAVE A SERIOUS IMMEDIATE EMERGENCY** – car accident, emergency hospitalization etc. – **you MUST contact me**, preferably in advance, via email on the day of your absence. If you do not do so, the absence will result in your participation grade dropping by ONE FULL LETTER.

*If you must miss a class*, you are responsible for the readings and turning in assignments, and for obtaining accurate notes from your group members (even if you had a valid excuse for being absent), which includes finding out about assignments given on the day you were absent.

It is your responsibility to know when you are scheduled to present and to arrive ready to deliver the presentation whether individually or with your group. **If you miss a scheduled presentation time you will fail (with a grade of zero) that assignment.**

It is also important that you come to class on time. So arriving to class late (after roll is called) **will count as ONE-THIRD of an absence.**

*Note: This attendance policy makes no distinction between excused and un-excused absences; they affect your work in the course equally. If, however, you have a serious and unplanned medical or personal problem that requires immediate attention during the semester, please see me as soon as possible to discuss the situation.*

### **Academic Technology Platform;**

This course will use iLearn to facilitate discussion, for pre- and post-reading activities, and as a site for collaboration.

### **Written Work:**

This class is **writing intensive**. Before we proceed, please ask yourself if you're ready to devote yourself to a hefty chunk of reading and writing. We'll explore numerous written genres and activities meant to sharpen your ability to function in the business world. The writing assignments column in the schedule below is somewhat accurate but subject to change, so being in class to get updates is essential. All written assignments are due on the date listed on the daily plan or given in class. Late work is not accepted and submitting the final version of a major assignment late will result in a "no pass" for that assignment. Some writing assignments may be required to be submitted through Turnitin. All formal writing assignments will be posted on I learn – you will very rarely be asked for a hard copy, and if you are you will get plenty of notice.

**Peer Feedback:** Students will be asked to review each other's writing assignments in order to provide constructive feedback. Students may want to use this as an opportunity to decide whether or not to revise a particular assignment.

**For GROUP Assignments:** you may be asked to peer review the contributions of your group members. Students who do not participate in their group assignments, or whose group participation is not peer reviewed or validated by their group members **MAY** be subject to a lower grade on group assignments.

Most group assignments will require a good amount of discussion and drafting prior to the final version of the assignment. Even though students may vary in their ability to use spoken and written English in business settings, I encourage all class members to participate fully in group discussions, drafting, shared documents, and other tasks in preparation to presenting a final assignment.

### **Oral Presentations**

Our class includes oral presentations, both as a group and individually. Your ability to be persuasive and informative verbally will be immensely valuable in the professional world. To fulfill the oral aspect of the course, it's crucial to attend class to present and participate.

•The "elevator speech" will take place during our last class on December 12.

**Discussion.** Your opinions and contributions are vital to our discussions. I want our classroom to be a space where different perspectives are welcome. Your participation grade is also dependent on you contributing, so please keep up with the reading and be ready to contribute your perspective.

**While this class focuses on business communication practices in the US, I encourage students who may be familiar with business practices outside of the US to share their perspective and experiences with their classmates.**



### **Cell Phones/Digital Devices**

Your participation is highly valued and encouraged. Together we will explore various topics within business communication and deconstruct the process in an attempt to understand how they work. Many of the activities and assignments in class will require collaboration and the use of technology. You are encouraged to use and bring your tablets, smart phones, laptops, and other devices to aid in your learning, but not if they become a distraction to your participation.

I realize laptops, digital notepads, etc. are often used for taking notes. It's acceptable to use your devices for the benefit of your time in BUS 300. However, if I see you on your phone for any other reason than to note assignments or dates, I will reduce your participation grade, as you're not participating in the discourse of the classroom. If you absolutely must use your phone for a serious reason, please excuse yourself and take the call or text outside of the classroom.

### **Plagiarism:**

In short: **don't plagiarize.** The consequences (failing the class, possible expulsion, a permanent blemish on your record) far outweigh the possible benefits.

It may be tempting when you're pressed for time to pass off someone else's work or a paper you find on the internet as your own. Don't do it. I will be submitting your work to Turnitin on a regular basis and may ask you to submit work electronically through Turnitin yourselves.

Checking your work on your own will let you know if you've used attributed sources correctly, will check for proper citations and is one more way to help insure your work is original and follows correct formatting.



The University frowns (as do I) on any appropriation of someone else's work and the University's policy is noted here:

*Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an "F" grade. All instances of plagiarism in the College of Humanities will be reported to the Dean of the College, and may be reported to the University Judicial Affairs Officer for further action.*

**Plagiarism encompasses many activities that students sometimes take for granted as OK.** For example, a student might copy and paste a paragraph from Wikipedia describing a company, thinking, "These are just the facts, it's just what I would write." Or you might rephrase an idea you read in an article without also including a citation or acknowledgement to the original author. **If you are in doubt, always feel free to ask me.**

### **Statement on Disruptive Classroom Behavior**

In the classroom or laboratory environment you must respect the rights of others seeking to learn, respect the professionalism of the instructor, and honor the differences of viewpoints. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class. Disruptive behavior is defined as "behavior a reasonable person would view as substantially or repeatedly interfering with conduct of a class."

*Listed below are some examples of disruptive behavior:*

Excessive lateness to class/unexcused exits, sleeping in class, prolonged chattering, and overt inattentiveness, cell phone, pager use, disrupting the instructor's authority and expertise, verbal aggressiveness directed at classmates or instructor, grandstanding, etc.

This is not an exhaustive list, but one intended to convey what is considered disruptive to the class and put students on notice that this type of behavior will not be tolerated.

**Religious Holidays.** The faculty of San Francisco State University shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent.

**Disability Accommodation.** I wish to make this class accessible to everybody. Please alert me to any ways I can help make this course more accessible to you. Students with disabilities who need reasonable accommodations are encouraged to contact me.

The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)).



**Tutoring** SFSU has free tutoring resources on campus through the LAC (Learning Access Center) and through CARP (Campus Academic Resource Program) The tutors in these centers are trained specifically to work with business writing students. Find them at <http://www.sfsu.edu/~lac/tutoring.html> or <http://www.sfsu.edu/~carp1/>

### **Title IX Policy on Personal Writing and Disclosures of Sexualized Violence**

You should consider all of your writing for this class as public. You are encouraged to write on topics that matter to you, and while this can elicit writing that is deeply personal, you must always be prepared to share your work with others.

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking **and specify that this violence occurred while you were an SFSU student**, federal and state education laws require that, as your instructor, I notify the Title IX Coordinator, who will contact you to let you know about accommodations and support services at SFSU and possibilities for holding accountable the person who harmed you.

### **Student disclosures of sexual violence**

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, emailing [ypsae@sfstate.edu](mailto:ypsae@sfstate.edu) or calling 338-2032.

### **To disclose any such violence confidentially, contact:**

- The SAFE Place - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/)
- Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>
- For more information on your rights and available resources: <http://titleix.sfsu.edu>

\*If it's determined that a perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, these SFSU employees are required to notify the Dean of Students and/or the campus police.

### **Withdrawal from Classes:**

During the first three weeks of instruction, withdrawing from courses is permitted without restriction or academic penalty.

From the beginning of the fourth week through the twelfth week of instruction, withdrawal from a course will be permissible, for serious and compelling reasons, by consulting the faculty member teaching the course. The student must complete a "Petition for Withdrawal from Course or University" and submit the petition to the instructor for a decision. The petition must be accompanied by a copy of the student's unofficial SFSU transcripts. The instructor will have the prerogative to approve or deny the request.

Withdrawals shall not be permitted after the twelfth week of instruction except in cases, such as accident or serious illness, where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an Incomplete is not practicable. Withdrawals of this sort may involve total withdrawal from the university or may involve only withdrawal from one or more courses, except that course grade and credit or an Incomplete may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made.

**For a complete description of the university's withdrawal policies please see:**

## **Other Services:**

**The College of Business Eustace-Kwan Career Services and Professional Development Center can connect you to helpful resources and possibilities.**

- Find jobs and internships.
- Develop key skills including resume and cover letter writing, interviewing, and networking.
- Explore business careers and meet diverse employers.
- Learn about the Commercial Real Estate Certificate (CRE) and the CREATE Summer Internship Program.

Holloway Campus: BUS 137

**cobcareer@sfsu.edu**

415-338-2509

## **Student Success Center - Academic Advising**

College of Business

*"We Take Care of Business"*

Business Building, Room 112

Monday through Friday

8:30 a.m.–Noon, 1–4:30 p.m.

No appointments needed! Drop in basis.

E-mail: [cobssc@sfsu.edu](mailto:cobssc@sfsu.edu)

Phone: (415) 405-3531

## **Appendix 1 –**

### **San Francisco State University College of Business Undergraduate Academic Standards**

*(Updated September 2017)*

San Francisco State University College of Business (SF State CoB) regards incidents of academic misconduct as serious matters. The following explains what academic misconduct is and outlines the consequences of academic misconduct.

#### *A. Academic Misconduct*

Academic misconduct is defined as follows:

1. Cheating: Any unauthorized attempt to offer or obtain assistance in a formal academic exercise (e.g., an examination or class exercise); assuming another student's identity with intent to provide an advantage for the student; copying, in part or in whole, from another's test or other evaluation instrument; submitting work previously presented in another course, if contrary to the rules of either course.
2. Plagiarism: The unauthorized use (i.e., representing as one's own work) or reproduction or close imitation of original creations (ideas, words, sentences, paragraphs, or parts thereof; or artistic/scholarly works such as computer programs, photographs, or similar works) of another author (person, group, organization, including anonymous authors) without due acknowledgment (accepted standards of citation or reference of the original source of the used or quoted content).
3. Fabrication: The distortion of data, information, or citations in any formal academic exercise or altering grading or grading instructions.
4. Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline, falsely claiming to have submitted work, or submitting false information regarding internships.

#### *B. Disciplinary Sanctions*

Two major types of sanctions may be imposed for any academic misconduct: Academic and Administrative. Academic sanctions are actions concerned with the coursework and grades which are the jurisdiction of the

instructor. Administrative sanctions are related to a student's status on campus and are governed by the Office of Student Conduct (OSC). The imposition of one form of sanction will not rule out the imposition of the other.

1. Academic Sanctions: Upon verification of academic misconduct by personal observation and/or documentation, an instructor reserves the right to take one or more of the following academic actions:
  - i. Reprimand: A verbal or written notification of unacceptable behavior, violating the student honor code. Reprimand may be considered for any academic misconduct at the discretion of an instructor.
  - ii. Modification of Grade: A student may be failed in the evaluation instrument (assignment or exam), may receive a reduced course grade, or may fail the course.
2. Administrative Sanctions: Academic integrity is essential to the educational process. Traditional academic practices require that faculty members address cases of academic dishonesty in the classroom. Executive Order 1078, Article III, K, Cases Involving Academic Dishonesty, insists that, in addition, *CSU faculty members report any infractions to a central location so that a student can be held accountable for multiple academic violations and the campus can recognize any patterns of misconduct.*

Cases of academic dishonesty for both cheating and plagiarism should be reported to their respective department chairs who should then report it to the Associate Dean or designee of the College (e.g., Assistant Dean). The Associate Dean or designee will then instruct the faculty member to complete the Confidential Academic Dishonesty Reporting Form housed within the [Faculty Resources section](#) on the OSC website. The form, which goes directly to the OSC, will ask for the following information: names of students, SFSU ID #s, date of incident, class name/number/section, instructor's contact information, type of incident- cheating or plagiarism, etc.

### COURSE SCHEDULE BUS 300 Spring 2020

The schedule is subject to change depending on student needs and pacing. Please check ILearn at least once each week for updates to schedule and assignments.

**ALL NUMBERED WRITTEN ASSIGNMENTS MUST BE TURNED IN ON I LEARN. You will rarely if ever provide paper copies of any assignments, and if one is required, there will be ample notice on Ilearn.**

#### EACH WEEK:

- Once each week, ONE group will present a real-world business or employment scenario for the full class to discuss.

#### ONCE DURING THE SEMESTER (Spring 2020 – on Date TBD)

- EACH GROUP will be responsible to present an analysis, presentation and discussion of ONE article on their chosen company that they found compelling and discussion-worthy from one of the links provided on ILearn (or other sources with permission.)

Week Number	Dates	Readings Due	Writing Due
<b>Wk 1</b> Review syllabus, set goals and assign diagnostic. Discuss audience, purpose, medium, rhetoric	1/27 – 1/31	Ch 3 Grammar	<b>Assgn # 1</b> Diagnostic: Formal letter to instructor <b>Due Thursday January 30 on ILEARN</b>
<b>Wk 3</b> Resume/Cover Letter Workshops	2/3 – 2/7	Ch 10 and 11 Cover Letters and Resumes	
<b>Wk 4</b> Developing a “business voice” and collaborative writing	2/10- 2/14	Ch 6 and 7 emails etc.	<b>Individual conferences ONLY with DRAFT of Assignment # 2</b>

			(and online assignment) on <b>Tuesday February 11 and Thursday February 13</b>
<b>Wk 5</b> Conducting Research	2/17 - 2/21	Ch 15 Presentations	<b>Assign# 2 Resume/Cover Letter (INDIV) due Thursday February 20 on ILearn</b>
<b>Wk 6</b> Correspondence/Negative news/Building goodwill	2/24 - 2/28	Ch 14 Social Media	
<b>Wk 7</b> Building Business Reports <i>Mid term evaluations</i>	3/2 - 3/6	Ch 17 Informal Reports	<b>Assgn # 3 Personal Soc Media page (INDIV) Due Wednesday March 4 WITH PRESENTATION on ILearn</b>
<b>Wk 8</b> Group Work	3/9 - 3/13		<b>Assgn # 3 Personal Soc Media page (INDIV) Due Thursday March 12 WITH PRESENTATION on ILearn</b>
<b>Wk 9</b> Student-instructor group conferences and presentation	3/16- 3/20	Ch 8 and 9 Letters and Bad news	<b>Assign # 4 Persuasive Letter (INDIV)Due on ILearn Thursday March 19</b>
<b>Wk 10</b> Effective Presentation and Conducting meetings	3/23 - 3/27		<b>SPRING BREAK!</b>
<b>Wk 11</b> Workplace discourse and values in social media	3/30- 4/3	Ch 17 and 18 Formal reports	<b>GROUP Conferences MONDAY March 30</b>
<b>Wk 12</b>	4/6 - 4/10		
<b>Wk 13</b>	4/13 - 4/17		<b>Assignment # 5: “Bad News” (GROUP) Due on ILearn Thursday April 16 with PRESENTATION</b>
<b>Wk 14</b>	4/20- 4/24		
<b>Wk 15</b> Prepare for “elevator speech” presentation	4/27 - 5/1		<b>Assign # 6 Revise and Reflect (INDIV) due Thursday April 30 on ILearn</b>
<b>Wk 16</b>	5/4 - 5/8		<b>Assignment 7 Elevator speech (INDIV) due Thursday May 14 (CONTENT and PRESENTATION)</b>
<b>Wk 17</b>	5/11 - 5/15		<b>Assignment 7 Elevator speech (INDIV) due Thursday May 14 (CONTENT and PRESENTATION)</b>
<b>Exam Week</b>			<b>Any REVISIONS due Tuesday May 19 by 10:15 AM Office Hours 10:15-12:15</b>

## Business 300 – “Business Communication for Professionals”

FALL 2019

[10] M & W 2:00 PM- 3:15 PM in BUS 107

[15] M only 4:00 PM- 6:45 PM in BUS 107

[20] W only 4:00 PM- 6:45 PM in BUS 116

Instructor: **G. Deare**

Email: [gcdeare@mail.sfsu.edu](mailto:gcdeare@mail.sfsu.edu)

Office: SCI 332

Office Hours: 12:30 PM-2:00 PM Mondays; 12:30-2:00 PM Wednesdays (and by appointment)

### Catalog Description:

Written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

### Prerequisites

COMM 150 and ENG 214 or equivalent with grades of C- or better and upper division standing.

### Student Learning Outcomes

Upon successful completion of this course, students will be able to:

12. Demonstrate working knowledge of the fundamentals of business communication.
13. Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
14. Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
15. Describe current issues in business writing.

**Required Textbook: “Business Communication For Success” (Available online and as a downloadable PDF on iLearn).**

**Cost: \$0**

### Course Format

This is a hands-on writing class that will rely heavily on in-class and at-home written assignments and oral presentations in class. Attendance is **REQUIRED** and necessary in order to develop the proficiency required of today’s business professional.

### Grading Policies

Credit and feedback will be provided for individual writing, mid-term examinations, and oral presentations, with a heavy emphasis on individual writing. **However, a “contract grading” system will be in place.** The goals and challenges associated with “contracting grading” will be discussed during the first few class meetings, but the system is intended to help students customize their own learning.

The default grade for completing **ALL REQUIRED ASSIGNMENTS** on a “passing” or “satisfactory” basis, along with **REGULAR CLASS ATTENDANCE** will start at the ‘B’ level. **So long as you complete ALL required writing assignments, pass BOTH midterms, deliver “satisfactory” oral performances/presentations, and attend class “regularly”, you will be guaranteed AT LEAST a ‘B’ in the class.** Although “contract grading” attempts to minimize the subjectivity associated with grading, the system isn’t perfect, so it’s up to you to discuss concerns about your progress and course grade whenever they arise.

Important information to consider about “contract grading” for this course:

1. All REQUIRED writing assignments are either PASS (✓) or REVISE (0).
2. ‘PASS’ receives full credit; ‘REVISE’ receives NO CREDIT unless it is re-written to a passing level by the specified revision due date.
3. You must submit ALL graded work through TurnItIn via iLearn, which will check for plagiarism, grammar, and proofreading errors. Your work will then be assessed according to a rubric, and you will receive instructional feedback/comments.
4. If your work meets the standards outlined on the rubric, it will receive credit (PASS ✓) and no further work is required for that assignment.
5. If your work does NOT meet the standards, you have the option to revise the draft to an acceptable level by a specified revision due date (usually within a week of receiving the feedback/rubric score).
6. If you do not revise your work to a ‘satisfactory’ level, you will receive NO CREDIT (0) for the assignment, which can lower your overall course grade.
7. **Attendance is MANDATORY.** If you miss more than **TWO class meetings**, you may be dropped from the course (especially during the first two weeks of the course), or it may have a dramatic impact on your grade.
8. You have many different ways to earn a grade higher than the standard ‘B’. Take initiative and responsibility by customizing your own learning.
9. **DO NOT RELY ON THE GRADEBOOK IN ILEARN-** it is NOT accurate! Simply use the link provided at the top of iLearn to tally up your points throughout the semester. Be sure to refer back to the syllabus regularly so that you know how many points you’ve already earned, as well as how many you will need to earn a specific grade.

Please examine the chart carefully:

		✓ / 0
<b><u>Individual Writing</u></b>	<b><u>Required Short Writing (1-2 pages):</u></b> <b>DO ALL 4 Assignments for “B”</b>	<b>C / N</b>
4 ✓ = B	*Memo	✓ / 0
3 ✓ = C	*Routine Message	✓ / 0
2 ✓ = NC	*Cover Letter	✓ / 0
1 ✓ = NC	*Resume	✓ / 0
0 ✓ = NC	<b><u>*Optional Short Writing (1-2 pages)</u></b>	
	<b>CHOOSE 1-4</b>	+
	Study Plan	++
	Persuasive Proposal	++
	“Bad News” Memo	+
	Practice Cover letter	
<b><u>Final Report</u></b>	<b><u>Group Report (10-15 pages)</u></b>	<b>C / N</b>
8 ✓ = B	Topic Proposal/Outline	✓ / 0
7/9 ✓ = C	Group Presentation Duties	✓ / 0
<6/9 ✓ = NC	Report Introduction	✓ / 0
<5/9 ✓ = NC	Report Methods/Approaches	✓ / 0



<p>&lt;4/9√= NC  &lt;3/9√= NC  &lt;2/9√= NC  &lt;1/9√= NC</p>	<p>Report Findings  Annotated Works Consulted  Report Conclusion  Report Executive Summary  TP/TOC/TOF  FINAL REPORT</p> <p><u>Additional Credit:</u>  CATME.org score: +  &gt;9 score</p>	<p>√ / 0  √ / 0  √ / 0  √ / 0  √ / 0</p> <p>+  ++</p>
<p><b>Exams</b></p> <p>2√= B  1√= C  0√= NC</p>	<p>Mechanics Midterm (70% or higher)  80-90%= +  &gt;90% = ++  Midterm corrections (&lt;70% only) = +  Take Home Final</p>	<p><b>C / N</b>  √ / 0  +  ++  +  √ / 0</p>
<p><b>Oral Presentations</b></p> <p>2√= B  1√= C  0√= 0</p>	<p>Individual (Sales Pitch)  Group Report Presentation (FINAL)</p> <p><u>Additional Credit:</u>  No “redos” on Sales Pitch: +  CATME.org score: +</p>	<p><b>C / N</b>  √ / 0  √ / 0</p> <p>+  +</p>
<p><b>Participation</b></p> <p>4√= B  3√= C  &lt;3√= NC</p>	<p>Regular Attendance (&lt;2 absences)  REQUIRED Student/teacher conferences  REQUIRED Peer Review sessions  REQUIRED Informal/practice group presentations  Group work/class discussions/homework</p> <p><u>Additional Credit:</u>  Office hours visits: +  Career Networking + (proof required)  Portfolium Profile +  CARP/LAC Tutoring (proof required): +  0 absences= ++</p>	<p><b>C / N</b>  √ / 0  √ / 0  √ / 0  √ / 0  √ / 0</p> <p>+  +  +  +  +  ++</p>

Since it's difficult to keep track of percentages and points when using a system like this, the easiest way to establish a baseline 'B' for the course is to consider the FIVE (5) categories that determine your grade:

1. REQUIRED Individual Writing Assignments: (4/4 √)



- MAX Additional Credit: 6
2. REQUIRED Group Final Paper: (8/10 ■)  
MAX Additional Credit: 3
  3. REQUIRED Midterms: (2/2 ■)  
MAX Additional Credit: 2
  4. REQUIRED Oral Presentations: (2/2 ■)  
MAX Additional Credit: 2
  5. Participation: (4/5 ■)  
MAX Additional Credit: 7

NOTE: While you may earn additional credit WITHIN a specific category, you cannot substitute additional credit opportunities for REQUIRED assignments.

Divided within the sections are TWENTY (20) completed course requirements within those categories ■, which all add up to your 'B' for the course. In order to earn a higher grade, you must complete additional work.

Final letter grades will be calculated as follows:

A: > 33  
A-: 29-32  
B+: 25-28  
B: 20-24  
B-: 18-19  
C+: 16-17  
C: 15  
NC: <15

NOTE: The student must earn a C or better in this course in order to satisfy the University's GVAR requirement. A 'C-' DOES NOT satisfy the GVAR requirement!

### **Class Policies**

**Attendance. Attendance is required.** Students are allowed a MAXIMUM OF ONE (2 for biweekly classes) excused/emergency absence over the course of the semester. **Students who do not attend all class sessions during the first two weeks of classes WILL BE DROPPED!** Excused absences are for work-related or family emergency issues (e.g., funeral for an immediate family member). These must be prearranged with the instructor in advance of the absence and the student is responsible for submitting any homework assignments for that day on time. An emergency absence is for something out of the student's control and impossible to arrange in advance (e.g., emergency hospitalization) and the instructor will negotiate a make-up period for any missed homework. **I will always ask for documentation of an emergency excuse or a work-related excuse, so please have it available upon request.**

**Tardiness:** Please be respectful and professional by arriving on time to class. Showing up more than a few minutes late is distracting and rude. If you know you will be a few minutes late, please send me an email notifying me that you are on your way as a courtesy, but do not make it habit to show up during the middle of the class. I recognize life happens and sometimes being late is unavoidable; however, **students who regularly show up late will be asked to leave and counted as absent.**

**COB POLICY:** *Any student with more than one unexcused/emergency absence may have the final grade for the class reduced by 10 percentage points (one full letter grade) AND/OR be dropped from the course if the absences accumulate during the first two weeks of classes!*

Assignment Deadlines. All written assignments are due by the specified deadline and uploaded to the appropriate forum on iLearn. As a general rule, I WILL NOT ACCEPT LATE WORK! If you need help or additional time, feel free to discuss the matter in person PRIOR to the due date. Emailing me less than 24 hours before an assignment is due is NOT an acceptable way to ask for an extension. Exam dates and presentation dates are firm. If you are absent during the midterm or graded oral presentations, you will receive a zero. NO EXCEPTIONS!

Peer Feedback. Students will be required to review each other's writing assignments in order to provide constructive feedback, via TurnItIn's "Peer Mark" feature.

Group Projects: Throughout the semester, you will be working in various groups to complete low-stakes/in-class assignments, as well as larger projects that may require out-of-class collaboration. Groups may be formed randomly during class when the assignment and instructions are provided; however, your final group project groups will be primarily based on scheduling/availability through CATME.org

NOTE: You must act professionally, communicate with your group members regularly (responding to texts/emails/etc) and complete your share of the work on a satisfactory and timely basis. **Failure to do so may result in your removal from the group and/or receiving a ZERO on the assignment and/or failing the course!** If you are absent, be sure to check iLearn for assignment instructions and touch base with your group members, and try to schedule an appointment during office hours should you have questions or need help.

After the final group project (paper and research panel), students will complete PEER EVALUATION FORMS on CATME.org. Students who receive high scores will be rewarded with additional credit.

**Students who receive low peer scores may lose points!**

Revisions: Students are encouraged to revise assigned work, but it must be submitted to the appropriate forum and by the specified revision due date. When a student submits a revised assignment, it should follow the instructor comments/suggestions to receive credit. The student will also have the opportunity for a "do-over" on the short oral presentation if they cannot deliver the sales pitch effectively on the first or second attempt.

Disability Accommodation. Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the [Student Service Building and can be reached by telephone (415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu))."  
(<http://www.sfsu.edu/~dprc>)

Religious Holidays. It is the policy at this university to make reasonable accommodations for the observance of religious holidays. If the student will be unable to participate in this class due to a religious observance, s/he should contact the instructor in advance to arrange for an accommodation. Normally this communication will take place in the first couple of weeks in the semester.

Student disclosures of sexual violence:

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

**The SAFE Place** - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/)

**Counseling and Psychological Services Center** - (415) 338-2208; <http://psyservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>

**Advising:** The Student Success Center is located in Business Building Room 112. Office hours are Monday to Friday from 9 a.m. to 12 noon, 1 to 5 p.m. Contact info is (415) 405-3531 and [cobssc@sfsu.edu](mailto:cobssc@sfsu.edu) by email. No appointments needed; walk-in basis.

The Business Center for Career Services and Professional development is located in BUS 137. Contact [cobcareer@sfsu.edu](mailto:cobcareer@sfsu.edu) or (415) 338-2509, or simply stop by the office. <http://cob.sfsu.edu/resources/career-services>

**Technology-** If you own one, I encourage you to bring a laptop computer or tablet to class, so long as you are using it to take notes or for class-related purposes. Please be aware that Social Media, instant messaging, web browsing, and personal email are a huge distraction for everyone. If I feel as though your use of electronic devices is disruptive or distracting, I will ask you to leave the classroom for the remainder of the period.

**Office Hours.** The best way to discuss school related matters with me is in person, not through email. I hold office hours twice weekly, and I urge you to take advantage of them. Each week, a Google Form signup sheet will be provided at the top of iLearn, so if you wish to secure a guaranteed time slot, make sure to sign up ASAP, as appointments can fill up quickly!

**If you need to contact me by email, you may reach me at [gcdeare@mail.sfsu.edu](mailto:gcdeare@mail.sfsu.edu)**

However, my availability is limited. On weekends, I will not check my email until Sunday evening, so if you have a question, you must email me ahead of time, by Friday afternoon at the latest. During weekdays, I check my email daily, but I may not respond until the following day if you email me after 6:00 PM. In emails, PLEASE list the course section number and day of the class you are attending (BUS 300 and section #). I teach multiple classes at other colleges as well, so it makes my life easier when you remind me of which class you are attending.

**Plagiarism and Academic Dishonesty:** I have a ZERO TOLERANCE policy regarding plagiarism and/or academic dishonesty. ALL GRADED WRITTEN WORK MUST BE SUBMITTED THROUGH ILEARN VIA TURNITIN.

I encourage you to refer to SFSU's plagiarism policy and study it carefully:  
<http://conduct.sfsu.edu/plagiarism>

Any student caught plagiarizing on a graded assignment will receive a zero on the assignment and I will refer you to the Dean of the business department, as well as the Office of Student Conduct for further disciplinary action. Depending on the severity of the offence, you may receive a failing grade for the course and face additional consequences and or sanctions from the university.

## **San Francisco State University College of Business Undergraduate Academic Standards**

San Francisco State University College of Business (SF State CoB) regards incidents of academic misconduct as serious matters. The following explains what academic misconduct is and outlines the consequences of academic misconduct.

### **A. Academic Misconduct**

Academic misconduct is defined as follows:

1. **Cheating:** Any unauthorized attempt to offer or obtain assistance in a formal academic exercise (e.g., an examination or class exercise); assuming another student's identity with intent to provide an advantage for the student; copying, in part or in whole, from another's test or other evaluation instrument; submitting work previously presented in another course, if contrary to the rules of either course.
2. **Plagiarism:** The unauthorized use (i.e., representing as one's own work) or reproduction or close imitation of original creations (ideas, words, sentences, paragraphs, or parts thereof; or artistic/scholarly works such as computer programs, photographs, or similar works) of another author (person, group, organization, including anonymous authors) without due acknowledgment (accepted standards of citation or reference of the original source of the used or quoted content).
3. **Fabrication:** The distortion of data, information, or citations in any formal academic exercise or altering grading or grading instructions.
4. **Deception:** Providing false information to an instructor concerning a formal academic exercise— e.g., giving a false excuse for missing a deadline, falsely claiming to have submitted work, or submitting false information regarding internships.

## B. Disciplinary Sanctions

Two major types of sanctions may be imposed for any academic misconduct: Academic and Administrative. Academic sanctions are actions concerned with the coursework and grades which are the jurisdiction of the instructor. Administrative sanctions are related to a student's status on campus and are governed by the Office of Student Conduct (OSC). The imposition of one form of sanction will not rule out the imposition of the other.

1. **Academic Sanctions:** Upon verification of academic misconduct by personal observation and/or documentation, an instructor reserves the right to take one or more of the following academic actions:
  - i. **Reprimand:** A verbal or written notification of unacceptable behavior, violating the student honor code. Reprimand may be considered for any academic misconduct at the discretion of an instructor.
  - ii. **Modification of Grade:** A student may be failed in the evaluation instrument (assignment or exam), may receive a reduced course grade, or may fail the course.
2. **Administrative Sanctions:** Academic integrity is essential to the educational process. Traditional academic practices require that faculty members address cases of academic dishonesty in the classroom. Executive Order 1078, Article III, K, Cases Involving Academic Dishonesty, insists that, in addition, CSU faculty members report any infractions to a central location so that a student can be held accountable for multiple academic violations and the campus can recognize any patterns of misconduct. Cases of academic dishonesty for both cheating and plagiarism should be reported to their respective department chairs who should then report it to the Associate Dean or designee of the College (e.g., Assistant Dean). The Associate Dean or designee will then instruct the faculty member to complete the [Confidential Faculty Report of Academic Dishonesty form](#). The form, which goes directly to the OSC, will ask for the following information: names of students, SFSU ID #s, date of incident, class name/number/section, instructor's contact information, type of incident- cheating or plagiarism, etc.

Updated January 2020

\*Although the policies I have outlined are firm, the weekly readings and schedule are not set in stone. Make a habit to log into iLearn regularly to check for changes and updates, as this course is meant to be a dynamic experience.

I, \_\_\_\_\_, downloaded a copy of Gavin Deare’s BUS 300 course syllabus, and I have taken the time to read it carefully and ask questions. I am aware of the classroom and grading and classroom policies outlined in the syllabus and I acknowledge that I understand and I will agree to adhere to these policies.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

**Preliminary Class Schedule (\*subject to change: see iLearn for regular updates)**

<b>Week</b>	<b>Preparation</b>	<b>Topic</b>	<b>Assignment(s)</b>
<b>W1:</b>  <b>M 2/27,</b>  <b>W 2/29</b>		Introductions  Discussion what needs to happen in a Business Communications Class	Baseline writing assignment:  Memo to instructor explaining what the employer wants to see in a business writing course
<b>W2:</b>  <b>M 2/3</b>  <b>W 2/5</b>	Chapter 1 Chapter 2 “What is Literacy”  “Shitty First Drafts”	Successful business communication skills	<b>REQUIRED MEMO DUE</b>  Study Plan for the semester
<b>W3:</b>  <b>2/10,</b>  <b>2/12</b>	Chapter 3 Chapter 4 Chapter 18  “Comma Usage Rules”	Collaboration in business/ Peer Review	<b>Informal Group Presentation #1 DUE</b>  ***Optional Study Plan for the semester DUE
<b>W4:</b> <b>2/17,</b>  <b>2/19</b>	Chapter 3  “Sentence Focus Continued”	Fundamentals of effective business writing	<b>Informal Group Presentation #2 DUE</b>
<b>W5:</b>  <b>2/24,</b>  <b>2/26</b>	Chapter 4	Delivering Effective Messages	<b>REQUIRED ROUTINE MESSAGE DUE</b>
<b>W6:</b>  <b>3/2,</b>  <b>3/4</b>	Chapter 5 Chapter 12 Chapter 14	Persuasive Messages and Advertising	***Optional Persuasive Writing DUE
<b>W7:</b>  <b>3/9</b>	Chapter 6 Chapter 7 Chapter 17	Communicating Bad News and Conflict Resolution	<b>REQUIRED Mechanics Midterm 3/9 [10]; 3/9 [15], 3/11 [20]</b>

3/11			***Optional Negative Message DUE
<b>W8:</b> 3/16 3/18	Chapter 11 Chapter 9 Chapter 7	Professionalism/Job Interviews  Proposals and Plans	*Optional Practice Cover Letter DUE  <b>Business Report Topic Proposal DUE on iLearn</b>  <b>REQUIRED Cover Letter and Resume DUE on iLearn</b>
<b>W9:</b> NO CLASS 3/23 3/25	SPRING	BREAK	
<b>W10:</b> 3/30 4/1	Chapter 9 Chapter 5		<b>Rough Outline of Business Report DUE</b>  <b>MANDATORY CONFERENCES</b>
<b>W11:</b> 4/6 4/8	Chapter 9 Chapter 5	Business Reports	<b>Report Intro and Works Cited DUE</b>
<b>W12:</b> 4/13 4/15	Chapter 9	Business Reports	<b>Report Approaches/Methods DUE</b>
<b>W13:</b> 4/20 4/22	Chapter 9	Business Reports	<b>SALES PITCH DUE</b>  [10] 4/20 [15] 4/20 [20] 4/22
<b>W14:</b> 4/27 4/29	Chapter 10 Chapter 11 Chapter 13	Reports Group  Presentations	<b>REPORT FINDINGS DUE</b>  <b>PRESENTATION PROPOSAL DUE</b>
<b>W15:</b> 5/4 5/6	Chapter 15 Chapter 16	Reports Group Presentations	<b>CONCLUSION/ EXECUTIVE SUMMARY DUE</b>
<b>W16:</b>	Chapter 15	Reports	<b>TOC/TOF DUE</b>

<p><b>5/11</b></p> <p>5/13</p>	<p>Chapter 16 Chapter 19</p>	<p>Group Presentations</p>	<p><b>MANDATORY CONFERENCES</b></p>
<p><b><u>FINAL EXAM PERIOD:</u></b></p>	<p>[10] M 5/18 @ 2:45-4:45 PM</p> <p>[15] M 5/18 @ 4:00 PM</p> <p>[20] W 5/20 @ 4:00 PM</p>	<p>Reports Group Presentations</p>	<p><b>Final Presentations</b></p> <p><b>Take Home Final</b></p> <p><b>Finalized Report</b></p>

# **Business 300 – “Business Communication for Professionals” Spring 2020**

**Section 25 - BUS 107 - Tuesdays- 7:00 to 9:45 p.m.**  
**Section 28 - BUS 107 - Thursdays - 7:00 to 9:45 p.m.**

Instructor: **Antoine de Fridman**  
[antoine.sfsu@gmail.com](mailto:antoine.sfsu@gmail.com)

Office Location: SCI 341  
T & Th- 5:45 to 6:45 p.m. and by appointment

## **Catalog Description**

Written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

## **Prerequisites**

COMM 150 and ENG 214 or equivalent with grades of C- or better and upper-division standing.

## **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Demonstrate working knowledge of the fundamentals of business communication.
2. Communicate using common business communication formats (interpersonal correspondence, letters, proposals, formal reports, and oral presentations).
3. Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
4. Describe current issues in business writing.

## **Text and resources**

For this class you will need:

- An email account. Ideally, a platform that would allow you to collaborate. Example: A Gmail account with access to Google Docs.
- Access to I-learn
- Business Communication for Success - PDF Textbook available in ILearn
- Optional: Shwom, Barbara and Lisa Snyder, Business Communication: Polishing your Professional Presence, Student Value Edition. Prentice Hall, 2nd edition, 2013

## **Course Format**

This is a seminar course and not a lecture course. While lecture classes consist of professors lecturing to their students, seminar courses revolve around class discussions and small group work. Also, this is a hands-on class that will rely heavily on written assignments and oral presentations.

Your attendance is required and necessary in order to develop the proficiency required of today's business professionals. Though I will guide class, I hope that we can create a community in which we freely discuss ideas, so that you may also learn from each other's unique perspectives. Please refer to the grading and attendance section of this syllabus to learn more about how participation and absences affect your grade.

## **Grading**

Grades are based on individual writing, examinations, oral presentations, group work, and class participation. Group projects may require you to evaluate your group through CATME.



Writing Assignments	<b>Short and Credit Assignments (1-2 pages)</b> Letters / e-mails (20%) Compilation: Summaries, homework, in-class writing, reflections (5%)  <b>Group Assignments</b>  Final Project (Proposal and Report) - 14 to 18 pages (20%)	45.00 %
Examinations	Between 2 and 5 Quizzes and exams	20.00%
Oral Presentations	Job Interview - 5% Short Presentation - 5% Teaching Report - 10 %	20.00%
Participation	Attendance - Passive (0.2% per session) Active participation (12%)	15.00%

Letter grades will be assigned to the percentage scale as follows:

93% - 100% 4.0 A

90% - 92% 3.7 A-

87% - 89% 3.3 B+

83% - 86% 3.0 B

80% - 82% 2.7 B-

77% - 79% 2.3 C+

73% - 76% 2.0 C

LESS THAN 73% NO CREDIT

NOTE: The student must earn a C or better in this course in order to satisfy the University's GWAR requirement.

## Class Policies & Expectations

**Standard of Student Conduct.** You are expected to behave in a way that encourages a positive learning environment. If you are interested in learning about what is considered misconduct, please check the Standard of Student Conduct information on the university website: <http://conduct.sfsu.edu/standards>.

**Attendance.** Attendance is required. You are allowed a maximum of one (1) excused/emergency absence over the course of the semester. *Any student with more than one absence will have the final grade for the class reduced by 10 percentage points per each extra absence. Note: If you are absent four times, your maximum grade could be 70%, and you will earn a NC.*

**Tardiness.** Please be on time for class. When you come late, you disturb the class. This is rude and unprofessional. I will consider three late arrivals ( more than 15 minutes after 7:00 pm) as one absence.

**Participation.** As this is a seminar course, your participation will be instrumental to create a productive and successful learning experience. Thus, your participation equals 15% of your grade. You will have plenty of opportunities to participate, but you need to be in class. If you don't come to class, you cannot participate.

**Disruptive Behavior.** *You must respect the rights of others seeking to learn, respect the professionalism of the instructor, and honor the differences of viewpoints. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class. Disruptive behavior is defined as "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class."*

*Some examples of disruptive behavior: Excessive lateness to class/unexcused exits, sleeping in class, prolonged chattering, and overt inattentiveness, cell phone, pager use, disrupting the instructor's authority and expertise, verbal aggressiveness directed at classmates or instructor, grandstanding, etc.*

*This is not an exhaustive list, but one intended to convey what is considered disruptive to the class and put students on notice that this type of behavior will not be tolerated.*

**Electronic Devices.** *I need you to be 100% focused on the class so that you get the most out of it. **Please, turn off your electronic devices** (Laptops, tablets, cell phones, MP3 players, etc.) before the class starts and leave them off until the class is over. If you are using any electronic device during class, it will count against your participation, and I may mark you as absent.*

**Assignment Deadlines.** You must turn in your papers in class on the day they are due. Papers turned in one class late will be graded down one full grade. I will not accept papers turned in later than one class after the date they were due. You may also be requested to turn in an electronic copy of your essay using turn-it-in.

**Peer Feedback.** Students will be asked to review each other's writing assignments in order to provide constructive feedback. Students may want to use this as an opportunity to decide whether or not to revise a particular assignment.

**Revisions.** The student will have the opportunity to revise her/his cover letter. In addition, the instructor may encourage the student to revise one (1) of the short writing assignments. Revisions are due the last day of class. When a student submits a revised work, the original grade is erased and the grade for the revised paper counts toward his/her grade.

**Turnitin.com.** The instructor may require specific assignments to be submitted through Turnitin.com.

**Disability Accommodation.** Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The [Disability Programs and Resource Center (DPRC)] is available to facilitate the reasonable accommodations process. The [DPRC] is located in the [Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu)."  
(<http://www.sfsu.edu/~dprc>)]

**Religious Holidays.** It is the policy at this university to make reasonable accommodations for the observance of religious holidays. If the student will be unable to participate in this class due to a religious observance, s/he should contact the instructor in advance to arrange for an accommodation. An absence due to the observance of a religious holiday, is considered one of your allowed excused absences. Normally this communication will take place in the first couple of weeks in the semester.

**Final Exams Period.** According to Academic Senate policy #F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. In this class, we will have our final project presentations during the final examination meeting.

## **Plagiarism**

SFSU has a no-tolerance policy on plagiarism. As you create your assignments, make sure you:

- Give credit to the authors of words and ideas you are using, both when citing and paraphrasing. You give credit to the authors by citing your sources.
- Use quotation marks when you are literally citing the words of others.
- Write your paper. Getting someone else to write you or help you write any part of your paper is considered plagiarism.

Any assignment found to be the result of plagiarism will be given an F. Additionally, it will be reported to the Dean of Business and other university officials. Plagiarism may result in dismissal from the University.

Please refer to the document, "the San Francisco State University College of Business Undergraduate Academic Standards" You can find this document in our i-Learn page.

### **STUDENT DISCLOSURES OF SEXUAL VIOLENCE**

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the [Dean of Students]. To disclose any such violence confidentially, contact: **The SAFE Place** - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/), **Counseling and Psychological Services Center** - (415) 338-2208; <http://psyservs.sfsu.edu/>. For more information on your rights and available resources: <http://titleix.sfsu.edu>

**The College of Business Eustace-Kwan Career Services and Professional Development Center can connect you to helpful resources and possibilities.**

- Find jobs and internships.
- Develop key skills including resume and cover letter writing, interviewing, and networking.
- Explore business careers and meet diverse employers.
- Learn about the Commercial Real Estate Certificate (CRE) and the CREATE Summer Internship Program.

**The College of Business Career Services and Professional Development staff is here to help!**

Heidi Yu, Career Services Staff  
 Kelvin Cheah, Career Counseling Intern  
 Holloway Campus: BUS 137  
 heidiyu@sfsu.edu  
 415-338-2509

**For resources and opportunities:** <http://cob.sfsu.edu/resources/career-services>

**For events:** <http://cob.sfsu.edu/calendar>

**Check out *College of Business Career Services* monthly e-newsletter for updates on jobs, internships, events, and resources.**

## Preliminary Class Schedule

Week Of	Topic - Activity
2/3/2020	Introductions Elements of Communication Transactional Model of Communication
2/10/2020	Transactional Model of Communication Barriers to Communication How to get your ideas to spread
2/17/2020	Barriers to Communication Effective Communicator Cover letters
2/24/2020	Structure of the cover letter ACE
3/2/2020	Cover letter peer review Job Interview
3/9/2020	Job Interview Final cover letter Exam 1
3/16/2020	Job Interview presentation Conferences
3/23/2020	Spring Recess - No Class
3/30/2020	Persuasion Storytelling 15 Basic Appeals Conferences Exam 2
4/6/2020	Emotional Appeals Secret Structure
4/13/2020	Secret Structure Visual Aids Exam 3
4/20/2020	Active listening Delivering Bad News
4/27/2020	Passion Presentations
5/4/2020	Delivering Bad News Exam 4
5/11/2020	Professionalism Bad News email
5/18/2020	Ethical Communication
5/25/2020	Exam 5 Final Project Report Final Project Presentation

# Course Syllabus Spring 2020 SF State-Lam Family College of Business

Instructor: **Dr. Lorenzo F. Garcia**: lfg@sfsu.edu

**Business 300 GWAR – “Business Communication for Professionals”**

**Section 23 meets 4-6:45pm Tuesday & Thursday 1/28/20-5/14/20 in BUS 115**

**Student Hours Wed. 1:30-3:30 in BUS 216; Office BUS 208D**

**Good News! No Exams No Final!!**

Catalog Description- **Prerequisites:** COMM 150 and ENG 214 or equivalent with grades of C- or better and upper division standing.

Written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals. Meets Graduation Writing Assessment Requirement (GWAR).

## **Teaching Philosophy**

My goal as an educator is to facilitate the mastering of course material/concepts and to guide learners towards being in charge of their education. I also understand that in order to make my practice in sync with the prior statement, I must bring flexibility, humility, and understanding to the forefront of my practice.

## **Challenge for courses that meet once per week.**

The main challenge is that we tend to not think about a once per week course until the day before of the day of, do not do this.

The other challenge is; 2 hours and 45 minutes is a long time. The material and/or activities all take place on the one day as opposed to a twice per week course. My experience is to use the time efficiently, take breaks as needed, and most of all, do not miss a class, learners miss a whole week worth of information or instructions by missing a class. Other challenges?

## **Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Demonstrate working knowledge of the fundamentals of business communication.
2. Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
3. Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
4. Describe current issues in business writing.

**In order to achieve the above goals, learners practice the following:**

- Basic competencies in business related writing styles.
- Demonstration of effective professional communication skills.
- Demonstrating, in writing, the ability to analyze business situations.
- Understanding the ethical issues related business communication.

**Work and Grading:** Based in individual writings and oral presentations, with a heavy emphasis on individual writing:

Writing	Points	%	Grade Breakdown
Ongoing	<u>Expectation Letter</u> 5pts Xcr + 5pts	10	Letter grade percentage scale as follows:  93% - 100% 4.0 A 90% - 92% 3.7 A- 87% - 89% 3.3 B+ 83% - 86% 3.0 B 80% - 82% 2.7 B- 77% - 79% 2.3 C+ 73% - 76% 2.0 C
	<u>Study Plan</u> 5pts Xcr +5pts	10	
	<u>Syllabus Knowledge</u>	5	
	<u>Memos (Eight total x 2)</u>	16	
	<u>Practice Memo</u>	5	
	<u>Resume/Cover letter etc.</u>	10	
	<u>Professional Emails</u>	10	
Bus. Proposal Weeks 3-8	<u>Outline (includes presenting to class)</u>	9	44.5
	<u>draft 1</u>	15	
	<u>draft 2</u>	25	
	<u>Final Draft</u>	40	
Bus. Research Paraphrasing and Summarizing Weeks 10-15	<u>Draft 1</u>	15	20
	<u>Final Draft</u>	25	
Oral Presentations	<u>In-Class Presentation</u>	15	7.5
	Total 200 Total possible 210	100%	
<b>Note:</b> 10 Extra Credit points are part of this assignment table; 20 point of extra credit may be available during the semester. To Be Announced.			

## **Course Procedures:**

**Treat all class meetings as if you were in a professional employment meeting, be on time, be respectful, follow directions for assignments.**

**In-Class writing practice exercises almost daily/weekly.**

**Writing Preparation:**

- Please be prepared to write in every meeting, Paper/laptop/phone/crayon/finger-paint, I don't care.

**Intermittent lectures on Professionalism and Professional Presence.**

**Writing Labs.**

**Debriefs of assignments.**

**Note:** Wednesday office hours are held as a recitation. A room (BUS 216) has been reserved where I can meet with multiple students. These sessions are designed to explicate your assignments. During the two-hour sessions I will endeavor to assist with your successful completion of your writing assignments.

## **Submission of writing assignments:**

No name/contact information at the top corner of documents (your name is on the iLearn submission file).

All documents are submitted on iLearn and/or Turnitin.com.

All documents are formatted with 1" margins; 12-point Font; Times New Roman.

All documents must be on Microsoft Word (no exceptions).

All APA requirements must be followed (provided in lecture).

## **Late Assignments**

**Late assignments not accepted for points, only feedback.**

**Submission of a late assignment must be made via email before the assignment is due. Approved late assignments are due within 24 hours, no exceptions.**

## **iLearn**

We rely heavily on iLearn for week to week proceedings and assignment due dates. **Check iLearn regularly**. This is a very hands-on writing course and requires your presence to receive individual assistance and information. Assignment due dates/time are announced in class in advance. Brief lectures and assignment debriefings are designed to improve your understanding of professional writing skills. Writing labs are held for most writing assignments where you can work in class on drafts/final drafts and receive help from me (ask questions!). See iLearn for specific details to come.

## **Email use**

Announcements not made during lecture or changes to assignments are emailed to students. **Check Email regularly**.

### **Assignment Debriefs and possible point retrieval**

Following the return of most assignments, in-class debriefing of the assignment takes place. This is an opportunity for students to ask for clarification and or an example of errors remarked on the returned assignment. Students who participate by asking questions in this open format are considered for point retrieval after the debrief.

### **Instructions for Assignments**

Instructions and directions for writing assignments are delivered in lecture only. Instructions are not posted on iLearn or emailed unless extenuating circumstances are documented. The exception is the recitation (office hours) Wednesday session in BUS 212 1:30-3:30; here students must attend to receive clarification of instructions/directions for writing assignments. Always follow instructions for writing procedures.

**Below is a tentative line up of our proceedings. See iLearn for week to week updates. Writing Examples and Reading Materials-See iLearn**

### **Weeks 1-2**

**Introductory information and professional writing foundations**

### **Weeks 3-8**

**Business Proposal preparation**

**Drafts are submitted; returned drafts are debriefed in class**

**Week 8 Business Proposal final draft due**

**Week 9 Spring Break**

**Week 10 Summarizing/Paraphrasing Business Research**

**Week 11 Summarizing/Paraphrasing Business Research**

**Week 12 Summarizing/Paraphrasing Business Research**

**Week 13 Summarizing/Paraphrasing Business Research**

**Week 14 Resume/Cover Letter/Scholarship and/or Internship Letter Writing**

**Week 15 Resume/Cover Letter/Scholarship and/or Internship Letter Writing**



**Week 16 Professional Emails, Last day of Instruction for our class is May 14th.**

### **Course Policies**

**Attendance-Attendance is highly recommended as instructions for writing assignments are delivered via lecture. One benefit of attending class is to receive instructions on assignments. Another benefit of regular attendance is the writing labs (see iLearn). At least one meeting per assignment is dedicated as a writing lab so that students can receive help in class. Lastly, a benefit of regular attendance is the “debrief and point retrieval sessions”.**

Assignment Deadlines. All written assignments are due as indicated on iLearn. No late assignments.

Peer Feedback. Students will be asked to review each other’s writing assignments in order to provide constructive feedback. Students may want to use this as an opportunity to decide whether or not to revise a particular assignment.

Revisions. In addition to revisions required by the instructor, a student may choose to revise two (2) additional short writing assignments. The student will have one week after the assignment is returned to make the revision. When a student submits a revised paper, the original grade is erased and the grade for the revised paper counts toward his/her grade. The student will also have the opportunity for a “do-over” on the short oral presentation if he/she is unhappy with the original grade.

Turnitin.com. The instructor may require specific assignments to be submitted through Turnitin.com.

Disability access. Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The [Disability Programs and Resource Center (DPRC)] is available to facilitate the reasonable accommodations process. The [DPRC] is located in the [Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)).” (<http://www.sfsu.edu/~dprc>)]

Student disclosures of sexual violence. SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the [Dean of Students]. To disclose any such violence confidentially, contact:

[The SAFE Place - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/)]

[Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>]

For more information on your rights and available resources: [<http://titleix.sfsu.edu>]

Religious Holidays. It is the policy at this university to make reasonable accommodations for the observance of religious holidays. If the student will be unable to participate in this class due to a religious observance, s/he should contact the instructor in advance to arrange for an accommodation. Normally this communication will take place in the first couple of weeks in the semester.

## Plagiarism Policy

The link below allows you to view the SF State policy on plagiarism as defined by the SF State Division of Student Affairs-Office of Student Conduct. All students must adhere to the plagiarism policy as well as all other SF State Student Conduct policies. <http://conduct.sfsu.edu/plagiarism>

Course Withdrawal Policy: The CoB observes the SF State Withdrawal from /Courses policy F15-196:

<http://senate.sfsu.edu/policy/withdrawal-courses>

Withdrawal Dates/Deadlines <https://registrar.sfsu.edu/spring>

### **Notes:**

- Changes to this syllabus and iLearn entries are at the discretion of the professor. Your iLearn input is welcome! Please check for mistakes.
- For every assignment turned in, as indicated, write a brief memo (see Memo Instructions PDF on iLearn).
- Stay within your concentration area for writing assignments. For example, if you are a Finance major, when you write your cover letter, choose a Finance employer etc.
- **DO NOT** hesitate to ask for assistance! I will gladly help you.

## **Appendix**

### **San Francisco State University College of Business Undergraduate Academic Standards**

San Francisco State University College of Business (SF State CoB) regards incidents of academic misconduct as serious matters. The following explains what academic misconduct is and outlines the consequences of academic misconduct.

#### **A. Academic Misconduct**

Academic misconduct is defined as follows:

1. Cheating: Any unauthorized attempt to offer or obtain assistance in a formal academic exercise (e.g., an examination or class exercise); assuming another student's identity with intent to provide an advantage for the student; copying, in part or in whole, from another's test or other evaluation instrument; submitting work previously presented in another course, if contrary to the rules of either course.
2. Plagiarism: The unauthorized use (i.e., representing as one's own work) or reproduction or close imitation of original creations (ideas, words, sentences, paragraphs, or parts thereof; or artistic/scholarly works such as computer programs, photographs, or similar works) of another author (person, group, organization, including anonymous authors) without due acknowledgment (accepted standards of citation or reference of the original source of the used or quoted content).
3. Fabrication: The distortion of data, information, or citations in any formal academic exercise or altering grading or grading instructions.

4. Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline, falsely claiming to have submitted work, or submitting false information regarding internships.

## B. Disciplinary Sanctions

Two major types of sanctions may be imposed for any academic misconduct: Academic and Administrative. Academic sanctions are actions concerned with the coursework and grades which are the jurisdiction of the instructor. Administrative sanctions are related to a student's status on campus and are governed by the Office of Student Conduct (OSC). The imposition of one form of sanction will not rule out the imposition of the other.

1. Academic Sanctions: Upon verification of academic misconduct by personal observation and/or documentation, an instructor reserves the right to take one or more of the following academic actions:

i. Reprimand: A verbal or written notification of unacceptable behavior, violating the student honor code.

Reprimand may be considered for any academic misconduct at the discretion of an instructor.

ii. Modification of Grade: A student may be failed in the evaluation instrument (assignment or exam), may receive a reduced course grade, or may fail the course.

2. Administrative Sanctions: Academic integrity is essential to the educational process. Traditional academic practices require that faculty members address cases of academic dishonesty in the classroom. Executive Order 1078, Article III, K, Cases Involving Academic Dishonesty, insists that, in addition, CSU faculty members report any infractions to a central location so that a student can be held accountable for multiple academic violations and the campus can recognize any patterns of misconduct. Cases of academic dishonesty for both cheating and plagiarism should be reported to their respective department chairs who should then report it to the Associate Dean or designee of the College (e.g., Assistant Dean). The Associate Dean or designee will then instruct the faculty member to complete the Confidential Faculty Report of Academic Dishonesty form. The form, which goes directly to the OSC, will ask for the following information: names of students, SFSU ID #s, date of incident, class name/number/section, instructor's contact information, type of incident- cheating or plagiarism, etc.

Updated April 2017

## **Business 300: Business Communication for Professionals**

**Spring 2020**

**Mondays and Wednesdays 11:00 AM-12:15 AM**

**Business Building 128**

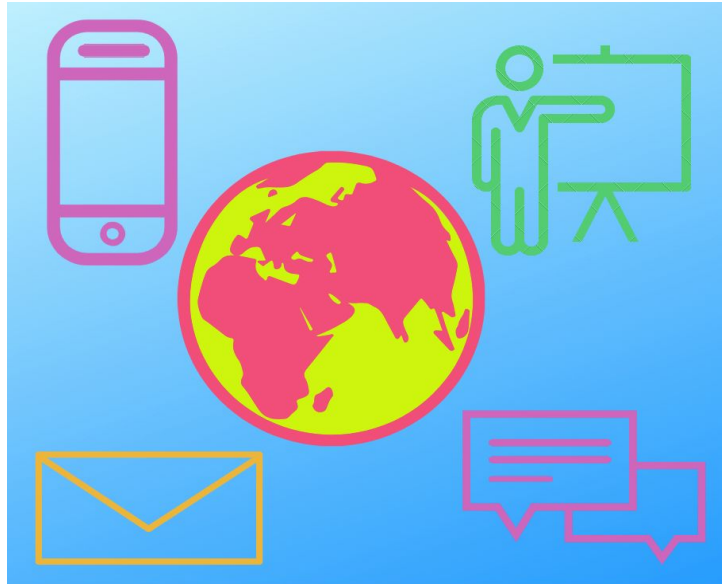
**Professor Paul Glanting**

**Office: SCI 341**

**Office Hours: Monday and Wednesday 12:25-1:25, Friday 1-2 & by appointment**

**(415) 338-3164**

**Email: [pbg@mail.sfsu.edu](mailto:pbg@mail.sfsu.edu)**



Welcome to Business 300! Regardless of your future aspirations within the world of business and whether you are pursuing a career in finance, marketing, accounting, international relations, information systems, or beyond, the ability to communicate through writing, speaking and various other interpersonal modes is integral to success.

Our class will help you develop strategies for gauging your audience, considering goals, and effectively communicating based on these factors. In addition to written and oral communication, our course will also examine critical thinking, which is necessary to be a successful communicator in the professional world.

This course is designed to help you sharpen these skills and make informed and effective rhetorical decisions. Our material will include the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and interpersonal implications of business communication and beyond. We will also examine the ways in which ethics inform our professional communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

### **Prerequisites:**

- ENG 114 or equivalent with grades of C- or better

- Upper-division standing (you must be a junior or a senior to take Business 300).

### **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Demonstrate working knowledge of the fundamentals of business communication.
2. Communicate using common business communication formats (interpersonal correspondence, formal reports, informal routine writing and oral presentations).
3. Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
4. Demonstrate an awareness of and a thoughtful opinion on current issues in business writing.
5. Be able to rationalize rhetorical decisions. That is, I want you to be able to explain *why* you've made the decisions that you have.
6. Demonstrate an ability to carry out various rhetorical tasks through writing and speaking
7. Have a functional grasp on grammar and mechanical usage as well as an awareness of the power that these mechanical facets of writing carry.

To sum, my hope is that you feel in control of your ability to communicate. That is, when you are, inevitably, faced with a scenario, where communication is necessary, I want you to feel that you have the confidence and tools necessary to deploy the appropriate communication to facilitate the task.

**Required Materials** : all of our texts are free of charge. Though there is one recommended book that may be useful even beyond this class.

- *Communication for Business Success*--Scott Mclean (2015) The book is available as a pdf, for free, on ilearn (*indicated as FS on your daily plan*)
- *Texts on ilearn*. We will also use case studies, essays, and articles to exemplify our points. These are available on ilearn—these are all free of charge

### **Recommended Materials**

- *The Business Writer's Handbook*—Bedau, Oliu, Brusaw (2015)(*or any business writers handbook, just for a reference*)

### **Course Format:**

- Lecture
- Discussion
- Group Work

Our class depends on in-class discussion. This may be different from many Business Department courses as we have a smaller class size and we are very discussion-heavy. Therefore, attendance is required and necessary to succeed. You, as students, are encouraged to participate in class discussions. In fact, to get the best grade possible, you will be required to engage in our classroom discourse.

This course involves significant portions of critical thinking and much of it will be derived from our reading and in-class discussion. This is a hands-on writing class that will rely heavily on in-class and at-home written assignments and oral presentations.

### Grading

Grades are based in individual writing, mid-term examinations and oral presentations, with a heavy emphasis on individual writing:

<b>Writing &amp; Revision</b>	<ul style="list-style-type: none"> <li>Take-home writing assignments</li> </ul>	50%
<b>Oral Communications</b>	Our course requires several demonstrations of oral proficiency. These will be graded on poise, persuasion, and organization. Includes presentation of midterm	10%
<b>Participation</b>	In order to fulfill the participation aspect of this class you must: <ul style="list-style-type: none"> <li>Be in class &amp; on time;</li> <li>Have done the reading and be ready to write/speak on your perspectives;</li> <li>Be ready to participate in class discussions;</li> <li>Contribute to the collective product in group assignments &amp; peer-review workshops</li> <li>In-class written exercises (reflections, quizzes, etc).</li> </ul>	10%
<b>Written Midterm Materials</b>	The midterm for this course is comprised of three parts (presentation is in oral communication) <ul style="list-style-type: none"> <li>Written Exam(individual)</li> <li>Group Business Report(group)</li> </ul>	15%
<b>Written Final Materials</b>	<ul style="list-style-type: none"> <li>Final report</li> <li>Resume/Cover Letter</li> <li>Eportfolio</li> <li>Workshop worksheets</li> </ul>	15%

Letter grades will be assigned to the percentage scale as follows:

93% - 100%	4.0 A
90% - 92%	3.7 A-
87% - 89%	3.3 B+
83% - 86%	3.0 B

80% - 82%	2.7 B-
77% - 79%	2.3 C+
73% - 76%	2.0 C
Below 73% receives no credit	

NOTE: The student must earn a C or better in this course in order to satisfy the University's GWAR requirement.

## **Graded Components**

### **Contributions/Participation**

The participation portion of your grade relies on being in-class, on time, contributing to work done in class, workshops and having done the reading being ready to contribute classroom discussions.

You are valuable to our classroom community. Our class thrives on students sharing their perspectives, ideas, and experiences. Business 300 might be unlike many other large lecture hall classes you have had, in that we encourage you to contribute your thoughts to class material. While being in class and on time is important to your participation grade, this portion of your grade is also dependent on you contributing to discussions. In short, as you read and listen, please feel comfortable expressing your ideas and experiences in-class discussion.

### **Written Work & Final Materials**

In the professional world, being a good writer is not optional; it's a necessity and so, a major goal in this class is to strengthen your writing abilities. Therefore, this class is writing intensive. Before we proceed, please ask yourself if you are ready to devote a significant amount of work to a hefty chunk of writing and reading. You will see that writing is a huge portion of the grading rubric; even the sections not labeled writing (with the exception of oral communication) still deal in writing. We will explore numerous written genres and activities, meant to sharpen your ability to function in the business world. The writing assignments column is fairly accurate but subject to change, so being in class, to get updates is essential. Please note, I do not assign extra credit, so completing assigned work is vital to your success.

Types of writing that will be factored into writing, participation, etc:

- ◆ Writing assignments meant to help you master the genres of business:  
This will include writing you will be doing in your professional endeavors (e.g. memos, formal emails, business reports, etc.) In doing these we will look at the surface-level facets as well as the situations, contexts, and audiences that inform these genres of writing.
- ◆ In-class writing assignments; these are practices runs of the conceptual ideas we explore in this class

### **Oral Communication**

Being able to verbally put forth arguments and articulate ideas is also vital in the business world. We will have roughly three assignments involving public speaking. The midterm will include an oral communication component that will also be included under the Oral Communication grade percentage.

### **Written Midterm Materials**

The midterm for this class involves two graded components: an exam and a group business report(which is divided into two parts: the hard-copy report and a coinciding presentation).

### **Final Materials:**

Your final for this class will be a portfolio of several pieces of work:

- A Resume & Cover letter combination
- A Business Report
- E-portfolio (link emailed to me)
- The workshop peer review sheets that will accompany our peer reviews

### **Class Policies:**

Because we will be moving fast, please determine if you are ready to undertake the commitment that this class will necessitate. There is a sizable reading, writing and critical thinking requirement for this course. If for any reason you are unsure about the feasibility of arriving to class on time (work, personal matters, etc.) you may consider taking Business 300 another time.

### **Attendance.**

Business 300 is workshop, discussion, and collaboration-heavy; therefore, attendance is required, as your presence is essential. Each day will be filled with discussion, lecture and work so it will be essential to be in class. The instructor may ask for documentation of an emergency excuse.

- After two missed classes, the grade is reduced 1/3<sup>rd</sup> of a grade (e.g. a B+ becomes a B)
- SFSU's policy states that if a student misses more than two weeks' worth of class (approximately four sessions), they may be dropped, whether or not the missed class is due to an emergency.
- Excused absences are for work-related or family emergency issues. These must be arranged with the instructor in advance (if possible) of the absence and the student is responsible for submitting any homework assignments for that day on time.
- If you must miss a class it is your responsibility to acquire course materials from a classmate.

If you miss over two classes or begin to develop an absence/ late arrival streak, I will likely email you to check-in. This is not to be intrusive or punitive but, because I want you to succeed and create optimal work, I may inquire with you about any issues that may prevent you from being in class.

### **Late Arrivals**

Punctual attendance is required. Late arrivals are detrimental to the rhythm of class and will negatively impact your participation grade. Please ask yourself if it will be possible to regularly get to class, on time. Two late arrivals equal an absence.

### **Cell Phones & Laptops**

*In 2016, MIT published a study that shows that students who regularly use digital devices in the classroom, without restriction, perform significantly worse than those who do not (Carter, Greenberg, Walker). Please limit your use of laptops/tablets to class-based applications.*



The use of cell phones for recreational purposes is disruptive and is therefore prohibited during class. If you absolutely must take a call, please do so in the hallway. Excessive use of phones in class will also result in a reduced grade.

It's a bad idea to keep your cell phone on the desk with you. For the duration of the class, please stow your phone away where it will not be a distraction.

**Plagiarism** In short, do not plagiarize. The consequences (failing the class, possible expulsion, a permanent blemish on your record) far outweigh the possible benefits. The business department's plagiarism policy is incredibly strict and you can fail the entire course and will be reported, should you plagiarize. If you are concerned that what you are doing might be plagiarism, please contact me.

### **Assignment Deadlines.**

All written assignments are due on the date listed on the daily plan or given in class. Late work is not accepted. Hardcopy work cannot be emailed unless under extreme circumstances. Typically, with just a few exceptions, assignments are due at the beginning of class.

### **Revisions.**

Revision is strongly encouraged and is not only a tool to attain a better grade but also to re-envision the audience, scope, etc. A student may choose to revise two short writing assignments. The student will have one week after the assignment is returned to make the revision. When a student submits a revised paper, the original grade is erased and the grade for the revised paper counts toward his/her grade.

### **Turnitin.**

Many assignments will be turned in through Turnitin (via iLearn), which checks for plagiarism and also allows me a way to provide you with legible written feedback on your writing.

### **Policy on Observance of Religious Holidays**

The faculty of San Francisco State University shall make reasonable accommodations for students to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

### **Resources**

#### **Disability Accommodation.**

I wish to make this class accessible to everybody. Please alert me to any ways I can help make this course more accessible to you.

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by

email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)).

### Statement Regarding Student Disclosures of Sexual Violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact: **The SAFE Place** - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/)

**Counseling and Psychological Services Center** - (415) 338-2208; <http://psyservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>

### Tutoring

SFSU has a brand new tutoring center on campus called [TASC](https://ueap.sfsu.edu/tutoring) (tutoring and support center) which does drop-in, scheduled and group tutoring. in LIB 220 open M-F 9:00 AM-7:00 PM. <https://ueap.sfsu.edu/tutoring>

### Teacher-Provided Resources (email, office hours, etc.)

One of the benefits of smaller class size is that the instructor can work with students more closely. I encourage you to visit my office hours to discuss any concerns or questions you might have. You can also email me ([pbg@mail.sfsu.edu](mailto:pbg@mail.sfsu.edu)); I check my email on weekdays, fairly regularly, up until 5:00 PM and until noon on Saturday.

**Preliminary Class Schedule—schedule subject to change, especially with regards to writing assignments. Consult this schedule on a weekly basis for a sense of reading/writing that is due**

<b>Date/Overview</b>	<b>Reading Due on this Day:</b>	<b>Assignment(s) Due on this day:</b>
<b>1/27 &amp; 1/29: Set goals/Examine syllabus/ Discuss Critical Thinking /Mediums of writing</b>	Please read over the syllabus for our first day of class.	Questionnaire  Introduce yourself on iLearn forum
<b>2/3 &amp; 2/5: Persuasion: rhetoric, audience</b>	<i>FS</i> (311-326)	Memo/Formal letter due on ilearn, at the beginning of class 2/5,
<b>2/10 &amp; 2/12: Finish up rhetoric/Developing and revising “business voice” possibly begin (routine correspondence)</b>	<i>FS</i> (Chapters 14 & 2)	Three Letter Revision assignment due on ilearn, at the beginning of class 2/12
<b>2/17 &amp; 2/19: Correspondence/Negative News/Building goodwill/International Correspondence</b>	<i>FS</i> (Chapters 16 & 17)	Critical Thinking Questions on iLearn 2/19

<b>2/24 &amp; 2/26: Explore &amp; Present on the Issues with Collaborative Work</b>	Contextual Shifts in U.S. Business Culture (available on iLearn)	*Collaborative project on the issues with collaborative projects <u>presented in class</u>  *International Business Letter due 2/26
<b>3/2 &amp; 3/4: Today we will discuss the components of the midterm: collaborative midterm report as well as the midterm exam</b>	FS(327-341)	Print out a copy of the sample <u>business report 3/2 from iLearn</u>
<b>3/9 &amp; 3/11: Effective Research/Proposals</b>		Group introduction due as hardcopy (one per group is fine)
<b>3/16 &amp; 3/18: Proposals/emulating a company's personality/Effective Presentations</b>		Group Outline due as hardcopy of report's scope(one per group is fine)
<b>3/23 &amp; 3/25: Spring Break</b> 🌴🌴🌴🌴🌴	<b>Spring Break</b> 🌴🌴	<b>Spring Break</b> 🌴🌴
<b>3/30 &amp; 4/1: Midterm Presentations</b>	<b>Presentations</b>	<b>Presentations</b>
<b>4/6 &amp; 4/8: Workplace Literacy: Values, Discourse and Company Culture</b>	Please Read James Paul Gee's essay on discourse(available on iLearn)	Midterm Report Due <u>as hardcopy</u> at the beginning of class 4/6  Midterm Exam due on iLearn at 11:59 PM on Friday night (4/10)
<b>4/13 &amp; 4/15: Begin Resumes</b>	Please be thinking about the type of resume you might write based on your "currency" and goals	Discourse Analysis Due 4/15
<b>4/20 &amp; 4/22: Finish up resumes, LinkedIn, and conveying a professional identity and your online "Brand" Cover Letters</b>		
<b>4/27 &amp; 4/29: Discuss Final Material, job interviews, Eportfolio</b>		Please bring a laptop, as today we will explore the e-portfolio on 4/29

<b>5/4 &amp; 5/6: Workshop Resumes and cover letters</b>		<b>5/4</b> please have two hardcopies of your draft of your resume <b>5/6</b> please have two hardcopies of your draft of your cover letter
<b>5/11 &amp; 5/13 Elevator Pitches/Workshop Final Projects</b>		Bring a hardcopy draft of the final project, at least two pages long
<b>Final Day 5/20</b>		<b>Final Materials Due @ 10:15 AM:</b> <ul style="list-style-type: none"> <li>• <b><u>resume</u></b></li> <li>• <b><u>cover letter</u></b></li> <li>• <b><u>final report</u></b></li> <li>• <b><u>peer review sheets</u></b></li> <li>• <b><u>e-portfolio(emailled to me)</u></b></li> </ul>

**Letter of Recommendation Policy:**

Over the years I have written letters of recommendation to help students get into graduate school as well as attain employment, scholarships, fellowships, internships, and beyond. If you need a letter of recommendation I am happy to write one, as long as you are commendable.

These documents are a reflection of your accomplishments as they relate to our class, so the following criteria must be met:

- Regular contributions to class discussion
- Exceptional work is a must (at least a B+).
- Regular and punctual attendance
- Focus and discipline (you must also not be using your phone/devices except for school-related activity)
- Be able to assert why you want a letter of recommendation from me and from this business-communication class

In sum, be a student whom I will be proud to endorse.

Please also alert me to your letter as soon as you learn you need one and be sure to alert me to details the letter should cover and details.



# Bus 300GW (Section 18): Business Communication for Professionals

FALL 2019  
MONDAY 4PM-6:45PM  
BUS 116

Instructor: Amy G. Latham

Contact Info: [aglasena@sfsu.edu](mailto:aglasena@sfsu.edu)

Office: Hum 243

Office Hours: Monday and Wednesday 1:30 - 2:30 pm. *It is best to email ahead so that I can prepare for our meeting, and you can avoid waiting in the hallway if I'm with another student.*

## COURSE DESCRIPTION

Welcome to Business 300!

You've probably heard by now that **excellent oral and written communication skills** are in high demand in most industries. According and MBA.com analysis of research conducted by GMAC (Graduate Management Admission Council), "A [2018] survey of nearly 1,000 employers who recruit on business school campuses shows that communication skills top the list of skills and abilities these employers will look for in hiring business school graduates this year."

But what are the standards expected of new graduates in business-related fields? How do you know whether you've got what today's recruiters are looking for?

In this course, you will practice using common business formats to:

- understand your strengths and weaknesses in oral and written communication
- practice common-sense strategies for improving writing and speaking
- recognize and overcome barriers to effective teamwork and leadership
- research and develop comprehensive business reports and deliver engaging presentations
- search for jobs and internships in your prospective career field

Lastly, I invite you to think of the classroom as a lab where you will work with other aspiring professionals to develop the writing and speaking skills necessary for success in today's workplace. Your success and enjoyment of this course ultimately depends on *your active participation*.

Sincerely,  
Amy Latham

## REQUIRED MATERIALS

- Guffey, M. E. & Loewy, D. *Essentials of Business Communication*, 11e. (Available in the SFSU bookstore as an e-book or textbook rental; both formats available online on Amazon, Chegg, etc. and at <http://www.cengage.com/c/essentials-of-business-communication-11e-guffey/?filterBy=Student>)

*A note on the textbook:* No lab access is required for this course, and I advise you not to buy the textbook new. There are plenty of used editions and rentals out there, and the e-book is only \$39 at Cengage.com. The only drawback to the e-book is that you can't search by page number. Please be aware of this when you are deciding what option works best for you.

## CLASS PREPARATION AND TECHNOLOGY

- All reading assignments, projects, short writing assignments, and online discussions are posted on our iLearn site for your convenience. <https://ilearn.sfsu.edu/>
- Be sure to check iLearn well ahead of our class meeting each week. Please also read assigned chapters and complete all assigned work by the due date. We often use written assignments collaboratively in class, so keep in mind that you are not only accountable to yourself and the instructor, but also to your peers.
- **Bring the textbook to class each week**, along with any other reading & writing due.
- Bring a laptop (or tablet) for accessing the e-book and other readings/assignments. Phones are okay for in-class research and activities, but I will ask you to put your phone away if it is out and you are looking at anything other than course-relevant material. Recent psychological research has confirmed that the human brain can concentrate on only one thing at a time, so just be aware that if you are busy texting/instagramming/snapchatting in class, you are not *learning*. (These activities are also distracting and disrespectful to your instructor and those around you. We are all adults, so let's act like it.)

## COURSE STRUCTURE

### UNIT 1: PROJECT-BASED LEARNING IN TEAMS

- For first half of semester, you will work in teams of 3 or 4 to create a hypothetical small business or nonprofit that will form the basis of the Unit 1 project. Teams and individuals will conduct research and develop several short assignments culminating in a persuasive business proposal and oral presentation. (See Unit 1 Project on iLearn for more details.)

### UNIT 2: THE COLLABORATIVE WORKPLACE

- Upwards of 80% of business messages, even the most commonplace, are collaboratively written. An important message written by an individual will usually undergo several stages of drafting and peer editing before it reaches the intended recipient(s). Therefore, in the latter half of the semester, you will learn the value of the writing process and critical feedback as you review individual writing projects with your peers in class. (See Unit 2 Peer Review Expectations and Guidelines on iLearn for more details.)

## ATTENDANCE

Attendance is very important in this course, for reasons outlined above. Several unexcused absences will adversely affect your participation grade. (For an absence to be excused you must bring a note from a physician or employer, depending on the circumstance). That said, I am willing to work with students to help them succeed if they are willing to put in the time and effort to do so.

## GRADING

Grades on all projects will be determined on an individual basis and posted on iLearn as soon as I am prepared to do so. You may feel free to email me about any missing grades if you are concerned there might be an error. Before doing so, however, please consider that I am busy assessing the work of 69 other students and may not get around to posting grades until two weeks after an assignment is submitted (at maximum, three weeks).

Assessment details:

<u>Participation</u> (attendance & preparation; teamwork & class activities; peer review; informal writing completed/posted on iLearn for full/partial/no credit)	20%	
<u>Unit 1 project-related short assignments:</u>	20%	
<ul style="list-style-type: none"> <li>• agendas and meeting minutes 5%</li> <li>• collaborative Google doc, memo, &amp; presentation 5%</li> <li>• individual memo to team 5%</li> <li>• progress report email to instructor 5%</li> </ul>		
<u>Midterm: team business proposal</u> (indiv. sections highlighted) & presentation	15%	10%
<u>Unit 2 individual/collaborative projects</u> (individual/pair presentation and international business letter & rationale)	20%	
<u>Final Project:</u> resume and cover letter elevator speech (video)	10%	5% &

Letter grades will be assigned to the percentage scale as follows:

93% - 100%	4.0	A
90% - 92%	3.7	A-
87% - 89%	3.3	B+
83% - 86%	3.0	B
80% - 82%	2.7	B-
77% - 79%	2.3	C+
73% - 76%	2.0	C
LESS THAN 73%		NO CREDIT

The student must earn a C or better in this course in order to satisfy the University's GVAR requirement; assignment and presentation grades are on the A-F scale; however, class activities may be given full, partial, or no credit.

## **STUDENT LEARNING OUTCOMES (BUS 300GW)**

Upon successful completion of this course, students will be able to:

16. Demonstrate working knowledge of the fundamentals of business communication.
17. Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
18. Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
19. Describe current issues in business writing.

## **PLAGIARISM AND ACADEMIC DISHONESTY**

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. For more information on plagiarism and other forms of academic dishonesty, please visit: <http://conduct.sfsu.edu/plagiarism>

## **DISABILITY ACCESS**

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video



phone/415-335-7210) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)). For more information, please visit:  
<http://www.sfsu.edu/~dprc>

## STUDENT DISCLOSURES OF SEXUAL VIOLENCE

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, emailing [ypsaeam@sfsu.edu](mailto:ypsaem@sfsu.edu) or calling 415-338-2032.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with the support services and discuss options for holding the perpetrator accountable.

- The SAFE Place - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/)
- Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>
- SF State Police, 911 emergency, 415-338-7200 non-emergency, [upd@sfsu.edu](mailto:upd@sfsu.edu)
- San Francisco Police Department, 911 emergency, 415-553-0123 non-emergency.
- Student Health Center, M-F 9-6, 415-338-1719.
- San Francisco Women Against Rape (SFWAR), 3543 18th Street #7, 415-647-7273 – 24-hour Hotline.
- Trauma Recovery Center/Rape Treatment Center (TRC/RTC), SF General Hospital, 1001 Potrero Avenue, 415-437-3011.

For more information on your rights and available resources: <http://titleix.sfsu.edu>

### Tentative Weekly Schedule (See iLearn for more details about projects & due dates):

Week	Date	Discussion Topics & Reading Due	Writing & Projects Due
1	8/26	Go over syllabus & major projects -Unit 1 team intros; first meeting -mini-assignment given: iLearn profile description & pic	
2	9/2	<b>No class today</b> ; Labor Day holiday -read article on iLearn -watch “The Science of Greed” on iLearn	iLearn profile description & pic -iLearn response post on social responsibility
3	9/9	Read Ch. 1: Essentials of Business Communication (EBC) -5 key chapter takeaways -teams meet; agendas & minutes discussed	iLearn forum post: team ideas for small business/nonprofit org.
4	9/16	Read Ch.s 2&3 EBC -collaborative writing & the writing process; peer review --pitfalls of collab. writing	First meeting agenda due in class -share team research report Google Doc with instructor -plan & prewrite team memo
5	9/23	Reach Ch.s 5&6 EBC -emails, informal vs. formal writing, social media -teams meet to discuss agenda and feedback on memo	Team memo to the class (to be presented) -second meeting agenda due in class -submit meeting minutes by 11:59pm Tuesday
6	9/30	Read Ch.s 8&11 EBC -professionalism, civility, social etiquette -persuasive writing & speaking	Individual memo to team -third meeting agenda due -submit meeting minutes by 11:59pm Tuesday



		-teams meet; peer edit individual memos & discuss next steps -evaluate team meeting productivity	
7	10/7	Read Ch. 10 EBC -formal reports & proposals -research and academic integrity (avoiding plagiarism) -vis aids & avoiding pitfalls -teams meet, discuss agenda & next steps	-fourth meeting agenda due (unless group size is 3) -submit meeting minutes by 11:59pm Tuesday (unless group size is 3)
8	10/14	Read Ch.s 4&12 EBC -team revising for clarity & concision -nonverbal comm. -slide design	Progress report email to the professor -meet outside of class this week to finish revising the proposal and practice the presentation
9	10/21	Team Proposals & Presentations	Team Proposals & Presentations due
10	10/28	Read Ch. 7 EBC -communicating negative messages -presentation assigned	
11	11/4	Int'l & cross-cultural comm. -Geert-Hofstede activities -Int'l Letter assigned -pairs meet to discuss presentations	
12	11/11	<b>No class today;</b> Veteran's Day holiday -meet in pairs outside of class this week to work on presentations due Week 13	Writing task due on Eli Review -peer review due by Wednesday 11/13 -rate peer feedback by Friday 11/15
13	11/18	Bad News Presentations -final project assigned: resume & cover letter, elevator speech	Bad News Presentations
14	11/25	<b>No class today: fall recess</b>	See iLearn to prepare for Week 15
15	12/2	- Read Ch. 13&14 -resumes & cover letters -interviewing & following up	Int'l business letter -Job posting on iLearn -RCL research memo
16	12/9	Final class meeting -revisit Ch. 4 -mock interviews -peer Review RCL & elevator speech	Writing task due on Eli Review (RCL) -rate peer feedback by Wed, 12/11
17	12/16	No class meeting; Final projects due on iLearn	RCLs & Elevator speeches (videos) due

## Syllabus

### San Francisco State University Lam Family College of Business Spring 2020

#### Course

BUS 300GW-29 (5045): Business Communication for Professionals  
January 27, 2020 - May 15, 2020  
F 12:30 pm - 3:15 pm (Humanities Building 122)

#### Instructor

Dr. Susana Leong  
Leong@sfsu.edu  
Office: SCI 341  
Office Hours: F 3:15 pm - 4:15 pm

#### Prerequisites

COMM 150 and ENG 114 or equivalent with grades of C- or better and upper division standing.

#### Course Description

This course will focus on written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

#### Course Format

This is a hands-on writing class that will rely heavily on in-class and at-home written assignments, and oral presentations in class. Attendance is required and necessary in order to develop the proficiency required of today's business professional.

#### Required Text

None.

#### Attendance

Absences will affect your final grade. In this class, students are allowed 1 excused absence. Additional absences will result in a 10-point deduction per day absent.

## Student Learning Objectives and Outcomes

The purpose of the course is to introduce students to the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

Upon completion of BUS 300 GVAR, students will be able to:

1. Demonstrate working knowledge of the fundamentals of business communication.
2. Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
3. Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
4. Describe current issues in business writing.

## Grading

The grading rubric for BUS 300GW:

**A papers** are well-written, interesting, and thoughtful. They are supported by evidence, arranged coherently, and responsive to audience; writing is linguistically precise, grammatically complex, and stylistically appropriate. The above is in addition to the requirements for B papers.

**B papers** are strong and carefully attentive to requirements. They show accurate and informative use of readings, a solid claim organizing topics, correct grammar with appropriate choice of language, and awareness of audience.

**C papers** follow the requirements of the assignment. They demonstrate competent but not exceptional control of language, syntax, grammar, and mechanics, and an attempt at editing, revising, and proofreading.

**D and F papers** are deficient in several ways. They may not follow the requirements of the assignment, or may be so carelessly written that errors interfere with the reading.

## Grade Calculation

Yelp assignment	30 points	(3%)
Storyboard for advertisement assignment	30 points	(3%)
Bad news audio and text assignment	40 points	(4%)
Peer reviews (2 total)	20 points	(2%)
Literature review (6-8 pages)	250 points	(25%)
Formal report paper (13-15 pages), group	250 points	(25%)
Shark Tank TV assignment	80 points	(8%)
Oral presentation	100 points	(10%)
Final exam	100 points	(10%)
Attendance/participation	100 points	(10%)
<b>Total</b>	<b>1,000 points</b>	<b>(100%)</b>

## Major Assignments and Student Learning Objectives and Outcomes

Yelp assignment: #1, #4  
Storyboard for advertisement assignment: #1  
Bad news audio and text assignment: #1, #4  
Peer reviews: #1, #2, #3, #4  
Literature review: #1, #2, #3, #4  
Formal report paper: #1, #2, #3, #4  
Shark Tank TV assignment: #1  
Oral presentation: #1, #2  
Final exam: #1, #2

## Final Grade

A	93-100%	B-	80-82%
A-	90-92%	C+	77-79%
B+	87-89%	C	73-76%
B	83-86%		Less than 73% (no credit)

## Paper Formatting

Your papers should be typed, double-spaced, Times New Roman with fonts no larger than 12 point. Your margins should be no narrower or wider than 1 inch top and bottom, left and right. Include a title page and reference page according to APA for your papers.

## Emails

Include the course number in the subject of your email (e.g., BUS 300 Presentation questions).

## Resources

- 1) **Disability Programs and Resource Center (DPRC)**: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)). For more information please visit the DPRC website at <http://www.sfsu.edu/~dprc>
- 2) **Tutoring and Academic Support Center (TASC)**: The Tutoring and Academic Support Center (TASC) is a new university-wide center that supports the academic success of all San Francisco State students.

At TASC, you will meet tutors who care about you, and about what and how you learn. Tutors will assist you in completing specific assignments as you strengthen your overall academic skills. Tutors are available to work with you one-on-one and in small groups in

sessions tailored to your unique needs and learning styles. They are there to support you in your goal of succeeding at the university.

TASC offers both weekly appointments and drop-in sessions, depending on need and scheduling. Tutoring is available in most subjects. TASC also offers support via a variety of workshops, and even online tutoring in certain circumstances.

Location: Library 220

Hours: Monday-Thursday 9:00am-7:00pm, Friday 9:00am-2:00pm

Opening date: February 10, 2020

Email: [tutoring@sfsu.edu](mailto:tutoring@sfsu.edu)

- 3) **The Business Center for Career Services and Professional:** The Business Center for Career Services and Professional development is located in BUS 137. Contact [cobcareer@sfsu.edu](mailto:cobcareer@sfsu.edu) or (415) 338-2509, or simply stop by the office. <http://cob.sfsu.edu/resources/career-services>
- 4) **Advising:** The Student Success Center is located in Business Building Room 112. Office hours are Monday to Friday from 9 am to 12 noon, 1 to 5 pm. Contact info is (415) 405-3531 and [cobssc@sfsu.edu](mailto:cobssc@sfsu.edu) by email. No appointments needed; walk-in basis.

## Academic Misconduct

San Francisco State University College of Business (SF State CoB) regards incidents of academic misconduct as serious matters. The following explains what academic misconduct is and outlines the consequences of academic misconduct.

Academic misconduct is defined as follows:

- 1) **Cheating:** Any unauthorized attempt to offer or obtain assistance in a formal academic exercise (e.g., an examination or class exercise); assuming another student's identity with intent to provide an advantage for the student; copying, in part or in whole, from another's test or other evaluation instrument; submitting work previously presented in another course, if contrary to the rules of either course.
- 2) **Plagiarism:** The unauthorized use (i.e., representing as one's own work) or reproduction or close imitation of original creations (ideas, words, sentences, paragraphs, or parts thereof; or artistic/scholarly works such as computer programs, photographs, or similar works) of another author (person, group, organization, including anonymous authors) without due acknowledgment (accepted standards of citation or reference of the original source of the used or quoted content).
- 3) **Fabrication:** The distortion of data, information, or citations in any formal academic exercise or altering grading or grading instructions.
- 4) **Deception:** Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline, falsely claiming to have submitted work, or submitting false information regarding internships.

Disciplinary Sanctions: Two major types of sanctions may be imposed for any academic misconduct: Academic and Administrative. Academic sanctions are actions concerned with the coursework and grades which are the jurisdiction of the instructor. Administrative sanctions are related to a student's status on campus and are governed by the Office of Student Conduct (OSC). The imposition of one form of sanction will not rule out the imposition of the other.

- 1) Academic Sanctions: Upon verification of academic misconduct by personal observation and/or documentation, an instructor reserves the right to take one or more of the following academic actions:
  - a. Reprimand: A verbal or written notification of unacceptable behavior, violating the student honor code. Reprimand may be considered for any academic misconduct at the discretion of an instructor.
  - b. Modification of Grade: A student may be failed in the evaluation instrument (assignment or exam), may receive a reduced course grade, or may fail the course.
  
- 2) Administrative Sanctions: Academic integrity is essential to the educational process. Traditional academic practices require that faculty members address cases of academic dishonesty in the classroom. Executive Order 1078, Article III, K, Cases Involving Academic Dishonesty, insists that, in addition, CSU faculty members report any infractions to a central location so that a student can be held accountable for multiple academic violations and the campus can recognize any patterns of misconduct. Cases of academic dishonesty for both cheating and plagiarism should be reported to their respective department chairs who should then report it to the Associate Dean or designee of the College (e.g., Assistant Dean). The Associate Dean or designee will then instruct the faculty member to complete the Confidential Academic Dishonesty Reporting Form housed within the Faculty Resources section (<http://conduct.sfsu.edu/faculty>) on the OSC website. The form, which goes directly to the OSC, will ask for the following information: names of students, SFSU ID #s, date of incident, class name/number/section, instructor's contact information, type of incident- cheating or plagiarism, etc.

## **Religious Holidays**

The faculty of San Francisco State University shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

## **Violence**

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you

disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, emailing [vpsaem@sfsu.edu](mailto:vpsaem@sfsu.edu) or calling (415) 338-2032.

**To disclose any such violence confidentially, contact:**

- The SAFE Place - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc](http://www.sfsu.edu/~safe_plc)
- Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu>
- For more information on your rights and available resources: <http://titleix.sfsu.edu>

**Course Withdrawal Policy**

The CoB observes the SF State Withdrawal from Courses policy F15-196:  
<http://senate.sfsu.edu/policy/withdrawal-courses>

## Course Schedule

Week		Topics, Readings, & Homework (complete items in box before class)	Due (major assignment)
W1	1/31	Topic: Review syllabus & Ethos, pathos, and logos	
W2	2/7	Topic: Communication in social media	Yelp assignment assigned
W3	2/14	Topic: Storyboard advertisement & Bad news audio and text	Yelp assignment due  storyboard advertisement & bad news written/audio assignment assigned
W4	2/21	Topic: Reading (empirical) peer-reviewed articles  Anatomy of a scholarly article <a href="https://www.lib.ncsu.edu/tutorials/scholarly-articles">https://www.lib.ncsu.edu/tutorials/scholarly-articles</a>	storyboard advertisement & bad news written/audio assignment due
W5	2/28	Topic: Literature review workshop	
W6	3/6	Topic: Literature review peer review  Peer review (6 full pages of text excluding title page and references from page count) - <i>Submit to iLearn before class (1 person from group)</i> - <i>Bring hard copy to class (each person should bring a copy)</i>	
W7	3/13	Topic: Group work  Final draft (6-8 full pages of text excluding title page and references from page count) - <i>Submit to iLearn before class (1 person from group)</i> - <i>Bring hard copy to class (each person should bring a copy)</i>	lit review due
W8	3/20	Topic: Group work (cont'd)	
W9	3/27	Spring Break (no class)	
W10	4/3	Topic: Group work (cont'd)	
W11	4/10	Topic: Peer review  Peer review (13 full pages of text excluding title page and references from page count) - <i>Submit to iLearn before class (1 person from group)</i> - <i>Bring hard copy to class (each person should bring a copy)</i>	peer review draft due
W12	4/17	Topic: Final report paper due & Presentation workshop  Final draft (13-15 full pages of text excluding title page and references from page count) - <i>Submit to iLearn (1 person in your group)</i> - <i>Submit hard copy in class</i>	final report paper due
W13	4/24	Topic: Presentations  PowerPoint: - <i>Submit to iLearn (1 person in your group) [6 slides per page]</i> - <i>Submit hard copy in class</i>	PowerPoint presentation due  Shark Tank TV assignment due
W14	5/1	Topic: Presentations (cont'd)	
W15	5/8	Topic: Special topic	
W16	5/15	Topic: Special topic (cont'd)	
W17	5/22	Topic: Final	Final take home assignment due

Dr. Leong reserves the right to alter this syllabus at any time.  
This syllabus is not a contract, but instead a tentative plan for the course.

Students are prohibited from selling or recording notes from this course to any person or commercial firm (or being paid to take notes) without the express written permission of Dr. Leong.  
Copyright 2020, Susana Leong, as to this syllabus and all lectures.



**Business 300: Business Communication for Professionals**  
**Fall 2019**  
**Section 15: Tuesdays and Thursdays 12:30 PM – 1:45 PM**  
**Section 16: Tuesdays and Thursdays 2:00 PM – 3:15 PM**  
**Business Building 113**

Instructor: Alexandria Leyton (Ms. Alex)

Email: aleyton@mail.sfsu.edu

Office: BUS 208D

Office Hours: TTh 11:00 AM -12 PM and by appointment

Welcome to Business 300! This is a hands-on writing class that will rely heavily on in-class and at-home written assignments and oral presentations in class. Attendance is required and necessary in order to develop the proficiency required of today's business professional.

My core teaching philosophy is that all learning is about your full development as an individual. I focus heavily on growth mindset: the belief that we grow and learn from our challenges and failures as well as our successes; every "mistake" is a learning opportunity.

Thus, I hope that you will see this class as not just a required writing course but as an opportunity to learn and grow as a student, professional and individual.

### **Catalog Description**

Written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

### **Prerequisites**

COMM 150 and ENG 214 or equivalent with grades of C- or better and upper division standing.

***Important Note:*** As with all college level courses, this class requires at least 2-3 hours outside of class for every hour in class. Please plan your time so that you allow yourself at least 6-9 hours each week to work on assignments for the course.

### **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Demonstrate working knowledge of the fundamentals of business communication.
2. Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
3. Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
4. Describe current issues in business writing.

## Required Texts and Materials

- Laptop/Tablet to bring to class
- *HBR Guide to Better Business Writing* by Bryan A. Garner, available at the SFSU bookstore or on Amazon.
- Various other articles and websites posted in iLearn, as well as your own research
- Access to iLearn, your SFSU email account, as well as the internet and online databases
- A datebook (paper or electronic) in which to keep track of important dates and assignments
- A college dictionary or dictionary app
- **Stapler**, three-hole punch and pens/pencils daily to class
- A 2-pocket folder to submit the work you do for your major assignment
- A binder with binder paper and dividers to store your workbook, handouts and completed work
- **A reliable way to save your work. SAVE EVERYTHING (in more than one place)! GOOGLE DOCS IS HIGHLY RECOMMENDED!**
- **Access to a printer; if you do have your own printer, make sure that you have plenty of ink and paper. There are printers on the first floor of the library.**

## Major Assignments for the Course

- *First Assignment:* Job search. Write a cover letter and resume tailored to a particular job or internship.
- *Second Assignment:* Problem Solution Proposal. You will identify and research a problem that needs to be solved within your major area of study/future career OR at your current job. Your assignment is to write a proposal recommending a concrete solution to the problem. You should select a topic that is relevant to your interests as well as challenging.
- *Third Assignment:* Soft Skills Group Report. In groups, you will research and analyze the importance of soft skills in the professional world. Each group will focus on several significant soft skills and how they can help you in your career. You will also be graded on how you use your soft skills in working with your group.  
*If a student does not do their part, as agreed upon, the group can remove that group member, leading that group member to receive a 0 on the report and workshop, thus, failing the class. Also if you are not present and do not contact me on the day I assign the groups, you will not be put into a group, which will also cause you to fail the class for the reasons above.*
- *Fourth Assignment:* Soft Skills Group Workshop. Soft Skills Groups will conduct interactive workshops to train classmates and instructor to better utilize their soft skills. All students will receive an automatic "A" on this assignment as long as the criteria is fulfilled.
- Each of the above assignments will go through a drafting stage.
- You will also receive various homework assignments, including memos to me, iLearn posts, sentence and grammar work, responses to readings/websites, and any other work necessary to meet the goals of the course.

## Grading of Assignments

Your final letter grade for the course will be determined according to the following percentage breakdown of assignments. **Your final letter grade will be the final grade that you see on iLearn. I DO NOT round up.** You must earn a C or better in order to pass this class:

- Major Assignment #1 (Resume and Cover Letter) 15%
- Major Assignment #2 (Problem-Solution Proposal) 20%
- Major Assignment #3 (Soft Skills Group Project) 15%
- Major Assignment #4 (Soft Skills Workshop) 15%
- Peer Response: 5%
- Elevator Pitch: 5%
- Memos/Formal Assignments 15%
- Homework Assignments and Gratitude Journals 10%

Note: You may revise your resume and/or proposal for a better grade.

Letter grades will be assigned to the percentage scale as follows:

93% - 100%	4.0 A
90% - 92%	3.7 A-
87% - 89%	3.3 B+
83% - 86%	3.0 B
80% - 82%	2.7 B-
77% - 79%	2.3 C+
73% - 76%	2.0 C
LESS THAN 73%	1.7 NP

NOTE: You must earn a C or better in this course in order to satisfy the University's GWAR requirement.

## Grading Policies

Major assignments receive letter grades from "A" to "NP."

- An "A" assignment follows all of the assignment guidelines. It is well written, organized, focused, interesting and free of or has few spelling and other grammatical problems. In general, it is polished and professional in tone and appearance. *In other words, an employer would be impressed with the professionalism and clear understanding of purpose, audience, content, expression, organization, style, and mechanics. A potential employer would definitely want to interview you and a potential client would definitely want a meeting with you.*
- A "B" assignment is strong and shares most of the requirements of an "A" assignment but may lack organization, weaker tone and is uneven. Some sentences may be awkward or don't flow well. The document may have a few spelling and grammatical errors. Although the majority is well written, it may lack some of the polish an "A" document possesses. In other words, a document is geared toward an intended audience and is well organized but the content could be more specific without stylistic problems. *The employer will be pleased that you have done a good job, but he or she would not necessarily see you as an "exceptional" employee. A potential employer would probably want to interview you (if there weren't a lot of "A" candidates) and a potential client would probably want a meeting with you, if you were the best option they could find.*

- A “C” assignment just meets the assignment, but is weak and less organized/focused. It doesn’t flow well and reads like you started it the night before it is due. Sentences contain pertinent information but do not flow or have any polish. Proofreading is sloppy and uneven. In other words, there is a deficiency in content, arrangement, concept of audience, mechanics, and style, and *the employer has to take time out of his or her schedule to correct the work and send it back for revision. It is very unlikely that you would get an interview, unless an employer was desperate, but even then, they would probably just post the job announcement again. Similarly, a client would not want a meeting with you, even if it meant needing to delay a project.*
- An “NP” assignment is careless and inaccurate in places. Organization and tone are weak. Sentences are sometimes incomplete and in there are many problems with spelling and grammar. *In other words, the work is poor and the employer will be looking for someone to replace the employee. A potential employer would toss the resume into the trash after one glance. A potential client would not only not want a meeting with you but would tell others to avoid your business as well.*
- A “0” assignment, means that you did not turn in the assignment, plagiarized the assignment and/or turned in something that met none or very few of the assignment criteria. *The employer most likely would not have hired you in the first place! You probably wouldn’t even have any past experience to put on your resume and would not have made it to a position to have clients.*

Though criteria will differ somewhat for the various assignments, grading standards for formal major assignments correspond (as nearly as the classroom setting will allow) with what would be expected of students or employees in an actual business setting. Work you submit for grades should be:

- *Typed:* All out-of-class assignments must be typed or word-processed and presented on good quality paper, if a hard copy is to be turned in. Handwritten memos, letters, and reports are not acceptable in a professional setting and are acceptable in the classroom.
- *Clean:* Appearance and format count toward your grade. The proper use of headings, white space, margins and other visual devices all contribute to readability and accessibility of information; handling them skillfully is crucial in business writing.
- *Error-free.* Simple mechanical and grammatical accuracy is absolutely necessary. Nothing destroys an author's (and an employee's) credibility faster than spelling or grammatical errors.
- *Audience-appropriate.* Readability, a style and tone chosen for clarity of expression and suitable to the target audience, also play a significant role in determining the grade on an assignment.
- *Purposeful and well supported.* Whether intended to explain, analyze, or persuade, students' documents should have a clear purpose that is supported by appropriate facts and details. Visuals should be incorporated where useful, and research should be properly documented.

Other important major assignment submission policies:

- Major assignments are due at 12:30 (Sect. 15)/2:00 PM (Sect. 16) on the day that they are due.
- If you come to class after a printed draft of a major assignment has been collected, it is considered late, **EVEN IF** you have submitted it on iLearn.
- You are allowed to submit **ONE** major assignment late with no penalty imposed and with no questions asked, but it must be submitted **within ONE WEEK**.
- This policy applies *to the first 2 major assignments only*.
- You must use your late pass the first time you turn a major assignment in late.
- If you hand in a second late major assignment, or if the major assignment you use the late pass on is more than a week late, I will deduct one third of a grade for each day it's late, including days class does not meet.
- *If a major assignment has not been turned in within two weeks of the due date, I will not accept it and you will be ineligible to pass the class.*
- You must complete (which means all minimum specific requirements must be met) and submit **ALL** of the major assignment in order to be **ELIGIBLE** to pass the course — **No exceptions**.
- You must also receive a passing grade (C or higher) on at least one out-of-class major assignment **to be eligible to pass the class**.

### **Homework/Memos/Formal Assignment Policies**

- ***I DO NOT accept late homework/memos/formal assignments.***
- All major assignments and homework/memos are to be submitted on iLearn **by 12:30 (Sect. 15)/2:00 PM (Sect. 16)** on the day that they are due, unless otherwise stated.
- If homework is submitted after 12:30 (Sect. 15)/2:00 PM (Sect. 16), it **WILL NOT** receive credit.
- If you come to class late when a printed draft is due, it will not receive credit, **EVEN IF** it is submitted on iLearn.
- Homework/memos are due at the next class meeting after it is assigned, unless otherwise stated.
- Homework assignments are graded based on the level of completeness: + (2 pts; complete) and - (1 pt; somewhat complete). No points will be rewarded to incomplete homework assignments.
- Memos are assigned a letter grade.
- Some assignments only need to be turned in electronically on iLearn but most require a printed copy to be submitted as well.
- ***Please read the assignment carefully to find out if I require a printed copy to be brought to class.***

### **Revision Policy**

- As noted, you may revise Major Assignments 1 and/or 2 for a better grade. They will be due by Friday, December 20<sup>th</sup>, though you may turn them in earlier.
- You may revise all memos and formal assignments (that have been turned in) for a better grade.
- Revised memos/formal assignments are usually due on paper and on iLearn approximately two weeks after I return them. I will post the due date once I have returned them.

### **Peer Response Policy**

Peer response is required and is scheduled to take place prior to the day each final major assignment is due.

- You are expected to participate in ALL peer response sessions
- At each session, you are expected to bring a typed copy of a **complete** draft of your assignment and give feedback to your peer
- You are allowed only ONE excused missed peer review. A “missed peer review” includes but is not limited to failing to attend class on the day of peer review or coming unprepared to participate in peer review.
- **Peer review drafts are not accepted by iLearn only. In order to receive credit for a peer review draft, you must be present and on time on peer review day, with a complete draft.**

### Attendance Policy

- In order to do well in this class, you must attend regularly and arrive on time. When you miss even one class, it can be hard to succeed, *even if you have a “good reason” for missing class.*
- ***Being present and on time is crucial to your success in the class and in life.***
- ***If you anticipate having a problem with attendance or punctuality, solve it.***
- ***If you have other obligations that will interfere with attending the class, you will need to take the class at another time or during another semester.***
- *I do not distinguish between excused and unexcused absences. Please plan to attend every class unless you have an emergency.*
- Class begins promptly at 12:30 (Sect. 15)/2:00 PM (Sect. 16).
- Attendance is taken every class meeting; ***if you enter the class after attendance is taken, you will be considered late.***
- ***I reserve the right to ask late students to leave for the day (and be marked absent). I consider tardiness to be a disruptive behavior.***
- Students should be in their seats with their completed work and class materials on their desks at this time. Being 5-10 minutes early is recommended.
- You have **4** allowed absences; for each absence over 4, your final grade will be dropped by 1/3.
- Two (**2**) late arrivals or early exits count as an absence. It’s important that you come to class on time. Arriving late distracts your classmates as well as me.
- If you leave class for an extended period of time, I will mark you late or absent.
- If you come to class more than 30 minutes late or leave more than 30 minutes early, I will mark you absent.

### If You Must Miss Class for Any Reason

1. Post the completed assignment on iLearn by the time and date that it is due.
2. Bring the hard copy (if it is needed) of the assignment to me the next class period.
3. ***Remember that I do not accept late homework/memos/formal assignments under any circumstances.***

## Classroom Decorum

The class has essentially three basic rules, which can be said or written in a word:

RESPECT:

- **Respect the classroom environment.** Smelly or noisy food, candy, gum and drinks are distractions and must be consumed outside the classroom and outside class time. However, bottled water is permitted in class.
- **Respect each other and the teacher.** Sleeping, cell phone use (including texting) during class, excessive talking, excessive tardiness, constantly leaving the classroom, and coming to class without books or assignments are disruptive behaviors.
- **Respect yourself.** Complete the class and homework assignments; do what is asked of you. Behave in a manner that is appropriate and that represents your very best.

Here are some more specific ways that you can do this:

- Participate fully in class: ask questions, share ideas, work with others to create meaning and develop ideas. Feel free to speak without fear of disapproval from me or your classmates
- Respect others' race, ethnicity, religion, gender, sexual orientation, age, political point of view (left, right, or center), background, physical appearance, or idiosyncrasies. Students made to feel at all uncomfortable or upset by anything that happens in class are urged to talk to me about it. It is my responsibility as your instructor to make sure that everyone feels safe, welcome, and free to learn in this class.
- Use technology in a way that enhances your experience in the class: I will allow you to work on laptops during class for note-taking and research. You may also occasionally use your cell phones to look up information as well.
- Be aware of the mood/attitude you are bringing into the classroom with you. If you are upset about something, take a moment before you walk into the classroom to refocus so that you can be fully present once class begins. If something serious is distracting you, feel free to pull me aside so that I can make sure to get you the support that you need.
- If students are using electronics in a distracting or inappropriate manner, I will ask that students put them away or turn them off.
- **If a student behaves in a manner that disrupts the learning environment, I will ask them to leave class for the day.**
- Disruptive behavior will be dealt with according to the SFSU Conduct Code, if necessary.

## Email Etiquette:

- *You need to check your SFSU email every day, as students receive important messages from their instructors and the college daily.* Download the Outlook app so that you have easy access to it on your phone. Or you can forward your SFSU email to another address that you have easy access to.
- When emailing me, always use a salutation such as, "Dear Ms. Alex" and a closing such as "Sincerely," followed by your name.
- Proofread your emails to me.
- If you don't hear back from me within 24 hours, please email me again. I WANT to communicate with you!
- Remember that email (and social media) is forever. Always review an email you send to me or anyone else, especially if you are upset.

## Gratitude Journals

- Each day, at the beginning of class, you will write a short gratitude journal entry.
- I will collect them and give you credit for a homework assignment for each.
- Missed gratitude journals due to absence or tardiness *cannot be made up*.

## Plagiarism Policy

Any form of academic dishonesty, including allowing others to use one's work, will not be tolerated. **ALL infractions will be reported to the Office of Student Conduct.**

- **If you plagiarize, the penalty is steep.**
- **Your assignment will receive a 0 with no opportunities to make it up. You can also fail the course.**
- Plagiarists, intentional or inadvertent, will receive a zero on the assignment in question; repeat offenders will receive an F for the course and will be subject to college disciplinary action.
- Students are encouraged to review plagiarism policies in the current College catalog.
- **If you are not clear about the expectations for completing an assignment or taking a test or examination, *it is your responsibility* to seek clarification from your instructor beforehand.**
  - **Plagiarism—intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references Working with another person when independent work is required**
  - **Submission of the same assignment in more than one course without the specific permission of each instructor**
  - **Submitting an assignment written by another person or obtained from the internet.**

***Please read “San Francisco State University College of Business Undergraduate Academic Standards” for more detail.***

## Disability Accommodations

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)).

## Religious Holidays

It is the policy at this university to make reasonable accommodations for the observance of religious holidays. If the student will be unable to participate in this class due to a religious observance, s/he should contact the instructor in advance to arrange for an accommodation. Normally this communication will take place in the first couple of weeks in the semester.



## Student Disclosures of Sexual Violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the [Dean of Students]. To disclose any such violence confidentially, contact:

- **The SAFE Place** - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/)
- **Counseling and Psychological Services Center** - (415) 338-2208; <http://psyservs.sfsu.edu/>
- For more information on your rights and available resources: <http://titleix.sfsu.edu>

## Course Withdrawal Policy

- The CoB observes the SF State Withdrawal from Courses policy F15-196: <http://senate.sfsu.edu/policy/withdrawal-courses>

## Business Department Resources

- The Business Center for Career Services and Professional development is located in BUS 137. Contact [cobcareer@sfsu.edu](mailto:cobcareer@sfsu.edu) or (415) 338-2509, or simply stop by the office. <http://cob.sfsu.edu/resources/career-services>
- Advising:  
The Student Success Center is located in Business Building Room 112. Office hours are Monday to Friday from 9 a.m. to 12 noon, 1 to 5 p.m. Contact info is (415) 405-3531 and [cobssc@sfsu.edu](mailto:cobssc@sfsu.edu) by email. No appointments needed; walk-in basis.

## Strategies for Success

- Take full responsibility for your actions.
- Read the syllabus carefully and make sure that you understand all requirements and policies.
- Bring your materials every day: books, articles, binder, note paper, pen and pencils, stapler, computer, and CHARGER.
- Participate by listening actively, asking sincere questions, and contributing regularly and thoughtfully to class discussions, class activities, and group work.
- Ask questions if you don't understand an assignment or class material.
- Maintain a close relationship with me; make sure to visit me during office hours, stay in touch via email, and ask for help if you feel confused or stuck. ***I'm here to help you succeed!***

## Assignment Schedule

- ***All due dates and assignments are subject to change.*** The most updated version of the schedule is on iLearn.
- This is an outline of your major due dates but you will have homework of some kind each class period.
- Revisions of formal assignments will be due throughout the semester. Due dates will be at least two weeks after I return them. These will be announced and added to iLearn when I return the assignment.
- **The assignment is due on the date it is written under.**

**Week 1:**  
**August 26**  
Introduction to Course and Syllabus

**August 28**  
Info Sheet

**Week 2:**  
**September 3**  
Introductory Email Assignment

**September 5**  
Resume/Cover Letter Research

**Week 3:**  
**September 10**  
Job Search Memo

**September 12**  
Working Draft of Resume

**Week 4:**  
**September 17**  
Working Draft of Cover Letter

**September 19**  
Peer Review Draft of Resume/Cover Letter

**Week 5:**  
**September 24**  
Proofreading Draft of Resume/Cover Letter

**September 26**  
Final Draft of Resume and Cover Letter

**Week 6:**  
**October 1**  
Thank You Letter

**October 3**  
Proposal Memo

**Week 7:**  
**October 8**  
TBA

**October 10**  
Draft of Transmittal Letter and Introduction

**Week 8:**

**October 15**

Draft of Problem and References Page

**October 17**

Draft of Elevator Pitch

**Week 9:**

**October 22**

Draft of Solution and Work Plan

**October 24**

Draft of Budget/Cost and Evaluation

**Week 10:**

**October 29**

TBA

**October 31**

Proposal Full Peer Review Draft

**Week 11:**

**November 5**

Elevator Pitch

**November 7**

Final Draft Problem/Solution Proposal

**Week 12:**

**November 12**

Soft Skills Group Memo

**November 14**

Soft Skills Group Work TBA

**Week 13:**

**November 19**

Soft Skills Group Work TBA

**November 21**

Working Draft of Entire Soft Skills Report

**Week 14:**

**November 26-28**

No class, Thanksgiving Break

**Week 15:**

**December 3**

Soft Skills Group Report Full Peer Review Draft  
Soft Skills Group Workshops

**December 5**

Soft Skills Group Workshops

**Week 16:**

**December 10**

No class

**December 12**

Soft Skills Group Workshops

**Week 17: December 20**

(Note: We do not meet on finals week. This is the last day of finals.)

Final Draft Soft Skills Report due on iLearn

Revisions of Resume

Cover Letter and/or Proposal Due on iLearn

# BUSINESS 300

“Business Communication for Professionals”

**Alex Maurice**, Instructor

Contact: [writer@sfsu.edu](mailto:writer@sfsu.edu)

Office & Hours: BUS-208D/Tue. 6-7PM

**Section 30 – Spring 2019**

Tuesday 7-9:45PM – Classroom: BUS113

## Catalog Description

Written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

## **Prerequisites**

COMM 150 and ENG 214 or equivalent with grades of C- or better, and upper division standing.

## **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

20. Demonstrate working knowledge of the fundamentals of business communication.
21. Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
22. Understand how to develop and engage in the creation of professional-level documents, including email messages, letters, reports, papers, proposals, and summaries.
23. Comprehend the standards expected of business professionals and be able to prepare multiple drafts of a document in order to achieve those standards.
24. Develop extensive and multi-faceted review and revision skills that will facilitate assessment, proofreading, and rewriting of documents. Be able to utilize peer-review, group assessment and instructor feedback.
25. Describe current issues in business communication, including the evolution of business writing, the impact of social networks and the internet, and changes in local, national and international standards and regulations.
26. Develop a greater understanding of personal, cultural, and national imperatives and differences that impact business communication.
27. Hone and communicate your professional presence (“brand”) by creating strong resumes and cover letters, and utilizing professional networks and social media.

## **Required Textbook & Materials:**

- E-textbook (free): **Business Communication for Success** (2015) (no listed author). [University of Minnesota Libraries Publishing](#). PDF-copy available on our iLearn class site. Retrieved from: <http://www.oercommons.org/courses/basics-of-written-business-communication/view#>
- **Access to Microsoft WORD program:** Written submissions will only be accepted through the iLearn portal in **Microsoft Word format**; any other format, including PDF, JPEG, Notes, Docs, etc... will garner the paper an automatic “F” grade.
- Notebook and pen. Please buy a notebook and pen to use in class to take notes and to do in-class writing assignments that are required.
- **Scantron** form for Midterm examination.

## **Course Format**

This is a hands-on writing and communication class that will rely heavily on in-class and at-home written assignments, text review, class participation, your research, in-class and at-home exercises, and oral business presentations in class. Attendance is required and necessary in order to develop the proficiency required of today’s business professional.

## GRADING

Grades are based on individual writing assignments, class participation, text and handout-based quizzes, a mid-term exam, a business presentation, and peer/group review and revision. There is a strong emphasis on individual writing:

Assignment	The Details	% Overall Grade
<b>Individual Writing Assignments:</b> Essay, reports, proposal, summaries, resume and cover letter. (Minimum 26 pages, No Maximum).	<b>Every writing assignment requires several drafts and extensive revision, including peer-review (utilizing the “peer-review form”), instructor review, and group discussion and revision.</b> The specific topics for each assignment have been pre-selected, no substitutions will be permitted. <ul style="list-style-type: none"> <li>• <i>In-Class Writing Assessment – Essay (2+ Pages). Not graded, but submission for instructor review is required.</i></li> <li>• Business Proposal (6+ Pages): 20%</li> <li>• Business Report (6+ Pages): 20%</li> <li>• Business Report-Revised &amp; Expanded (8+ Pages): 20%</li> <li>• Cover Letter &amp; Resume (4+ Pages) – Development and revision – Not graded, Peer and Instructor review.</li> </ul> <p style="text-align: right;">■ <b>26+ Pages</b></p>	60%
<b>Mid-Term Exam: Absolutely No Make-Up Date</b>	<b>Predicated on Textbook Chapters &amp; APA Handout.</b> (absolutely no makeup or alternate date will be permitted for any reason, under any circumstances).	20%
<b>Business Presentation:</b> (Limit 3 presenters.) <b>Absolutely No Make-Up Date</b>	<ul style="list-style-type: none"> <li>• Individual or group. All students in a group must participate in the preparation and oral presentation and will get the same overall grade. Absolutely no makeup dates.</li> <li>• Visual element required (e.g. PowerPoint, handout, etc...)</li> </ul> <p style="text-align: right;">■ <b>2+ Pages</b></p>	10%
<b>Active Participation:</b>	Including attendance and participation, classroom writing, quizzes, and peer and group review/revision exercises. What you have to say is important so please speak in class – EVERY class. <p style="text-align: right;">■ <b>14+ Pages</b></p>	10%
<b>All Assignments:</b>	<b>Total Writing Required (Minimum):</b> <p style="text-align: right;">■ <b>42+ Pages</b></p>	<b>100%</b>

Letter grades will be assigned to the percentage scale as follows:

93% - 100%	4.0 A
90% - 92%	3.7 A-
87% - 89%	3.3 B+
83% - 86%	3.0 B
80% - 82%	2.7 B-
77% - 79%	2.3 C+
73% - 76%	2.0 C
LESS 73%	NO CREDIT

NOTE: A grade of C or better must be earned in this course in order to satisfy the University’s GWAR requirement.  
**Class Policies**

**Attendance:** Attendance is required. Students are allowed a maximum of two (2) excused/emergency absences over the course of the semester. **The absolute limit is two absences. Any student with more than two absences will have the final grade for the class reduced by one full-letter grade (department policy).** Please don’t come to class late: Each lateness counts as half an absence. Please don’t leave early: Each early exit counts as half an absence. (Excused absences are for work-related or family emergency issues. These must be arranged with the instructor in advance of the absence and the student is responsible for submitting any homework assignments for that day on time. An emergency absence is for something out of the student’s control and impossible to arrange in advance [e.g., emergency hospitalization] and the instructor will negotiate a make-up period for any missed homework. The instructor may ask for documentation of an emergency excuse.)

**Assignment Deadlines are Written in Stone:** All written assignments have a mandatory due date and time. To be considered completed, the assignments must be submitted electronically via the SFSU iLearn site. If you miss class, the assignment is still due.

**No late assignments - Period!**

**No Assignment Substitutions:** There will be no topic or focus substitutions under any circumstances for any written assignment. Each assignment must be completed exactly as assigned – even if you are or have worked on a similar topic for another class. This course is NOT about recycling old work, it’s about you actively creating original ideas, writing, presentations, and communication.

**Revisions, Drafts, Peer Review, and Feedback:** You are not alone: Writing is an arduous task, and you will get help from your classmates, instructor, and SFSU. To get help, you will be required to bring to class drafts of your assignments before they are submitted. Students will be asked to review each other’s writing and other assignments using a “Peer-Review Form” to provide constructive feedback before the final draft is submitted. There will also be group review, assessment and revision with your peers.

After peer-review, instructor will also be available to provide feedback after class or during office hours. **I am delighted to preview and review all or parts of your assignments but only in person with your assignment PRINTED OUT, not via email** – that way I can better assist you, and I don’t become your proof-reader. **Absolutely no assignments will be previewed or reviewed via email.** Also, please use the myriad and wonderful services and tutors that SFSU provides-more on this in class.

**Don’t Plagiarize:** Plagiarizing is an abomination, and will not be tolerated. No excuses. SFSU and the Business Department have specific protocols for such behavior, including failing the class. So, please, don’t plagiarize. We are all overwhelmed in our lives, but the slippery slope of plagiarizing can lead to perdition. First incidence of plagiarism will garner the assignment a failing grade, the second incidence will garner a failing grade for the class. Moreover, instructors are required to report any incidence of plagiarism.

**Need to submit ELECTRONIC versions of writing assignments:** Students must submit three major writing assignments electronically through the iLearn site (which uses a built-in anti-plagiarism system). These assignments will be graded via the iLearn system and MUST be only in Microsoft WORD. Any other format automatically garners a failing grade. Any late paper - for any reason - automatically garners a failing grade.

**Disability Access:** Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The [Disability Programs and Resource Center (DPRC)] is available to facilitate the reasonable accommodations process. The [DPRC] is located in the [Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)).” (<http://www.sfsu.edu/~dprc/>)]

**Student Disclosures of Sexual Violence:** SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the [Dean of Students]. To disclose any such violence confidentially, contact:

[**The SAFE Place** - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/)]

[**Counseling and Psychological Services Center** - (415) 338-2208; <http://psyservs.sfsu.edu/>]

For more information on your rights and available resources: [<http://titleix.sfsu.edu>]

**Religious Holidays:** It is the policy at SFSU to make reasonable accommodations for the observance of religious holidays. If the student will be unable to participate in this class due to a religious observance, s/he should contact the instructor in advance to arrange for an accommodation. Normally this communication will take place in the first couple of weeks in the semester.

**Electronic Devices in the Classroom:** Cellphones are never permitted to be used or visible in class for any reason. During most of our class time, electronic devices will be forbidden. During certain times laptops and tablets will be permitted for short periods to access the e-textbook or do research. Please buy a notebook to use in class to take notes and to do writing exercises that are required. Please don’t look at or use your cellphone during class – it is distracting, rude, impairs your learning and communication, and it is FORBIDDEN.

**No Video or Audio Recording During Class:** We all love to take a picture or video and put it on the internet to show family and friends, but recording of any kind is absolutely forbidden in the classroom. This is due to Family Educational Rights and Privacy Act (FERPA) and university regulations that are intended to protect everyone’s privacy.

**Email Often (Include Section & Day):** Please reach out to me via email, I will respond as quickly as possible, but give me a couple of days leeway. You must include the class section number and the day of the week the class meets. Please don’t email me a couple of

minutes before class begins because I will be traveling or preparing. Also drop by my office during office hours, or we will also be meeting individually and in small groups near the end of class. This is a communication class – let's communicate!

### **Course withdrawal policy**

The CoB observes the SF State Withdrawal from Courses policy F15-196: <http://senate.sfsu.edu/policy/withdrawal-courses>

### **Final exam time period: F17-242 Academic Calendar Policy**

The academic calendar policy states that all classes must meet during their assigned final time because calculated instructional time includes the hours scheduled during finals week.

The syllabus indicates that the class will meet during the scheduled meeting time during finals week.

The **Business Center for Career Services and Professional Development** is located in BUS 137. Contact [cobcareer@sfsu.edu](mailto:cobcareer@sfsu.edu) or (415) 338-2509, or simply stop by the office. <http://cob.sfsu.edu/resources/career-services>

### **Advising:**

The Student Success Center is located in Business Building Room 112. Office hours are Monday to Friday from 9 a.m. to 12 noon, 1 to 5 p.m. Contact info is (415) 405-3531 and [cobssc@sfsu.edu](mailto:cobssc@sfsu.edu) by email. No appointments needed; walk-in basis.

### **SF State College of Business Undergraduate Academic Standards**

San Francisco State University College of Business (SF State CoB) regards incidents of academic misconduct as serious matters. The following explains what academic misconduct is and outlines the consequences of academic misconduct.

#### **A. Academic Misconduct**

Academic misconduct is defined as follows:

1. Cheating: Any unauthorized attempt to offer or obtain assistance in a formal academic exercise (e.g., an examination or class exercise); assuming another student's identity with intent to provide an advantage for the student; copying, in part or in whole, from another's test or other evaluation instrument; submitting work previously presented in another course, if contrary to the rules of either course.
2. Plagiarism: The unauthorized use (i.e., representing as one's own work) or reproduction or close imitation of original creations (ideas, words, sentences, paragraphs, or parts thereof; or artistic/scholarly works such as computer programs, photographs, or similar works) of another author (person, group, organization, including anonymous authors) without due acknowledgment (accepted standards of citation or reference of the original source of the used or quoted content).
3. Fabrication: The distortion of data, information, or citations in any formal academic exercise or altering grading or grading instructions.
4. Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline, falsely claiming to have submitted work, or submitting false information regarding internships.

#### **B. Disciplinary Sanctions**

Two major types of sanctions may be imposed for any academic misconduct: Academic and Administrative. Academic sanctions are actions concerned with the coursework and grades which are the jurisdiction of the instructor. Administrative sanctions are related to a student's status on campus and are governed by the Office of Student Conduct (OSC). The imposition of one form of sanction will not rule out the imposition of the other.

1. Academic Sanctions: Upon verification of academic misconduct by personal observation and/or documentation, an instructor reserves the right to take one or more of the following academic actions:
  - i. Reprimand: A verbal or written notification of unacceptable behavior, violating the student honor code. Reprimand may be considered for any academic misconduct at the discretion of an instructor.



ii. Modification of Grade: A student may be failed in the evaluation instrument (assignment or exam), may receive a reduced course grade, or may fail the course.

2. Administrative Sanctions: Academic integrity is essential to the educational process. Traditional academic practices require that faculty members address cases of academic dishonesty in the classroom. Executive Order 1078, Article III, K, Cases Involving Academic Dishonesty, insists that, in addition, CSU faculty members report any infractions to a central location so that a student can be held accountable for multiple academic violations and the campus can recognize any patterns of misconduct. Cases of academic dishonesty for both cheating and plagiarism should be reported to their respective department chairs who should then report it to the Associate Dean or designee of the College (e.g., Assistant Dean). The Associate Dean or designee will then instruct the faculty member to complete the Confidential Academic Dishonesty Reporting Form housed within the [Faculty Resources section \(http://conduct.sfsu.edu/faculty\)](http://conduct.sfsu.edu/faculty) on the OSC website. The form, which goes directly to the OSC, will ask for the following information: names of students, SFSU ID #s, date of incident, class name/number/section, instructor’s contact information, type of incident- cheating or plagiarism, etc.

**CLASS & ASSIGNMENT SCHEDULE for BUS300 - SECTION 30 – TUESDAY (Subject to adjustment)**

<b>Date Tue.</b>	<b>Discussion/Topic/Focus</b>	<b>Reading DUE</b>	<b>Assignment(s) DUE Writing, Reviewing &amp; Revising</b>
1-29 1	Greetings and introductions/ Why a <b>Business Communication</b> Class? Syllabus review and discussion/ Writing Assessment Essay – In Class	<b>Download eText-Syllabus</b> Must access during class.	<b>In-Class writing Assessment – Not Graded – Essay (2-page min., no max-double spaced): Topic: Social Media and Business.</b> Bring notebook and pen to every class.
2-5 2	Professional communication requires style – <b>APA STYLE!</b> APA Handout	Ch. 1: Effective Comm. - <b>QUIZ</b>	In-class assignment: outlining your business proposal. Research: Food truck industry.
2-12 3	Effective Business Writing/ Writing the Business Proposal/ The power of research and sourcing.	4: Effect. B. Writing & APA - <b>QUIZ</b>	When turning your outline into a rough draft there is only one wrong way: NOT DOING IT.
2-19 4	Understanding the business proposal/ Preparation makes writing easier and stronger.	Ch. 5: Writing Preparation & APA	Bring to class and revise your outline/first draft of Business Proposal: “Saigon Pete’s Food Trucks.”
2-26 5	Composing: It’s the hardest thing to do, but the most rewarding/ Perfecting the business proposal/ Presentations: Why are they important?	Ch. 6: Writing & APA	<b>Draft Due for Peer-Review</b> and Revision utilizing the “Peer Review” form: Business Proposal: “Saigon Pete’s Food Trucks” (Instructor reviews only paper copy)
3-5 6	Becoming a successful business communicator: Easier said than done/ Business Presentations: The basics, the topic and the partners.	Ch. 7: Revising & Presenting Writing	<b>Final Draft Due: iLearn submission required by 3-7 @ 11:55PM: Business Proposal: “Saigon Pete’s Food Trucks” (6-Page min).</b>
3-12 7	The Professional Business Report/ <b>Business presentation Signup Required/ Midterm Review</b>	Ch. 9 & 10: Writing in Action, Present.	Begin writing in class: Your outline/first draft of Business Report: “SFSU gets a Lyft or Uber”.
3-19 8	<b>MIDTERM EXAM: Scantron form required/ Business presentation Signup Required</b>	<b>Ch. 1, 4-7, 9-10 &amp; APA handout</b>	The MIDTERM is VERY DIFFICULT so STUDY – STUDY – STUDY. <b>NO Makeup date under any circumstances.</b>
3-26	<i>Spring Break</i>	<i>Have</i>	<i>Fun</i>
4-2 9	<b>Midterm Graded - Returned – Reviewed/ Business Reports from the beginning/ *Business Presentations begin.</b>	Ch. 9: Section on Business Reports	Begin writing in class: Your outline/first draft of Business Report: for group review, discussion and revision.
4-9 10	Business Reports: They can make or break a business or an entire industry/ <b>*Business Presentations.</b>	<i>Write and revise early draft - report</i>	<b>Draft Due for Peer Review</b> - “Peer Review” form: Business Report: “SFSU gets a Lyft or Uber” (Instructor reviews only paper copy)
4-16 11	Perfecting the business report/ <b>*Business Presentations.</b>	<i>Re-read and revise Final Draft Report</i>	<b>Final Draft Due on iLearn 4-18 @ 11:55PM: Business Report: “SFSU Gets a Lyft or Uber” (6-Page min).</b>
4-23 12	Intercultural and International Business Communication/ <b>*Business Presentations.</b>	Ch. 18: Intercult. & Internat. Comm	Begin writing in class: Your outline/first draft of Business Report: “SFSU Pays for Lyft or Uber” for review, discussion and revision.

<b>4-30 13</b>	Resume & Cover Letter matter more than ever/ <b>*Business Presentations.</b>	<i>Write and revise early draft-expanded business report</i>	<b>Draft Due for Peer Review</b> and Revision utilizing the “Peer Review” form: Revised & Expanded Business Report: “SFSU Pays for Lyft or Uber” (Instructor reviews paper copy)
<b>5-7 14</b>	Strong resumes and cover letters make the difference in business/ <b>*Business Presentations.</b>	<i>Re-read and revise Final Draft of Report</i>	<b>Final Draft Due on iLearn 5-9 @ 11:55PM: Revised &amp; Expanded Business Report: “SFSU Pays for Lyft or Uber” (8-Page min).</b>
<b>5-14 15</b>	<b>Last Regular Class/ Where do we go from here as communicators and writers?</b>	Ch. 9: Section on Resumes & Cover Letters	Bring to Class a <b>Draft of Resume &amp; Cover Letter</b> for peer and instructor review (Instructor only reviews paper copy).
<b>5-21 16</b>	<b>Finals Week: No final exam – class in session: *Business Presentations.</b>	Business Presentations.	<b>Have a Great Summer!</b>



## Course Description

Welcome to Business Communications for Professionals, your graduate writing assessment requirement! Business Communications is many things, but we most often think of it as communications between people in a professional setting. Professionals, however, don't always look and act the same. Developing good communication skills is as much about writing and speaking as it is becoming more self-aware and developing better listening skills.

You'll never hear me tell you there is only one way to do something – I'd be lying if I did. We'll do a lot of unlearning in this class – no page length requirements, no writing prompts, no formatting instructions, and no prescribed way of doing things. There are many ways to do things and many ways of being. Our job is to try to learn why and when we should adjust our behavior, actions, or words one way or another. We are always asking ourselves - how do we want our work to affect the person receiving it? A lot of the work you're going to do is to think through the assignment – what is the purpose and context, who is the audience, what do you want to happen as a result of your communication, and how to achieve that result – not follow step-by-step instructions or directions. To do so, we'll want to look at how we are affected by the words and behaviors of others, because we'll be better able to adjust our own words and behavior to achieve the results we want.

The practical nature of this course is designed to prepare you for your present and future job searches and careers. The course material will be more relevant for some students than others. That can't be helped. We all arrive at our destinations by different speeds and at different times. We do the best we can to make material relevant to all stages of your academic and professional career.

## Catalog Description

Written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

## Prerequisites

Restricted to upper-division Business majors; GE Area A2.

## Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate working knowledge of the fundamentals of business communication.
2. Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
3. Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
4. Describe current issues in business writing.

## Text – Open Education Resources

*Business Communication for Success*, ISBN: 978-1-946135-05-6, <http://open.lib.umn.edu/businesscommunication/>  
*An Introduction to Business Research Methods*, ISBN: 978-87-403-2045-9 (pdf on ilearn)

## Course Format

This is a hands-on writing class that will rely heavily on in-class and at-home written assignments and oral presentations in class. Attendance is required and necessary in order to develop the proficiency required of today's business professional.

## Grading

Letter grades will be assigned to the percentage scale as follows:

93% - 100%  
4.0 A

90% - 92%

3.7 A-  
87% - 89%

3.3 B+  
83% - 86%

3.0 B  
80% - 82%

2.7 B-  
77% - 79%

2.3 C+  
73% - 76%

2.0 C LESS THAN  
73% NO CREDIT /

NOTE: The student must earn a C or better in this course in order to satisfy the University's GEAR requirement.

	Assignment
Individual Writing (340 possible points)	<ul style="list-style-type: none"> <li>▪ Trip Report – 20</li> <li>▪ Persuasive Letter – 15</li> <li>▪ “Bad News” Letter – 15</li> <li>▪ Memo re: proposal – 25</li> <li>▪ Annual Report Summary – 30</li> <li>▪ Cover Letter &amp; Resume – 50</li> <li>▪ Business Report – 80</li> <li>▪ Memo re: Business Report – 15</li> <li>▪ Memo re: COB Career Center – 20</li> <li>▪ Email Series w/ me – 70</li> <li>▪ EXTRA CREDIT: LinkedIn – 10</li> </ul>
Collaborative Writing (160 points)	<ul style="list-style-type: none"> <li>▪ Group Proposal – 80</li> <li>▪ Group Minutes – 20</li> <li>▪ Style Guide – 30</li> <li>▪ Visual Platform/Webpage – 30</li> </ul>
Class Participation (100 points)	For class participation, I expect you to be <b>present and active</b> (physically and mentally) in class. Reading jigsaw and informal presentations are included here.
Oral Presentations (120 possible points)	<ul style="list-style-type: none"> <li>▪ Group: Proposal Presentation – 50</li> <li>▪ Individual: Report Presentation – 50</li> <li>▪ Final Presentation – 20</li> </ul>

## Course Policies

**Attendance:** Attendance is required. If you are absent, you're absent. There is no excused verses unexcused absence, *unless it's for a religious holiday*. When you miss class, you miss in class work that cannot be made up, regardless of the reason.

**Religious Holidays:** It is the policy at this university to make reasonable accommodations for the observance of religious holidays. If the student will be unable to participate in this class due to a religious observance, s/he should contact the instructor in advance to arrange for an accommodation. Normally this communication will take place in the first couple of weeks in the semester.

**Assignment Deadlines:** All written assignments are due before the beginning of class on the due date. There is 24-hour grace period for late assignments, after which I will not accept it for any reason unless otherwise noted.

**Peer Feedback:** Students will be asked to review each other's writing assignments in order to provide constructive feedback. Students may want to use this as an opportunity to decide whether or not to revise a particular assignment.

**Tutoring:** I encourage everyone to see services with CARP. If I believe your writing skills aren't as developed as I'd like, I will require you to take assignments to a tutor prior to turning them in. Sign up early and often with CARP or LAC.

**Electronic Devices:** Unless otherwise stated, cellphones, tablets, and laptops are not necessary in class. There will be instances that call for the support of technology, and I will let you know when they are. In other words, cellphones, tablets, and laptops are acceptable only during pre-determined, designated times and used exclusively for class purposes.

**Plagiarism & Academic Honesty:** Academic dishonesty defrauds all those who depend upon the integrity of the College, its courses and its degrees and certificates. The college community has the responsibility to make every reasonable effort to foster honest academic conduct. Academic dishonesty occurs when a student attempts to show possession of a level of knowledge or skill that he or she does not possess. The two most common kinds of academic dishonesty are "cheating" and "plagiarism." Cheating is the act of obtaining or attempting to obtain academic work through the use of dishonest, deceptive, or fraudulent acts. Plagiarism is representing the work of someone else as his/her own and submitting it to fulfill academic requirements. It is the student's responsibility to know what constitutes academic dishonesty. If a student is unclear about a specific situation, he/she should speak to the professor.

**Students with disabilities** who need reasonable accommodations are encouraged to contact me. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)).

**Violence:** SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, emailing [vpsaem@sfsu.edu](mailto:vpsaem@sfsu.edu) or calling 338-2032. To disclose any such violence confidentially, contact: The SAFE Place at 415-338-2208, [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/); or Counseling and Psychological Services Center at 415-338-2208, <http://psyservs.sfsu.edu/>. For more information on your rights and available resources: <http://titleix.sfsu.edu>

**Course withdrawal policy:** The CoB observes the SF State Withdrawal from Courses policy F15- 96: <http://senate.sfsu.edu/policy/withdrawal-courses>

**Dream Resource Center:** SF State fosters a safe and welcoming campus for ALL. If you are an undocumented student, please seek school resources and support. Found at <http://ethnicstudies.sfsu.edu/studentcenter/resources-daca-students>

**The Business Center for Career Services and Professional Development** is located in BUS 137. Contact [cobcareer@sfsu.edu](mailto:cobcareer@sfsu.edu) or (415) 338-2509, or simply stop by the office. <http://cob.sfsu.edu/resources/career-services>

**The Student Success Center** is located in Business Building Room 112. Office hours are Monday to Friday from 9 a.m. to 12 noon, 1 to 5 p.m. Contact info is (415) 405-3531 and [cobssc@sfsu.edu](mailto:cobssc@sfsu.edu) by email. No appointments needed; walk-in basis.

## Major Assignments:

*Reading Jigsaw's* – In order to work through your textbook more efficiently, we will have small groups responsible for weekly readings. As a group, you will present the assigned chapter to the class. The presentation should be thorough and informative and serve in lieu of having to actually read each chapter in its entirety. **ONGOING**

*Email Series (2)* – I will be responding to your homework assignments via email. In these emails I will play with different tones. Reply to all of my emails, matching my tone, by explaining how you're going to apply my feedback to future writing experiences or homework assignments. (This assignment is ongoing. You should receive and respond to a total of 6 emails: Trip Report, Persuasive Letter, “Bad News” Letter, Memo re: Teamwork, and Quarterly Report Summary. Each email is **due no later than three days from the day it is sent**. If you do not respond by the time I review subsequent assignments, you will not receive the next email in the series and will lose the points for both responses. **Do not fall behind – ONGOING.**

*Trip Report (20)* – Study the behavioral norms of a workplace. You will write roughly one-two pages, detailing the facts of the behaviors of this setting and any other observations you make. **DUE February 3.**

*Group Business Proposal (80)* – You will be grouped with peers of differing working and thinking styles. As a group, you'll need to come up with an idea for a business and write the proposal. It is paramount your proposal speaks in one voice. I should not be able to tell when one writer stops and another begins. This is challenging, and we will discuss ways to create a single, unified voice out of many. The structure and format of your proposals varies depending on the business you're proposing. For that reason, there is no single way to do this. The burden of finding out how to propose your fictitious business is on you. **DUE March 2.** *Group Meeting Agenda & Meeting Minutes (20)* – You'll hold three in-class meetings and one virtual meeting with your group. For each of these meetings you'll create an agenda and record the minutes. **DUE March 2.** *Style Guide (30)* – create a style guide for your business. **DUE March 9.** *Online Proposal (30)* - create a visual representation of your proposal that is more accessible to readers. **DUE March 9.** *Group Business Proposal Presentation (50)* – Once your written Business Proposal is complete, you will have the chance to present your information as a group. Just like in the written version, your presentation should be professional, clear, cohesive and persuasive. **DUE March 16.** *Memo re: Group Proposal & Presentation (25)* – within two weeks of your presentation, your team will receive a memo from me summarizing your group's performance and providing feedback on the project as a whole. Upon receipt of this memo, you will write me a memo explaining what you wish you had done differently and how the group worked as a whole. **DUE March 30.**

*Business Letters (30)* – (1) you will pen a letter requesting a meeting with potential investors for your business proposal (persuasive letter/solicitation) **March 16;** (2) after watching the business proposal presentations you will select one group to deny support. Acting as their original audience, you will politely decline the request made during their presentation (bad news letter) **DUE March 20.**

*Resume & Cover Letter (50)* – retrieve a description for a job you'd like to apply for. Provide me with a copy of the job description and carefully tailor your resume and cover letter to the job description. **DUE April 13.**



*Quarterly Report Summary (30)* – All public companies issue reports quarterly and annually that reflect the company’s activities and performance. They are an important document in any major company and can tell us a lot about the company. To practice reading these reports and writing summary’s, please find the annual or quarterly report from a company of your choice and prepare a memo that summarizes the report in one page. **DUE April 20.**

*Memo re: COB Career Center Visit (20)* – you are required to visit the COB Career Center, BUS137 or attend one of their events at some point during the semester and write a memo reporting on your experience and how you can apply the information you learned to your personal career goals. **DUE May 18.**

*Business Research & Recommendation Report (80) & Memo (15)* – you are charged with writing a Business Report and presenting your findings. The Business Report will be due before your presentation, after which you will receive direct feedback for how to improve upon your report. After you’ve revised your report and made it your personal best, you will write a one-page memo detailing your revision plan and detailing how you revised the report. **DUE April 27 (revision and memo due May 18).** *Business Report Presentation (50)* – Once you’ve completed your business report, you will have the chance to present your findings to the class. Just like in the written version, your presentation should be professional, clear, cohesive and persuasive. **DUE May 4 or May 11.**

*Final Presentation (20)* – announced and distributed on April 27. **DUE May 18.**

**Preliminary Class Schedule – check ilearn regularly to stay on schedule; this will change.**

<b>Date</b>	<b>Topic</b>	<b>Homework Due</b>	<b>Textbook Readings Due</b>
<b>Week 1</b> M 1/27	Welcome		
<b>Week 2</b> M 2/3	Team Building	Trip Report Personality Profile	Chapter 16: Intra/erpersonal Communication Chapter 19: Group Communication/ Teamwork
<b>Week 3</b> M 2/10	Business Proposals		Chapter 9, section 3 <i>only</i>
<b>Week 4</b> M 2/17	Writing Process & Style		Chapter 5: Writing Preparation; Chapter 9: Writing in Action
<b>Week 5</b> M 2/24	Collaborative Writing		
<b>Week 6</b> M 3/2	Persuasive Writing Delivering “Bad News”	Business Proposal Meeting Agendas & Minutes	Chapter 9, section 5 <i>only</i> ; Chapter 17: section 1 <i>only</i>
<b>Week 7</b> M 3/9	Presentation & Visual Aids Elevator Pitch	Online Proposal Style Guide	Chapter 11 Nonverbal Delivery; Chapter 14 Presentations to Persuade
<b>Week 8</b> M 3/16	Business Proposal Presentations	Persuasive Letter “Bad News” Letter	

<b>Week 9</b> M 3/23	SPRING BREAK – NO CLASS		
<b>Week 10</b> M 3/30	Business Research & Recommendation Reports	Memo re: Teamwork	Chapter 9, section 4 <i>only</i> ; <i>Business Research Methods</i> text
<b>Week 11</b> M 4/6	Resume & Cover Letter		Chapter 9.5 <i>only</i>
<b>Week 12</b> M 4/13	Annual Reports/Summary Writing	Job Description, Resume & Cover Letter LinkedIn Profile – <i>extra credit</i>	
<b>Week 13</b> M 4/20	COB Career Center	Annual Report Summary Business Report DRAFT	Chapter 8: Feedback in the Writing Process; Chapter 13: Presentations to Inform
<b>Week 14</b> M 4/27	Interviewing Workshop	Business Report – DUE	
<b>Week 15</b> M 5/4	Business Report Presentations	Attendance optional on date you're <b>not</b> presenting	
<b>Week 16</b> M 5/11	Business Report Presentations	Attendance optional on date you're <b>not</b> presenting	
<b>Week 17</b> <b>FINALS</b> M 5/18	Final Presentation	Business Report w/ applied feedback and memo Memo re: COB Career Center	

**SAN FRANCISCO STATE UNIVERSITY  
BUSINESS 300: BUSINESS COMMUNICATION FOR PROFESSIONALS  
SPRING SEMESTER 2019**

Please bring a hard copy to class on Monday, January 28, 2019

**Instructor:** Astrid Proboll  
**Office:** SCI 314  
**Office Hours:** M: 1:45 p.m.-3:15 p.m.; T: 2:30 p.m.-3:30 p.m.; W: 1:45 p.m.-3:15 p.m.  
**E-mail:** aproboll@sfsu.edu

**Bus 300GW-08 M/W 9:30 a.m. - 10:45 a.m. Bus 107**

**Bus 300GW-09 M/W 11:00 a.m. - 12:15 p.m. Bus 116**

**Bus 300GW-10 M/W 12:30 a.m. - 1:45 p.m. Bus 113**

**COURSE MATERIAL**

Title: *Business Communication: Polishing Your Professional Presence*, 3E

Authors: Barbara Shwom, Lisa Gueldenzoph Snyder

Copyright Year: 2016

Publisher: Pearson Education

ISBN 13: 978-0-13-386330-7

**CATALOG DESCRIPTION**

Written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

**COURSE PREREQUISITES**

- C- or better in English 214 or its equivalent course

**LEARNING OBJECTIVES**

Upon successful completion of this course, students will be able to:

- Demonstrate working knowledge of the fundamentals of business communication.
- Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
- Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
- Describe current issues in business writing.

**COURSE FORMAT**

**Individual Assignments**

- Individual Presentations with and without PP Slides
- Written Homework Assignments
- In-Class Writing Exercises

**Group Assignments**

- Written Business Research Report
- Business Research Report Presentation with PP Slides
- In-Class Writing Exercises

## Exams

- Multiple-Choice, True/False, Essay

## GRADING

Grades are based on individual writing, examinations, oral presentations, and group exercises, with a heavy emphasis on individual writing.

**Letter grades will be assigned to the percentage scale as follows, and the letter grades, not the percentage, will be recorded:**

100%-93%	A	(4.0)
92%-90%	A-	(3.7)
89%-87%	B+	(3.3)
86%-83%	B	(3.0)
82%-80%	B-	(2.7)
79%-77%	C+	(2.3)
76%-73%	C	(2.0)
72%-70%	C-	(1.7)
69%-67%	D+	(1.3)
66%-63%	D	(1.0)
62%-60%	D-	(0.7)
Less than 59%	F	(0.0)

**NOTE: The student must earn a C or better in this course in order to satisfy the University's GWAR requirement.**

## INSTRUCTIONAL METHOD

Lectures, class discussions, individual presentations, group project presentations, video presentations, exams, in-class written exercises and at-home written homework assignments, case studies.

## EXAM MATERIAL

A Scantron #882-E and a #2 pencil and an eraser (additional pencil or pencil sharpener is advisable)

## ASSIGNMENTS (revisions and draft assistance)

20% Exams (Multiple-Choice, True/False, Essay)

10% Individual Five to Seven Minute Oral Presentation

- PowerPoint visuals are to be submitted before the presentation and **will be graded**
  - Six slides per page; approximately two-three pages

10% Individual Written Presentation Memorandum (due one week after presentation)

30% Three Written Homework Assignments

- Homework Assignments (each assignment is worth 10% of your course grade)

25% Group Business Research Report

- 15% Written Business Research Report (10-15 pages of content)
- 10% Group Presentation: Business Research Report with PP slides
- Evaluation of Team Members: Written Assignment

5% In-Class Writing Exercises and Class Participation

## COURSE POLICIES

1. Your punctual attendance is required. If you arrive after I have taking attendance it is your responsibility to inform me of your attendance after class. **Always** coming late may lower your class participation and final grade.
2. Students are allowed a **maximum of four (4)** excused/emergency absences over the course of the semester. Excused absences are for work-related or family emergency issues. These must be arranged with the instructor in advance of the absence and the student is responsible for submitting any homework assignments for that day on time. An emergency absence is for something out of the student's control and impossible to arrange in advance (e.g. emergency hospitalization) and the instructor will negotiate a make-up period for any missed homework. The instructor may ask for documentation of an emergency excuse.
3. Any student with more than four unexcused absences will have the **final course grade reduced by 10 percentage points (one full letter grade)**.
4. ALL MATERIAL submitted in written form is expected to be an effective business communication: **regular white paper, typed, appropriate heading(s) and margins, and readable font size. Please use: Arial 10 or 11, or Times New Roman 11 or 12.**
  - Arial 10    Arial 11        Times New Roman 11    Times New Roman 12
5. Written communication that is not typed will **NOT** be accepted.
6. Written communication is to be **single-spaced** unless otherwise requested by instructor.
7. All written assignments that you turn in should be **carefully proofread** for grammar mistakes, typos, and spelling errors.
8. All assignments must be handed in punctually at the beginning of class. An assignment that is handed in after all assignments have been collected will be considered **late** and will be **downgraded one full letter grade**. Consideration may be given to specific and extenuating circumstances supported by proper documentation.
9. Assignments will **not** be accepted after the class session is over.
10. Assignments that are submitted by e-mail will **not** be accepted, except by prior arrangement. If you cannot make it to class on a date when an assignment is due, you may have one of your classmates turn in your homework assignment if you wish to receive credit for it. You may also turn in your assignment to **SCI 300** during regular business hours **before the assignment is due**.
11. Classroom behavior must be conducive to learning, (i.e., **no sleeping in class, unnecessary side conversations, text messaging, phone calls, surfing the Internet, etc.**)
12. PLEASE turn cell phones and all e-devices **off**. The use of such devices during class will lower your class grade.
13. Tablets and laptops may only be used for course Bus 300 business.

14. Make-up exams will **ONLY** be given with proper documentation as required by university policy.
15. Evidence of academic misconduct (i.e., cheating, plagiarism, fabrication, and deception) will be dealt with severely. Please review CoB academic standards posted on iLearn.
16. It is **YOUR** responsibility to keep up with all course material.
17. Please see me during office hours if you do not understand the material that was covered in class, or have problems understanding the text.
18. My office hours will not be used to repeat lectures for students who failed to attend class.
19. If you have any concerns about your grade, please see me during my office hours. If you cannot come to my regular scheduled office hours, please see me or e-mail me about a special appointment.
20. Guidelines for the group project, homework assignments, and individual five to seven-minute presentation will be discussed in detail. In order to receive a good grade you **must** follow the outline and instructions.
21. Team members who do not contribute a fair share to the team project may be **FIRED or receive a lower grade**. If a team decides to fire someone it must be done in writing and you must get my approval. Please see me ASAP if a team member is not contributing to the project.
22. There will be no individual projects for students who are fired from project teams due to lack of contribution.
23. You should dress in **professional business attire** (traditional or casual business attire) for your **individual and group presentation**. **Professional attire is part of your grade**. Jeans, sweatpants, sweatshirts, baseball caps, tennis shoes, flip-flops, dress shorts, etc. are not considered business attire.
24. If you fail to come to class on the day of your individual presentation you will receive an automatic "F" for that presentation, as well as the self-evaluation memorandum. Presentations will not be rescheduled. (Consideration may be given to specific and extenuating circumstances supported by proper documentation).
25. If you miss the second class meeting you may be dropped from the course if there are other students interested in adding the class.
26. Please **R E S P E C T** everyone in the class.

#### **DISABILITY AND RESOURCE CENTER**

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## RELIGIOUS HOLIDAYS

It is the policy of this university to make reasonable accommodations for the observance of religious holidays. If the student will be unable to participate in this class due to a religious observance, the student should contact the instructor in advance to arrange for an accommodation. Normally this communication will take place in the first couple of weeks in the semester.

## STUDENT DISCLOSURE OF SEXUAL VIOLENCE

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any violence confidentially, contact:

The Safe Place (415) 338-2208; <http://www.sfsu.edu/~safe>  
 Counseling and Psychological Services Center (415) 338-2208; <http://psyservs.sfsu.edu>  
 For more information on your rights and available resources: <http://titleix.sfsu.edu>

## MISSION STATEMENT: COLLEGE OF BUSINESS

We are San Francisco's public business school. We embrace the area's rich diversity and provide access to higher education. Our mission is to prepare students for professional success through high quality teaching, innovative and relevant courses, discipline-based and pedagogical scholarship, and engagement with the academic and business communities.

## TENTATIVE SCHEDULE

The schedule may be revised from time to time to reflect focus changes.

DATE	TOPIC	CHAPTER	ASSIGNMENTS
01/28&30/19 Week 1	Course Introduction Discussion: Assignments		
02/04&06/19 Week 2	Individual Introductions Discussion: Business Report		In-Class Exercise
02/11&13/19 Week 3	Grammar Exercise Project Discussion Elevator Pitches		In-Class Exercise
02/18&20/19 Week 4	Developing your Professional Presence	CH 1	HW 1 Due (02/20/19)
02/25&27/19 Week 5	Working with Others	CH 2	Presentations
03/04&06/19 Week 6	Managing the Communication Process Group Topics (Group Memorandum) Due on 03/04/2019	CH 3	Presentations
03/11&13/19 Week 7	Communicating Routine Messages Communicating Persuasive Messages	CH 4 CH 5	Presentations
03/18&20/19 Week 8	Communicating Bad News	CH 6	Presentations HW 2 Due (03/20/19)



**03/25&27/19 Spring Recess: No Classes**

**04/01/2019 Caesar Chavez Day Observed: No Class**

**04/03/2019 Exam 1: CH 1- 6 and Grammar Sections from Appendix C  
Week 9**

**04/08&10/19 Using Social Media in Business CH 7 Presentations  
Week 10 Finding & Evaluating Business Information CH 8**

**04/15&17/19 Preparing Persuasive Business Proposals CH 9 Presentations  
Week 11 Preparing Business Reports CH 10 Presentations**

**04/22&24/19 Preparing & Delivering Bus. Presentations CH 11 Presentations  
Week 12 Social Media, Resumes, Cover Letters CH 12 Presentations  
HW 3 Due (04/22/19)**

**04/29/2019 Social Media, Resumes, Cover Letters CH 12 Presentations**

**05/01/2019 Group Presentation (one group)**

**Week 13 Review**

**05/06&08/19 Group Presentations**

**Week 14 Review**

**05/13&15/19 Group Presentations**

**Week 15 Review**

**All Business Reports Due: 05/15/2019**

### **EXAM DATES**

**Bus 300GW-08: Exam 2: CH 7-12 and Grammer Sections from Appendix C  
Wednesday: May 22, 2019 8:00 a.m.-10:15 a.m.**

**Bus 300GW-09: Exam 2: CH 7-12 and Grammer Sections from Appendix C  
Monday: May 20, 2019 10:30 a.m.-12:45 p.m.**

**Bus 300GW-10: Exam 2: CH 7-12 and Grammer Sections from Appendix C  
Wednesday: May 22, 2019 10:30 a.m.-12:45 p.m.**

# Business 300 – “Business Communication for Professionals”

Fall 2019  
MW 8am-9:15am: BUS 113

**Laura Shroder**

LShroder@SFSU.edu  
BUS 345  
MW 11:30am-12:15pm

## Catalog Description

Written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

## Prerequisites

COMM 150 and ENG 214 or equivalent with grades of **C- or better** and upper division standing.

## Student Learning Outcomes

The purpose of the course is to introduce students to the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

Upon successful completion of this course, students will be able to:

1. Demonstrate working knowledge of the fundamentals of business communication.
2. Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
3. Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
4. Describe current issues in business writing.

## Text

I.E., Bell, Arthur H. and Dale M. Smith, *Management Communication 3<sup>rd</sup> ed.* Wiley, 2010.

## Course Format

This is a hands-on writing class that will rely heavily on in-class and at-home written assignments and oral presentations in class. Attendance is required and necessary in order to develop the proficiency required of today's business professional.

## Grading

Grades are based in individual writing, mid-term examinations and oral presentations, with a heavy emphasis on individual writing:

Participation/In class Activities 100 points	Daily Class Participation/ In class assignments
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Individual Writing 100 points (25 point each)	<b>Writing Assignments:</b> *Scholarship Essay *Resume *Customer Response Letter *Cover letter
Homework and Assignments (10 points each)	Various homework and assignments throughout the semester *First Oral Presentation *Oral Presentation Summary *Personality Assessment *Written Interview Questions *Trend Article *First Oral Interview *Final Presentation Summary *Reflections
Final Oral Presentations 50 points	Final Oral Presentation
Writing Portfolio 50 points	Resume, Cover Letter
Final Oral Interview 50 points	Final Oral Interview
Final Comprehensive Reflection 10 points	Final Comprehensive Reflection

Letter grades will be assigned to the percentage scale as follows:

93% - 100%	4.0 A
90% - 92%	3.7 A-
87% - 89%	3.3 B+
83% - 86%	3.0 B
80% - 82%	2.7 B-
77% - 79%	2.3 C+
73% - 76%	2.0 C
LESS THAN 73%	NO CREDIT

NOTE: The student must earn a C or better in this course in order to satisfy the University's GWAR requirement.

### Class Policies

This is a hands-on writing class that will rely heavily on in-class and at-home written assignments and oral presentations in class. Attendance is **required** and necessary in order to develop the proficiency required of today's business professional.

**Course Communication:** Your SFSU e-mail address will be used as the means of communication throughout the course, so please make sure your SFSU email works. It is assumed that the student checks his/her SFSU email regularly. If the student has any questions or concerns, the instructor's SFSU email [lshroder@sfsu.edu](mailto:lshroder@sfsu.edu) is the best way to contact the instructor.

This course will use iLearn (<http://ilearn.sfsu.edu>) as the primary means of access to the learning materials. On this site you will find homework assignments, course announcements, quizzes, PowerPoint files and a variety of other course resources. You can check your earned scores there. ***It is the students' responsibility to check the scores posted on iLearn and inform the instructor if there is any mistake within ONE WEEK after scores posted via documented means, such as emails and letters.*** If a student disagrees with the instructor's grading,

he/she needs to appeal by informing the instructor via documented means. The instructor will schedule a time to review the assignment/exam with the student for reassessment. The final score will be based on the re-assessment.

- 1) **Professionalism:** The quality of your future career depends on the degree of professionalism that you exhibit. It is expected that students conduct themselves in a mature and professional manner in each class session. Professionalism includes attendance at every class session, constructive participation in course activities, timely completion of assignments, the manner in which you act, courtesy towards classmates, etc. Please do not hold side conversations when others are speaking and do not read unrelated materials, such as newspapers, in class. Technology is a great thing; however, please turn off your pagers, cell phone, personal digital devices (palm pilots), and laptop computers while in class.

Student's final grades will depend on the degree of professionalism that you demonstrate in this course. If you consistently act in an unprofessional manner your final grade will be reduced.

It is considered an honor code violation to consult any material (e.g. class notes and homework solutions) from past sections of this class. It will similarly be considered an honor code violation to share class materials with future students.

- 2) **Electronic Device Policy:** Laptops, phones, tablets, PDA's, iWatches, Google Glasses, and other electronic devices must be **TURNED OFF** during class time or the student will be asked to leave the class. Any student asked to leave, will lose his/her attendance/participation points for that day. There might be specific days during the semester when the instructor allows the use of electronic devices; however, these days will be announced in advance.

## LATE WORK POLICY

Assignment Deadlines. All written assignments are due **before the beginning of class** on the due date. If you are late to class or turn in assessments late, they will not be accepted.

All due dates are firm. **LATE WORK WILL NOT BE ACCEPTED.**

## ATTENDANCE POLICY

**Course Participation and Attendance:** Not surprisingly, research has identified that attendance directly correlates with student grades. Simply stated, students with higher attendance earn higher grades. Thus, for this class, each student is allowed 2 unexcused absences for the entire semester. You will not receive attendance points for these unexcused absences. Students who reach more than 2 unexcused absences will lose **5% of their final letter grade for each additional absence.** **Students who miss one (1) or more courses during the first two weeks of the semester may be dropped from the course by the instructor.**

If you expect an extended period of legitimate absences, please discuss it with the instructor prior to your absence. Legitimate absences include university functions, religious holidays, and serious illness. Please note, an excused absence is allowed when you are on an approved university function, religious holiday, or if you are physically unable to attend class due to illness. In order for an illness to qualify for an unexcused absence, you must provide an excuse letter from a medical provider stating that you were unable to attend class due to your illness. Simply going to the doctor to be seen and sent home does not qualify. Flat tires, car breakdowns, late buses, oversleeping, or other personal issues will not be accepted as legitimate excuses. **Please note that 3 days of tardiness equals one absence. Tardiness is defined as anything later than the scheduled start time of class. If you are later than 15 minutes after start time, you will be marked absent**

Turnitin.com. Students are encouraged to submit take-home writing assignments to Turnitin.com before handing them in. The instructor may require specific assignments to be submitted through Turnitin.com.

**Disability Accommodation:** Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center is available to facilitate the reasonable accommodations process.

Religious Holidays. It is the policy at this university to make reasonable accommodations for the observance of religious holidays. If the student will be unable to participate in this class due to a religious observance, s/he should contact the instructor in advance to arrange for an accommodation. Normally this communication will take place in the first couple of weeks in the semester.

### **University Policies and Procedures:**

San Francisco State University College of Business (SF State CoB) regards incidents of academic misconduct as serious matters. The following explains what academic misconduct is and outlines the consequences of academic misconduct.

### **Academic Misconduct:**

Academic misconduct is defined as follows:

- 1. Cheating:** Any unauthorized attempt to offer or obtain assistance in a formal academic exercise (e.g., an examination or class exercise); assuming another student's identity with intent to provide an advantage for the student; copying, in part or in whole, from another's test or other evaluation instrument; submitting work previously presented in another course, if contrary to the rules of either course.
- 2. Plagiarism:** The unauthorized use (i.e., representing as one's own work) or reproduction or close imitation of original creations (ideas, words, sentences, paragraphs, or parts thereof; or artistic/scholarly works such as computer programs, photographs, or similar works) of another author (person, group, organization, including anonymous authors) without due acknowledgment (accepted standards of citation or reference of the original source of the used or quoted content).
- 3. Fabrication:** The distortion of data, information, or citations in any formal academic exercise or altering grading or grading instructions.
- 4. Deception:** Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline, falsely claiming to have submitted work, or submitting false information regarding internships.

### **Disciplinary Sanctions:**

Two major types of sanctions may be imposed for any academic misconduct: Academic and Administrative. Academic sanctions are actions concerned with the coursework and grades which are the jurisdiction of the instructor. Administrative sanctions are related to a student's status on campus and are governed by the Office of Student Conduct (OSC). The imposition of one form of sanction will not rule out the imposition of the other.

#### **1. Academic Sanctions:**

Upon verification of academic misconduct by personal observation and/or documentation, an instructor reserves the right to take one or more of the following academic actions:

i. Reprimand: A verbal or written notification of unacceptable behavior, violating the student honor code. Reprimand may be considered for any academic misconduct at the discretion of an instructor.

ii. Modification of Grade: A student may be failed in the evaluation instrument (assignment or exam), may receive a reduced course grade, or may fail the course.

## **2. Administrative Sanctions:**

Academic integrity is essential to the educational process. Traditional academic practices require that faculty members address cases of academic dishonesty in the classroom. Executive Order 1078, Article III, K, Cases Involving Academic Dishonesty, insists that, in addition, CSU faculty members report any infractions to a central location so that a student can be held accountable for multiple academic violations and the campus can recognize any patterns of misconduct. Cases of academic dishonesty for both cheating and plagiarism should be reported to their respective department chairs who should then report it to the Associate Dean or designee of the College (e.g., Assistant Dean). The Associate Dean or designee will then instruct the faculty member to complete the Confidential Faculty Report of Academic Dishonesty form. The form, which goes directly to the OSC, will ask for the following information: names of students, SFSU ID #s, date of incident, class name/number/section, instructor's contact information, type of incident- cheating or plagiarism, etc.

### **UNIVERSITY CALENDAR:**

Please see semester schedule: <https://webapps.sfsu.edu/public/webcalendar/acad/cal/today/week/20177>

### **Key Dates in the University Calendar:**

See <http://registrar.sfsu.edu/fall>

Withdrawal from a class after the deadline will be considered for serious and compelling reasons only and must have accompanying documentation. The following reasons are not considered serious and compelling: Changing your major, poor performance, class not required for graduation/major, or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. If you are requesting a withdrawal, bring your petition and appropriate documentation to the instructor.

### **FINAL EXAM:**

According to Academic Senate policy F76-12 a time period is set-aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule. See link: [http://www.sfsu.edu/~acadres/final\\_exams/finalf17.htm](http://www.sfsu.edu/~acadres/final_exams/finalf17.htm)

### **Final Exams:**

Dec 20<sup>th</sup> at 8am

### **CR/NC OPTION:**

Some, but not all, classes are eligible for credit/no credit grades. If interested in taking a class for credit or no credit please refer to the posted deadline. The College of Business cannot approve requests for changes after the posted deadline.

## **LATE ADD POLICY:**

It is your responsibility to procure a late permit number from your instructor and add the class. Faculty cannot add you into a class.

For all registration, CR/NC and related issues, verify your status through MySFSU. Sign up for CR/NC, drop and add classes by the appropriate deadline online through MySFSU. Check your registration after making any changes and before deadlines to ensure you are registered properly for your classes. This is a student responsibility. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean. This can be viewed on the Registration Calendar at the website: <http://registrar.sfsu.edu/fall>.

Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College. This can be viewed on the Registration Calendar at the following website: <http://registrar.sfsu.edu/fall>.

## **ADVISING:**

- The Business Center for Career Services and Professional development is located in BUS 137. Contact [cobcareer@sfsu.edu](mailto:cobcareer@sfsu.edu) or (415) 338-2509, or simply stop by the office. <http://cob.sfsu.edu/resources/career-services>
- Advising:  
The Student Success Center is located in Business Building Room 112. Office hours are Monday to Friday from 9 a.m. to 12 noon, 1 to 5 p.m. Contact info is (415) 405-3531 and [cobssc@sfsu.edu](mailto:cobssc@sfsu.edu) by email. No appointments needed; walk-in basis.

## **SF State Disability Programs and Resource Center**

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached telephone (voice/TTY 415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)). For more information please visit the DPRC website at <http://www.sfsu.edu/~dprc>

## **SF State Student Disclosure of Sexual Violence**

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact: The SAFE Place - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/)

Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>

## **SF State College of Business Undergraduate Academic Standards**

See the third link of this page: <http://cob.sfsu.edu/intranet>

San Francisco State University College of Business (SF State CoB) regards incidents of academic misconduct as serious matters. The following explains what academic misconduct is and outlines the consequences of academic misconduct.

### A. Academic Misconduct

Academic misconduct is defined as follows:

5. Cheating: Any unauthorized attempt to offer or obtain assistance in a formal academic exercise (e.g., an examination or class exercise); assuming another student's identity with intent to provide an advantage for the student; copying, in part or in whole, from another's test or other evaluation instrument; submitting work previously presented in another course, if contrary to the rules of either course.
6. Plagiarism: The unauthorized use (i.e., representing as one's own work) or reproduction or close imitation of original creations (ideas, words, sentences, paragraphs, or parts thereof; or artistic/scholarly works such as computer programs, photographs, or similar works) of another author (person, group, organization, including anonymous authors) without due acknowledgment (accepted standards of citation or reference of the original source of the used or quoted content).
7. Fabrication: The distortion of data, information, or citations in any formal academic exercise or altering grading or grading instructions.
8. Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline, falsely claiming to have submitted work, or submitting false information regarding internships.

## B. Disciplinary Sanctions

Two major types of sanctions may be imposed for any academic misconduct: Academic and Administrative. Academic sanctions are actions concerned with the coursework and grades which are the jurisdiction of the instructor. Administrative sanctions are related to a student's status on campus and are governed by the Office of Student Conduct (OSC). The imposition of one form of sanction will not rule out the imposition of the other.

1. Academic Sanctions: Upon verification of academic misconduct by personal observation and/or documentation, an instructor reserves the right to take one or more of the following academic actions:
  - i. Reprimand: A verbal or written notification of unacceptable behavior, violating the student honor code. Reprimand may be considered for any academic misconduct at the discretion of an instructor.
  - ii. Modification of Grade: A student may be failed in the evaluation instrument (assignment or exam), may receive a reduced course grade, or may fail the course.
2. Administrative Sanctions: Academic integrity is essential to the educational process. Traditional academic practices require that faculty members address cases of academic dishonesty in the classroom. Executive Order 1078, Article III, K, Cases Involving Academic Dishonesty, insists that, in addition, CSU faculty members report any infractions to a central location so that a student can be held accountable for multiple academic violations and the campus can recognize any patterns of misconduct. Cases of academic dishonesty for both cheating and plagiarism should be reported to their respective department chairs who should then report it to the Associate Dean or designee of the College (e.g., Assistant Dean). The Associate Dean or designee will then instruct the faculty member to complete the Confidential Academic Dishonesty Reporting Form housed within the Faculty Resources section (<http://conduct.sfsu.edu/faculty>) on the OSC website. The form, which goes directly to the OSC, will ask for the following information: names of students, SFSU ID #s, date of incident, class name/number/section, instructor's contact information, type of incident- cheating or plagiarism, etc.

### **SF State Withdrawal from Courses Policy**

The CoB will observe the SF State Withdrawal from Courses policy F15-196:

<http://senate.sfsu.edu/policy/withdrawal-courses>

**College of Business Center for Career Services and Professional Development**



Please see this link: <http://cob.sfsu.edu/resources/career-services> or contact Heidi Yu, Director, at [heidiyu@sfsu.edu](mailto:heidiyu@sfsu.edu), [cobcareer@sfsu.edu](mailto:cobcareer@sfsu.edu), and (415) 338-2509 or stop by BUS 137.

### SYLLABUS DISCLAIMER:

Every reasonable effort will be made to adhere to the guidelines set forth in this syllabus. However, should there be any unforeseen and/or unavoidable circumstances that deem it necessary to make revisions; such revisions will be done and communicated to the class in a timely manner. Please note the syllabus is subject to change.

**Portfolio:** A cover page must be included and contain the following information: A cover page must be included and follow the APA standards for a short report cover page. All assignments should be stapled together, in order (resume, cover letter) and with a cover page on top. Drafts must be included first with the revised copy underneath.

**Oral Interview:** Students will be asked questions based on their job opening and resume. Questions will following a behavioral or situational interview format.

### Preliminary Class Schedule

<b>Week 1</b> <b>8/26</b>	Chapter 1: Intro/Communication 2: A Process for Management Writing		
<b>Week 2</b> <b>9/2</b>	3: Indiv/Collaborative Style for Management Writing . 4: Oral Presentations	No Class: Labor Day	LAC Intro  Draft: Scholarship Essay
<b>Week 3</b> <b>9/9</b>	5: Listening 6: Formats & Techniques for business letters	Draft: Scholarship Essay	<b>LIB Workshop: LIB 281</b>
<b>Week 4</b> <b>9/16</b>	6: Formats & Techniques for business letters	Due: Homework: Trend Article Final: Scholarship Essay	Draft: Customer Response Letters
<b>Week 5</b> <b>9/23</b>	6: Formats & Techniques for business letters 4: Oral Presentations	<b>Guest Speaker: Customer Service: Ritz-Carlton</b> Lorraine Williamson Esther MacWilliam  Final: Customer Response Letter	<b>Oral Presentation</b>
<b>Week 6</b> <b>9/30</b>	4: Oral Presentations	<b>Oral Presentation</b>	<b>Oral Presentation</b>
<b>Week 7</b> <b>10/7</b>	13: Resumes 14: Interviews	Draft: Resume	Draft: Resume Draft: Cover Letter
<b>Week 8</b> <b>10/14</b>	13: Resumes 14: Interviews	<b>Guest Speaker:</b> <b>Resume/Cover Letter:</b> Fion Hu, Staffing Manager, Randstad Professionals  Final: Resume	<b>Guest Speaker:</b> <b>Interviews</b>  Final: Cover Letter

<b>Week 9</b> <b>10/21</b>	8 Persuasive Messages 9: Effective Memos and E-mail	Draft: Interview Questions	<b>Interview Group 1</b>  Homework: Interview Questions:
<b>Week 10</b> <b>10/28</b>		<b>Interview Group 2</b>	<b>Interview Group 3</b>
<b>Week 11</b> <b>11/4</b>	8 Persuasive Messages 9: Effective Memos and E-mail	Homework: Personality Assessment	
<b>Week 12</b> <b>11/11</b>	11: Proposals and Business Plans 15: Managing Meetings and Telephone Work	No Class: Veterans Day	
<b>Week 13</b> <b>11/18</b>	19: Communication for Intercultural Management 4: Oral Presentations		<b>Oral Presentation</b>  Final Portfolio Due
<b>Week 14</b> <b>11/25</b>		No Class: Break	No Class: Break
<b>Week 15</b> <b>12/2</b>	4: Oral Presentations	<b>Oral Presentation</b>	<b>Oral Presentation</b>
<b>Week 16</b> <b>12/9</b>	14: Interviews	<b>Final Interviews</b>	<b>Final Interviews</b>
<b>Week 17:</b> <b>12/16</b>	14: Interviews	<b>Final Interviews</b>	Finals Week: Final

# Business 300 – Business Communication for Professionals

Fall 2020

Course Meeting Times:

- Section 30: M/W/F 2:00-2:50 in Thornton Hall 210

Instructor: **Dave Sikula**

Office Hours: By Appointment or Mondays and Wednesdays, 3:00-4:00

Office: SCI 332

Email: [dsikula@sfsu.edu](mailto:dsikula@sfsu.edu)  
[profdavesikula@gmail.com](mailto:profdavesikula@gmail.com)

## Course Description

Regardless of the path you take in your business career, the one essential will be your ability to communicate through both your writing and speech. In addition to communicating your own content and ideas, these skills will help you appreciate the ideas of other and apply critical thinking skills to your analysis of them.

Through this term, you'll learn, exercise, and sharpen the skills that are vital for effective communication, whether through the various written formats or individual or team oral presentations. This hands-on experience will come in a workshop format, where you'll be writing and speaking in every class session, whether as part of a prepared exercise or completely impromptu.

## Prerequisites

COMM 150 and ENG 214 or equivalent with grades of C- or better and upper division standing.

## Course Objectives/Student Learning Outcomes

Upon successful completion of this course, students will be able to:

5. Demonstrate a working knowledge of the fundamentals of business communication.
6. Communicate using common business communication formats (interpersonal correspondence, formal reports, informal routine writing, and oral presentations).
7. Understand the standards expected of business professionals and prepare multiple drafts documents applying those standards.
8. Demonstrate an awareness of and thoughtful opinion about current issues in business writing.
9. Be able to rationalize rhetorical decisions; meaning, being able to explain *why* you've made the decisions you've made.
10. Demonstrate an ability to carry out various rhetorical tasks through writing and speaking.
11. Have a functional grasp on grammar and mechanical usage as well as an awareness of the power that these mechanical facets of writing carry.

## Required Materials:

- *Business Communication for Success* by Scott McLean
- *Dreyer's English* by Benjamin Dreyer (not required, but *highly* recommended)
- Misc. articles as assigned (available online and as PDFs on iLearn)

While some of the assignments will be separate from the book, I'll sometimes ask you to answer discussion questions from the book. Some of the background information in the book will also be necessary to complete assignments.

- *Access to iLearn* where there will be supplementary reading.
- *An SF State email address*. I can only provide any confidential information via your SF State email, which you can set up to forward to your "actual" email.

### Course Format:

This is an interactive writing class that will rely heavily on in-class and at-home written assignments, oral presentations, and writing in class. Our class also relies on in-class discussion. Punctual attendance is required and necessary for success.

### Grading

Grades are based in individual writing, group projects, and oral presentations, with a heavy emphasis on individual and group writing.

Grades are meant as an evaluative tool, to help you understand your strengths and weaknesses in relation to the content of this course. Ultimately, your grade will reflect the developments in your writing and thinking, as demonstrated through your assignments in the course. Your grade is something you earn, not something that is simply given to. As per the GWAR requirements, 60% of the graded assignments must be written. Your final grade will be calculated on a 1,000 point scale as follows:

Individual and Group Writing	This category includes writing assignments you're assigned as daily exercises, Ilearn postings, and group and individual homework assignments, as well as in-class writing.	60%
Oral Presentations Individual and Group	Being able to convey ideas and be persuasive verbally is vital. This category will include your elevator speech and various presentations during the semester.	20%
Participation and Attendance	In order to fulfill the participation aspect of this class you must be in class, on time, and participate in class activities and discussions. <u>Frequent absences and late arrivals will hurt your participation grade.</u> Our class thrives on participation and discussion. Be ready to contribute!	20%

<u>Written Assignments</u>	<u>Due Date</u>	<u>Grade Percentage</u>
Diagnostic Memo	9/11	2.5%
Group Presentation Proposal	10/2	7.5%
Draft of Written Individual Report	10/30	5%
Cover Letter and Resume	11/6-11/22	5%
Draft of Written Group Presentation Report	11/20	5%
Final version of Written Group Presentation Report	12/21	15%
Final version of Written Individual Presentation Report	12/21	15%
<u>Oral Assignments</u>	<u>Due Date</u>	
Mystery Project	9/23-9/27	5%
Individual Presentation	10/2-10/28	15%
Elevator Pitch	11/6-11/22	5%
Group Presentation	12/6-12/16	15%
Participation	ALWAYS	5%

Letter grades will be assigned to the percentage scale as follows:

93% - 100%	4.0 A
90% - 92%	3.7 A-
87% - 89%	3.3 B+
83% - 86%	3.0 B

80% - 82%	2.7 B-
77% - 79%	2.3 C+
73% - 76%	2.0 C
LESS THAN 73%	NO CREDIT

**NOTE:** You must earn a C or better in this course in order to satisfy the University's GWAR requirement.

**Grading:**

Grades are based on the following criteria. Please note that you need a grade of “C-“or better to proceed to the next level. Grading standards correspond (as nearly as the classroom setting will allow) with what would be expected of students or employees in an actual business setting. Work you submit for grades should be:

- **Word-processed.** All out-of-class assignments must be typed or word-processed as Word documents submitted through Turnitin (A link for each assignment may be provided.) Handwritten memos, letters, and reports are not acceptable in a professional setting and are not acceptable in the classroom. Drafts must be presented as a Word files submitted through Turnitin. Final drafts/versions will be copy-edited and corrected and will be returned by request.
- **Clean.** Appearance and format count toward your grade. The proper use of headings, white space, margins, and other visual devices all contribute to readability and accessibility of information, and handling them skillfully is extremely important.
- **Error-free.** Simple mechanical and grammatical accuracy is absolutely necessary. Nothing destroys an author's credibility faster than spelling or grammatical errors.
- **Audience-appropriate.** Readability, a style and tone chosen for clarity of expression and suitable to the target audience, also play a significant role in determining the grade on an assignment.
- **Purposeful and well supported.** Whether intended to explain, analyze, or persuade, students' documents should have a clear purpose that is supported by appropriate facts and details. Visuals should be incorporated where useful, and research should be properly documented.
- **Note on duplicate submissions:** *Instructors expect that each paper or exercise turned in is written specially for that assignment. Students who would like to turn in the same or similar work to more than one course must get prior written permission from both or all the instructors involved. I may not give permission, and even if I do, I may ask for a somewhat different paper. Failure to abide by this policy may result on a failing grade for the paper submitted.*

**Grading Criteria:**

An **“A” paper** follows *all* of the assignment guidelines. It is well written, organized, focused, interesting and few or no spelling and other grammatical problems. In general, it is polished and professional in tone and appearance. ***In other words, an employer would be impressed with the professionalism and clear understanding of purpose, audience, content, expression, organization, style, and mechanics.***

A **“B” paper** is strong and shares most of the requirements of an “A” paper, but may lack organization, and have a weaker tone and be uneven. Some sentences may be awkward or don’t flow well. The document may have a few spelling and grammatical errors. Although the majority is well written, it may lack the polish an “A” document possesses. ***In other words, a document is geared to an intended audience and is well-organized, but with content that could be more specific without stylistic problems.***

A **“C” paper** *just* meets the needs of the assignment, but is weak and less organized/focused. It doesn’t flow well and reads like it was started the night before it was due. Sentences contain pertinent information, but do not flow or have any polish. Proofreading is sloppy and uneven. ***In other words, there is a deficiency in content,***

*arrangement, concept of audience, mechanics, and style, and the employer has to take time out of his or her schedule to correct the work and send it back for revision.*

A “D” paper is careless and inaccurate in places. Organization and tone are weak. Sentences are sometimes incomplete and there are many problems with spelling and grammar. *In other words, the work is poor and the employer will be looking for someone to replace the employee.*

**D and F essays are deficient in many ways, including plagiarism or late submission.**

*Turnitin.com.* Some, if not all, assignments will be due through Turnitin.com, which checks for plagiarism and also allows me a way to provide you with legible written feedback on your writing.

### **Class Policies/Components:**

**Attendance:** Attendance is required. You should try to not miss any class. If you absolutely must miss class, it should be for unavoidable and dire circumstances (e.g., funerals or medical emergencies) or religious holidays (these must be arranged with the instructor *in advance of the absence*. The student is responsible for submitting any homework assignments for that day on time). If you must miss class, it is your responsibility to acquire course materials from a classmate. The instructor may ask for documentation of an emergency excuse. Any student with more than three absences—excused or not—is subject to being dropped from the class or having the participation grade reduced by one letter. Therefore, being in class is immensely important.

You also must be on time for class. When you come in late you throw the rhythm of the class off and distract those who’ve arrived on time. If you arrive AFTER roll call, it will count as one-third of an absence.

### **Academic Technology Platform**

This course will use iLearn to facilitate discussion, for pre- and post-reading activities, and as a site for collaboration.

**Written Work:** This class is *writing intensive*. Before we proceed, please ask yourself if you’re ready to devote yourself to a hefty chunk of your term to reading and writing. We’ll explore numerous written genres and activities meant to sharpen your ability to function in the business world. The writing assignments column in the schedule below is somewhat accurate but subject to change, so being in class to get updates is essential. All written assignments are due on the date listed on the daily plan or given in class. Late work will not be accepted and submitting the final version of a major assignment late will result in a “no pass” for that assignment. I will ask for some written assignments to be submitted through Turnitin.

**Peer Feedback:** Students will be asked to review each other’s writing assignments in order to provide constructive feedback. Students may want to use this as an opportunity to decide whether or not to revise a particular assignment.

**For GROUP Assignments:** you may be asked to peer review the contributions of your group members. **Students who do not participate in their group assignments, or whose group participation is not peer reviewed or validated by their group members MAY be subject to a lower grade on group assignments.**

### **Oral Presentations**

Our class includes oral presentations, both as a group and individually, and both prepared and impromptu. Your ability to be persuasive and informative verbally will be immensely valuable in the professional world. To fulfill the oral aspect of the course, it’s crucial to attend class to present and participate.

**Discussion.** Your opinions and contributions are vital to our discussions. I want our classroom to be a space where different perspectives are welcome. Your participation grade is also dependent on you contributing, so please keep up with the reading and be ready to contribute your perspective.

### **Cell Phones/Digital Devices**

Your participation is highly valued and encouraged. Together we will explore various topics within business communication and deconstruct the process in an attempt to understand how they work. Many of the activities and assignments in class will require collaboration and the use of technology. You are encouraged to use and bring your tablets, smart phones, laptops, and other devices to aid in your learning, but not if they become a distraction to your participation.

I realize laptops, digital notepads, etc. are often used for taking notes. It's acceptable to use your devices for the benefit of your time in BUS 300. However, if I see you on your phone for any other reason than to note assignments or dates, I will reduce your participation grade, as you're not participating in the discourse of the classroom. If you absolutely must use your phone for a serious reason, please excuse yourself and take the call or text outside of the classroom.

I may provide individual "parking spaces" for cell phones during class. All phones will remain visible and available during the class hour. If you must use your phone, it will be available for you to use outside the classroom. While you will not be penalized for keeping your phone, parking it during class will earn you a small amount of extra credit.

### **Plagiarism:**

In short: *don't plagiarize*. The consequences (failing the class, possible expulsion, a permanent blemish on your record) far outweigh the possible benefits.

It may be tempting when you're pressed for time to pass off someone else's work or a paper you find on the internet as your own. **Don't do it.** I will be submitting your work to Turnitin on a regular basis and may ask you to submit work electronically through Turnitin yourselves.

Checking your work on your own will let you know if you've used attributed sources correctly, will check you for proper citations, and is one more way to help insure your work is original and follows correct formatting.

The University frowns (as do I) on any appropriation of someone else's work and the University's policy is noted here:

*Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an "F" grade. All instances of plagiarism in the College of Humanities will be reported to the Dean of the College, and may be reported to the University Judicial Affairs Officer for further action.*

**Plagiarism encompasses many activities that students sometimes take for granted as OK.** For example, a student might copy and paste a paragraph from Wikipedia describing a company, thinking, "These are just the facts, it's just what I would write." You might also rephrase an idea you read in an article without also including a citation or acknowledgement to the original author. If you are in doubt, always feel free to ask me.

**Religious Holidays.** The faculty of San Francisco State University shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that s/he will be absent.

**Disability Accommodation.** I wish to make this class accessible to everybody. Please alert me to any ways I can help make this course more accessible to you. Students with disabilities who need reasonable accommodations are encouraged to contact [The Disability Programs and Resource Center](#) to facilitate the reasonable accommodations process. DPRC is located in SSB 110: (415) 338-2472; [dprc@sfsu.edu](mailto:dprc@sfsu.edu). Please also let me know how I can make our class more accessible.

**Tutoring.** SFSU has free tutoring resources on campus through the LAC (Learning Access Center) and through CARP (Campus Academic Resource Program) The tutors in these centers are trained specifically to work with business writing students. Find them at <http://www.sfsu.edu/~lac/tutoring.html> or <http://www.sfsu.edu/~carp1/>

### Course Schedule

WEEK	DATE	TOPIC	ASSIGNMENTS
Week 1	M 1/27	Class intro.	
	W 1/29	Group introductions.	
	F 1/31	Individual introductions.	
Week 2	M 2/3	Individual introductions.	
	W 2/5	Why Business Communication?	<b>Assign Memo. Read Chapters 1-3.</b>
	F 2/7	No class.	
Week 3	M 2/10	Business writing	<b>Assign Mystery Project.</b>
	W 2/12	Being Persuasive.	<b>Read Chapters 4-6.</b>
	F 2/14	Presenting Your Ideas.	<b>Memo due. Read Chapters 7-10.</b>
Week 4	M 2/17	TBA.	<b>Read Chapters 11-13</b>
	W 2/19	<b>Mystery Project presentations.</b>	<b>Read Chapters 14-19.</b>
	F 2/21	<b>Mystery Project presentations.</b>	
Week 5	M 2/24	<b>Mystery Project presentations.</b>	
	W 2/26	Developing Your Presentation Persona.	<b>Groups for Reports Assigned.</b>
	F 2/28	<b>Individual Presentations.</b>	
Week 6	M 3/2	<b>Individual Presentations.</b>	
	W 3/4	<b>Individual Presentations.</b>	
	F 3/6	<b>Individual Presentations.</b>	
Week 7	M 3/9	<b>Individual Presentations.</b>	
	W 3/11	<b>Individual Presentations.</b>	
	F 3/13	<b>Individual Presentations.</b>	
Week 8	M 3/16	<b>Individual Presentations.</b>	
	W 3/18	<b>Individual Presentations.</b>	<b>Group Report Proposal Due.</b>
	F 3/20	<b>Individual Presentations.</b>	
Week 9	M 3/23	Spring break. No class.	
	W 3/25	Spring break. No class.	
	F 3/27	Spring break. No class.	
Week 10	M 3/30	<b>Individual Presentations.</b>	
	W 4/1	<b>Individual Presentations.</b>	
	F 4/3	Individual Presentation Debrief.	
Week 11	M 4/6	Cover Letters and Resumes.	<b>Individual Presentation Draft Due. Assign Elevator Pitches.</b>
	W 4/8	<b>Elevator Pitches.</b>	
	F 4/10	<b>Elevator Pitches.</b>	
Week 12	M 4/13	<b>TBA</b>	



	W 4/15	TBA	
	F 4/18	TBA	
Week 13	M 4/20	Elevator Pitches.	
	W 4/22	Elevator Pitches.	Draft of Group Report Due.
	F 4/24	Elevator Pitches.	
Week 14	M 4/27	Elevator Pitches.	
	W 4/29	Elevator Pitches.	
	F 5/1	Elevator Pitches.	Individual Presentation Draft Returned.
Week 15	M 5/4	TBA	Draft of Group Reports Returned.
	W 5/6	Group Presentations.	
	F 5/8	Group Presentations.	
Week 16	M 5/11	Group Presentations.	
	W 5/13	Group Presentations.	
	F 5/15	Group Presentations.	
Week 17		Final Exam. 10:30-12:45	Final Revisions of Group Reports and Individual Presentation Due.

#### General required

- Learning objectives and outcomes

The purpose of the course is to introduce students to the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

Upon successful completion of this course, students will be able to:

12. Demonstrate working knowledge of the fundamentals of business communication.
13. Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
14. Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
15. Describe current issues in business writing.

#### Policy

##### 1. Guidelines covering syllabus use in courses

Students shall receive a written syllabus (digitally or in hard copy) by the first course meeting or, in the case of courses taught online, it will be available to them when the course opens.

During the semester, students shall be notified in writing (digitally or in hard copy) of any substantive changes in the course syllabus. Colleges, schools, departments, or programs may specify additional syllabus requirements for their courses.

##### 1. Basic information for all course syllabi

All course syllabi shall include:

- the instructor's name, office location, office phone number, office hours, and contact information;
- the course title and number;

- a statement of scope, content, course objectives and student learning outcomes (SLOs) for the course;
- a list of texts and materials to be used throughout the course, including any additional fees or costs;
- a description of the grading policy;
- a description of the teaching methods to be employed; and any additional statements required by Academic Senate Policy.
- Courses within the University-wide requirements (i.e., General Education and overlay requirements)

In support of the university baccalaureate degree requirements policy and undergraduate baccalaureate goals, additional information will be required on all undergraduate course syllabi proposed for inclusion in the GE program, including:

1. the student learning outcomes [SLOs] for the GE area (and/or overlay {s}) for which the course is seeking certification;
2. any course-specific student learning outcomes; and;
3. linkage of all SLOs (GE area, overlay, and course-specific) to the activities and/or assignments students will complete to demonstrate they have met those SLOs.

Courses within the major

All new undergraduate and graduate course syllabi submitted for inclusion within a major program shall align course objectives and outcomes to the mission statement or objectives of the major.

- **DPRC**  
Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached telephone (voice/TTY 415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)). For more information please visit the DPRC website at <http://www.sfsu.edu/~dprc>
- **Violence**  
SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, emailing [vpsaem@sfsu.edu](mailto:vpsaem@sfsu.edu) or calling 338-2032. To disclose any such violence confidentially, contact: The SAFE Place at 415-338-2208, [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/); or Counseling and Psychological Services Center at 415-338-2208, <http://psyservs.sfsu.edu/>. For more information on your rights and available resources: <http://titleix.sfsu.edu>
- **Course withdrawal policy**  
The CoB observes the SF State Withdrawal from Courses policy F15-196: <http://senate.sfsu.edu/policy/withdrawal-courses>

### **SF State College of Business Undergraduate Academic Standards**

San Francisco State University College of Business (SF State CoB) regards incidents of academic misconduct as serious matters. The following explains what academic misconduct is and outlines the consequences of academic misconduct.

#### A. Academic Misconduct

Academic misconduct is defined as follows:

9. Cheating: Any unauthorized attempt to offer or obtain assistance in a formal academic exercise (e.g., an examination or class exercise); assuming another student's identity with intent to provide an advantage for the student; copying, in part or in whole, from another's test or other evaluation instrument; submitting work previously presented in another course, if contrary to the rules of either course.

10. Plagiarism: The unauthorized use (i.e., representing as one's own work) or reproduction or close imitation of original creations (ideas, words, sentences, paragraphs, or parts thereof; or artistic/scholarly works such as computer programs, photographs, or similar works) of another author (person, group, organization, including anonymous authors) without due acknowledgment (accepted standards of citation or reference of the original source of the used or quoted content).

11. Fabrication: The distortion of data, information, or citations in any formal academic exercise or altering grading or grading instructions.

12. Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline, falsely claiming to have submitted work, or submitting false information regarding internships.

## B. Disciplinary Sanctions

Two major types of sanctions may be imposed for any academic misconduct: Academic and Administrative. Academic sanctions are actions concerned with the coursework and grades which are the jurisdiction of the instructor. Administrative sanctions are related to a student's status on campus and are governed by the Office of Student Conduct (OSC). The imposition of one form of sanction will not rule out the imposition of the other.

1. Academic Sanctions: Upon verification of academic misconduct by personal observation and/or documentation, an instructor reserves the right to take one or more of the following academic actions:
  - i. Reprimand: A verbal or written notification of unacceptable behavior, violating the student honor code. Reprimand may be considered for any academic misconduct at the discretion of an instructor.
  - ii. Modification of Grade: A student may be failed in the evaluation instrument (assignment or exam), may receive a reduced course grade, or may fail the course.
2. Administrative Sanctions: Academic integrity is essential to the educational process. Traditional academic practices require that faculty members address cases of academic dishonesty in the classroom. Executive Order 1078, Article III, K, Cases Involving Academic Dishonesty, insists that, in addition, CSU faculty members report any infractions to a central location so that a student can be held accountable for multiple academic violations and the campus can recognize any patterns of misconduct. Cases of academic dishonesty for both cheating and plagiarism should be reported to their respective department chairs who should then report it to the Associate Dean or designee of the College (e.g., Assistant Dean). The Associate Dean or designee will then instruct the faculty member to complete the Confidential Academic Dishonesty Reporting Form housed within the Faculty Resources section (<http://conduct.sfsu.edu/faculty>) on the OSC website. The form, which goes directly to the OSC, will ask for the following information: names of students, SFSU ID #s, date of incident, class name/number/section, instructor's contact information, type of incident- cheating or plagiarism, etc.

# Business Communication for Business Professionals – Syllabus Fall 2019

**Shari Weiss** Instructor      Contact: [sharisax@aol.com](mailto:sharisax@aol.com)

BUS 300GW-20 [1531]- Tues 4-6:45pm in BUS 126

Office Hours: Tues 3:30-4pm Bus\_312 also 6:45-7:15pm [making an appointment is best strategy ☺]

## Catalog Description

Written and oral communication including the fundamentals of business communication, exposure to common formats of business writing, effective oral presentations, and the ethical and legal implications of business communication. The emphasis is on hands-on experience creating effective communication at the standard of quality expected of business professionals.

**\*\*As a budding business professional, you have a stake in acquiring skills that will make you a strong job applicant a valuable employee.**

**\*\*Solid writing skills are a necessity in today's networked digital world.**

**\*\*How much you enjoy public speaking and how effective you are at it will likely predict your success and upward mobility. \*\***

## Prerequisites

COMM 150 and ENG 214 or equivalent with grades of C- or better and upper division standing.

## Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Demonstrate working knowledge of the fundamentals of business communication.
- Communicate using common business communication formats (interpersonal correspondence, formal reports, and oral presentations).
- Understand how to and actively create professional-level documents, including letters, reports, papers, summaries, resumes and cover letters.
- Comprehend the standards expected of business professionals and prepare multiple drafts of a document in order to achieve those standards.
- Describe current issues in business communication,.

## Required Text

*Business Communication: Process & Product*, 8<sup>th</sup> edition, Guffey and Loewy, Cengage Learning

Optional: *Lean in for Graduates*, Sheryl Sandberg or *TED Talks: The Official TED Guide to Public Speaking* by Chris Anderson

## Grading

What do grades mean in this class? They are meant as an evaluative tool to help you understand your strengths and weaknesses in relation to the content of this course. Ultimately, your grade will reflect the developments in your Writing, Thinking, Participation, and Presentation, as demonstrated through your assignments. Your grade is something you *earn*, not something that is given to you. DETAILS, i.e. following All directions is critical to scoring well....and doing well on the job [as well as in class];*As a GVAR course, the following grade breakout is based on 60% written assignments and 40% oral presentations*

20% Homework assignments: memos, worksheets,

45% Class participation: Includes attendance, quizzes, oral presentations,

20% Business Report

15% Final Portfolio

Letter grades will be assigned to the percentage scale as follows:

100-93%

A

92-90%

A-

89-87%

B+

86-83%

B

82-80%

B-

79-77%

C+

76-73%

C

Less than 73%      **NO CREDIT**

*Note: Students must earn a C or better to satisfy GVAR requirements.*

## Assignment Policies

- All reading and writing assignments must be completed by the date indicated on assignment instructions. Failure to do so will prevent you from participating effectively, thereby negatively affect your grade..
- All written work must be typed [unless otherwise instructed].
- Assignments are due on the date [and time] indicated.
- Incomplete work will NOT be graded. Details, details, details! Be certain to read and follow ALL directions.
- **No make-ups.** If you miss a quiz or assignment, you **cannot** make it up. You may submit homework online before class begins if you will be absent.

## Grade Disputes

Students who wish to dispute grades on assignments must do so in writing, in which each item disputed is outlined and discussed. Written grade disputes must be followed up by an appointment with me in office hours. I will not consider grade disputes submitted more than a week after I return the assignment in class.

## Academic Dishonesty and Plagiarism

**If you plagiarize, the penalty is steep. Your assignment will receive no credit, with no opportunities to make it up.** Plagiarism – “to use another person's ideas or expressions in your writing without acknowledging the source” (MLA Handbook, 5<sup>th</sup> ed.) Plagiarists, intentional or inadvertent, will receive a zero on the assignment in question. Repeat offenders will receive an F for the course and will be subject to college disciplinary action. Students are encouraged to review plagiarism policies in the current College catalog. **If you are not clear about the expectations for completing an assignment or taking a test or examination, it is your responsibility to seek clarification from your instructor beforehand.**

## Disability access

Students with disabilities who need reasonable accommodations are encouraged to contact \_\_\_\_\_ the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate \_\_\_\_\_ the reasonable accommodations process. The DPRC is located in the Student Service Building \_\_\_\_\_ and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by \_\_\_\_\_ email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)).

## Student disclosures of sexual violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you \_\_\_\_\_ disclose a personal experience as an SF State student, the course instructor is required to \_\_\_\_\_ notify the Title IX Coordinator by completing the report form available \_\_\_\_\_ at <http://titleix.sfsu.edu>, emailing [vpsaem@sfsu.edu](mailto:vpsaem@sfsu.edu) or calling 338-2032.

## To disclose any such violence confidentially, contact:

• The SAFE Place - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/)  
Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>  
For more information on your rights and available resources: <http://titleix.sfsu.edu>

## Religious Holidays

This university makes reasonable accommodations for the observance of religious holidays. If the student will be unable to participate in this class due to a religious observance, s/he should contact the instructor in advance to arrange an accommodation. Normally this communication will take place in the first couple of weeks in the semester.

## Cell Phones and other Technology

Do not use your phone during class. It is best to keep your phone out of sight. I can see you when you're texting, checking email, etc. Not only is this just plain rude, it impacts your ability to participate. If I see your phone out during class, you will lose participation points for the day, and I may have to ask you to leave. This applies to iPads, tablets, etc. UNLESS it is clear that you are using these devices for class-related activities.

## Attendance

This is a lab-style workshop course, and **ATTENDANCE IS REQUIRED**. It is impossible to be successful in this course if you are not present in class. Students are allowed a maximum of one excused/emergency absence over the course of the semester. Excused absences are for work-related or family emergency issues [e.g., funeral for an immediate family member]. These must be arranged with the instructor in advance of the absence and the student is responsible for submitting any homework assignments for that day on time.

An emergency absence is for something out of the student's control and impossible to arrange in advance [e.g. emergency hospitalization] and the instructor will negotiate a make-up period for any missed homework. The instructor may ask for documentation of an emergency excuse. *Any student with three or more unexcused absences will have the final “earned” grade reduced by one full letter grade.*

**\*\*This syllabus is subject to change at the discretion of the instructor. Any changes will be announced in class. Additional handouts of required readings will be added to list of assignments.**

## **SCHEDULE of Tuesday Classes**

August 27: Introductions, Team Formation, Syllabus

September 3 Quiz ch 1&7. Writing lesson

September 10: Quiz ch 4. Writing lesson. Body Language

September 17: COMPUTER ROOM - Quiz ch 2&3. Presentations. Website & LinkedIn practicum

September 24: Quiz ch 14. Presentations and study of Oral Presentations

October 1: Quiz ch 8&9. Presentations. Listening activities.

October 8: Quiz 11&12. Presentations on Charts, Tables, and Questionnaires. Infographics lesson.

October 15: Quiz ch 13. Presentations. Business Report activities

October 22 Work on Business Reports

October 29 TURN IN BUSINESS REPORT and associated activities

November 5 quiz ch 15. Resumes and job hunting

November 12: Quiz ch 16. Interviewing for a job

November 19 Group Presentation Planning

November 26: THANKSGIVING BREAK...no class

December 3: Group Presentations

December 10: COMPUTER ROOM: Eportfolios and extra credit speeches

December 17: Final speeches and eportfolio review