Important note on course communication and personal responsibility:
Welcome to Business and Professional Communication! I am excited that you are joining us for some communication adventures this semester. Your questions are very important to me and to your success in this class. For record-keeping purposes, please contact me regarding class business via the Blackboard message function only. I will respond to your messages in a timely manner during the hours of 8am-1pm, Monday-Friday. Please use email only in case of emergency, or if the Blackboard system is down. Please consult the syllabus, Blackboard, or your fellow classmates for course information before contacting me with a question. I am always happy to help, but you will likely find your answer more quickly among the other resources available to you.

Please keep in mind that you are completing a course in half the time, with no less work. This means the class will move at a very quick pace and you will be expected to keep up with the readings and assignments. I want to see you succeed and have a great time in this class. In order for this to happen, you must read ahead, work ahead and refresh your knowledge before class. You are expected to conduct yourself with professionalism during class and on all assignments!

Other important notes:
• This class has been flipped for the benefit of student learning. There will be little to no lecturing during class. We will spend our time experiencing the topics, practicing communication and discussing the application of the material.
• All work handed in must be typed, with clear, easy-to-read, 12pt font and double spaced.
• Blackboard assignments must be posted prior to the start of the class period in which they are due.
• This class is during a typical lunch time. When appropriate for the particular class, providing it does not interfere with the class work, students may bring food and beverages.
• Many of the classes will involve “field work,” where students leave the classroom to do something. Unless specifically noted, students are expected to return to the classroom at the designated time. If students do not return, that class period shall count as an absence.
• Students will be divided into teams at the beginning of the semester. These teams will be used throughout the semester.

COURSE DESCRIPTION: The purpose of this course is to introduce students to the basic skills, principles, and contexts of communication in business and professional settings. The content of the course synthesizes public speaking with aspects of communication ethics, organizational, small group, and interpersonal communication. Students will learn practical skills via presentations, research, resumes, interviews, meetings, and professional writing grounded in communication theory.

LEARNING OBJECTIVES: At the end of this course, students will be able to
• Identify key terms and major communication theories relevant to the study of business and professional communication;
• Create resumes (one print, one visume) to enhance individual career and/or educational marketability;
• Employ effective interviewing skills and techniques as both the interviewee and the interviewer;
• Apply theory in order to effectively communicate as both a team member and as a leader;
• Assess the performance of team members based on clearly defined objectives and present that assessment in an honest, yet constructive manner;
• Successfully integrate communication and research skills to create a professional presentation; and
• Create an organization profile, solve a problem and build a strong, focused team that delivers a powerful presentation.
REQUIRED TEXT: Quintanilla, K. & Wahl, S. (2013). Business and professional communication: KEYS for workplace excellence. 2nd edition. Thousand Oaks, CA: Sage Publications, Inc. This text will be your lectures, along with other out-of-class assignments. In class time will be spent applying the materials. Students are required to read the text assignments prior to class (see schedule).

EXAMINATIONS (up to 100 points each, two exams)
There will be two online (Blackboard) exams throughout the semester. They will simply test your ability to apply the material to your life.

COURSE ASSIGNMENTS
Reading Quizzes (up to 350 points): Reading quizzes will be given for all chapters. They will be done on Blackboard and must be posted prior to the start of the class period in which they are due. Each quiz is worth a total of 25 points.

Posting a Good Examples and comment on two others (up to a total of 100 points): Students should find what they consider to be a good example of the given topic and post the link on Blackboard. Each topic will be specified in schedule. By the following class period, students should comment/respond to at least two other examples posted by other students. The comments/responses should be well thought out and lend themselves to further discussion. Each of these assignments (posts and responses are counted separately) are worth 10 points each.

Individual Research Presentation (up to 100 points): Each student will prepare a 5 minute dynamic presentation that provides an in-depth overview of a scholarly journal article or research study on a topic or theory pertaining to the course material. The schedule for these presentations will be determined at the beginning of the semester. Because of the relevance of each presentation to the daily adventures, make up presentations will not be allowed.

Jung-Style Type-Test (up to 25 points): Each student is to go to similarminds.com/jung.html and take the quiz. DO NOT send the results via email from the site. DO post the type, with percentages (please round the numbers and only post the highest percentage for each dichotomy) on Blackboard prior to the class period in which the test is due. (Example post: E=59%, N=72%, T=76%, J=71%) (There is no need to post the percentages for the ISFP on this example.)

Listening Journal (up to 50 points): Students are to create a 24 hour listening journal. Once students have read the listening chapter, they are to log each time they listened to someone or something over a 24 hour period, noting barriers they encountered and what types of listening they did. Students should include a final paragraph summarizing their listening style and what they can do to improve their own listening skills.

Resume & Cover Letter (up to 50 points +up to 25 points for corrected version): Students will create a cover letter and resume for a position for which they would likely apply upon graduation. Resumes and cover letters must clearly state qualifications, background, and current career objectives. Students will swap materials with another student, who will provide feedback, both written (on the paperwork) and verbally. Students will then revise/correct their resumes and cover letters, based on the feedback and turn in both the marked up version and the corrected version in order to receive the full 75 points.

Video Resume (aka Visume) (up to 50 points): Employers are increasingly conducting interviews via telephone and Skype. An electronic account of your qualifications and objectives is also becoming increasingly desired so that employers may screen candidates’ communication skills, appearances, and mannerisms. Video resumes will be approximately 3-5 minutes, organized, structured, and thoroughly practiced and prepared! Visumes must be posted on Blackboard prior to the class period in which they are due. We will play some of them in class. First impressions are important! Execute this assignment with professionalism, so that you can use the final product to market yourself!
Interview Questions (up to 50 points): Students must create five original interview questions they might ask an interviewee (if they were hiring). After each question should be an explanation of why that question is being asked (motivation behind the question - what do you want to know). At least one question should be motivated by Jung-type. Students will use these questions (along with a standard, provided set) for their interviews.

Interview Reflection (up to 50 points for paper + up to 25 for successful interviewees): Students will be interviewing each other with a mix of standard questions and questions they create. Students are expected to dress professionally, provide another copy of the resume and cover letter on the day of the interview, and to conduct themselves formally and professionally. The interviewer will write a one-page reflection, due the following class period, about the interview. (How did the interviewee do? Would you hire the person? What did you learn learn about yourself? What did you learn about interviewing? Etc.-- Please be sure to include the name of your partner in your paper.) There are 50 points possible for the paper. There is an additional 25 points possible for successful interviewees. Whether one is hired or not will not be the only basis for points. Looking and acting professional are key.

Team Presentation (up to 100 points) Each team will develop a procedure for recording policies, including division of labor and attendance. Each team will decide on a problem which would be appropriate for their team’s organization to solve. The team should solve the problem, using the process listed in Chapter 7. The team will then assess the audience, organize the information, create the appropriate language and visual aids and make their presentation. Teams should motivate the audience to be part of the solution.

Team Members’ Evaluation (up to 50 points): Members will write a performance appraisal for fellow teammates. Specifically, members will write a memo in which each teammates’ performance, as both leaders and team members, are assessed. All discussions must be tied to the theories and concepts covered in this course. Specific examples must be cited; therefore, you should keep a log of group meetings and progress. Each memo should include the following:

A. Describe and evaluate contributions. Be specific. Make certain to focus the evaluation on communication excellence.
B. Identify an area(s) for performance improvement. Then make suggestions for improvement based on what you have learned about communication this semester.
C. Your financial officer has informed you that each person can receive up to $100 in bonus salary. In the concluding paragraph assign the bonus amount. The amount must be justified by the content of the performance appraisal.

The bonus score you receive from your teammates will be averaged together and that score (maximum 50 points) will enter into your final grade in this course.

IN CLASS ADVENTURES (up to 350 points) Students will be expected to actively participate in class discussions and case studies. Participation by each student in class adventures is the key to success, not only of their own, but of the other members in class. Each activity/day, not associated with team presentations, will be worth 25 participation points, for a total of 350 possible points.

Exams: 200 points
Quizzes: 350 points
Assignments: 675 points
In Class Adventures: 350
Total Points Possible: 1575

A 92% of the total points
B 82% of the total points
C 72% of the total points
D 62% of the total points
F Lower than 62% of points
ATTENDANCE POLICY: According to the TAMUCC Undergraduate Catalog, “Students are held responsible for attending class.” There will be no make-ups on any assignments (including exams, presentations and papers) except for students with university-approved absences and medical excuses from a doctor. These students will have opportunities to make-up missed work, but it is the student’s responsibility to see the instructor. **STUDENTS ARE ALLOWED THREE UNEXCUSED ABSENCES WITHOUT ATTENDANCE PENALTY.** Students with more than three unexcused absences will lose one percentage point off their final grade average for every unexcused absence beyond the third.

*****PLEASE NOTE: Because participation in class activities is worth points towards your grade and there is no way to make up the participation, those with unexcused absences will simply lose the points for that day. For university-approved excused absences, students will need to see the instructor for an alternative assignment to make up the points missed.

DROPPING A COURSE: I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

ACADEMIC HONESTY: Students unaware of the university’s statement on academic honesty should review it in the Undergraduate Catalog or Student Handbook. Examples of academic dishonesty and plagiarism are using someone else’s ideas and not giving them credit; presenting a paper or speech that is not originally yours; handing in assignments that are not originally yours; presenting “facts” or lifting ideas from sources without crediting the source; presenting falsified opinions and figures; cheating on an exam; or not participating in group activities, but taking credit for the product. If you are uncertain as to what actions constitute plagiarism or dishonesty, please ask your professor. Students who violate the code of honesty in this class will receive a “0” on that assignment. Any student receiving more than one “0” for academic dishonesty or plagiarism will fail the course. Note: All violations of the academic honesty are reported to the dean and Office of Students Affairs who maintain documentation of such offenses for at least 5 years.

GRADE APPEALS: As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is on the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University RulesWeb site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

CLASSROOM ETIQUETTE AND ACADEMIC INTEGRITY: As professors and students, we all want to treat each other with respect. Examples of being disrespectful are talking on a cell phone or text messaging during class; playing games on a computer or answering email; reading assignments for other courses; interrupting students or the professor; talking when someone else is talking (student or professor); walking into the room and disrupting a student when they are speaking; being overly argumentative in class with another student or professor; and using inappropriate language in class. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. If you arrive late for class and we are hearing student presentations, please remain outside and enter when the student/s have finished.
BLACKBOARD ACCESS: Some class items will be posted on Blackboard and students should know how to use it. If you have difficulty, call the university’s Help Desk at 825-2825 or long distance 866-353-2491.

EQUITY STATEMENT: All persons, regardless of gender, age, class, race, ethnicity, religion, physical disability, sexual orientation, veteran status, nationality, etc., shall have equal opportunity without harassment in this class. Any problems with or questions about harassment can be discussed confidentially with your professor or department chair.

STUDENTS WITH DISABILITIES: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

RETURNING VETERAN: If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services Office for assistance at (361) 825-5816.

ACADEMIC ADVISING: TAMUCC colleges require that students meet with an academic advisor as soon as they declare a major in the college. The advisor will work with the student to set-up a degree plan and in the College of Liberal Arts must be signed by the student, major department faculty mentor, and department chair. CLA's Advising Center is located in Driftwood 203E and can be reached at 825-3466.

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<tr>
<th>Date</th>
<th>Prior to Class</th>
<th>In Class</th>
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<tbody>
<tr>
<td>Wed Jan 22</td>
<td>Intro course; Article sign up; Team assignments; CharacterMart</td>
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<tr>
<td>Fri Jan 24</td>
<td>Read Chapter 1; Take Chapter 1 and Syllabus Quiz; Take Jung Test - Post results.</td>
<td>Research Presentations; Jung Activity</td>
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<tr>
<td>Mon Jan 27</td>
<td>Read Chapter 2; Take Chapter 2 Quiz</td>
<td>Research Presentations; Nonverbal Experiment</td>
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<td>Wed Jan 29</td>
<td>Read Chapter 3; Take Chapter 3 Quiz; Make listening journal</td>
<td>Research Presentations; Listening Exercises</td>
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<td>Fri Jan 31</td>
<td>Read Chapter 4; Take Chapter 4 Quiz; Post good example of a visume; Complete Resume and Cover Letter</td>
<td>Research Presentations; Resume and cover letter swap</td>
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<tr>
<td>Mon Feb 3</td>
<td>Redo resume &amp; cover letter; Post visume; Respond to visume examples</td>
<td>Research Presentations; Watch and discuss visumes</td>
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<tr>
<td>Wed Feb 5</td>
<td>Create five questions; bring extra copy of resume and cover letter</td>
<td>Interviews with partners</td>
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<td>Fri Feb 7</td>
<td>Write interviewing reflection. Turn in online. Post good tips on interviewing.</td>
<td>Exam 1 on Blackboard.</td>
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<td>Mon Feb 10</td>
<td>Read Chapter 5; Take Chapter 5 Quiz; Respond to interviewing tips</td>
<td>Research Presentations; Teams create organizations</td>
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<td>Wed Feb 12</td>
<td>Read Chapter 6; Take Chapter 6 Quiz</td>
<td>Research Presentations; ECCO Study</td>
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<td>Fri Feb 14</td>
<td>Read Chapter 7; Take Chapter 7 Quiz</td>
<td>Research Presentations; Team Challenges</td>
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<td>Mon Feb 17</td>
<td>Read Chapter 8; Take Chapter 8 Quiz; Post link to good facebook business site</td>
<td>Research Presentations; Create organization facebook sites</td>
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<td>Wed Feb 19</td>
<td>Read Chapter 9; Take Chapter 9 Quiz; Respond to facebook business sites</td>
<td>Research Presentations; Problem-solving with teams</td>
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<td>Fri Feb 21</td>
<td>Read Chapter 10; Take Chapter 10 Quiz; Post good link for leadership or conflict resolution site along with a brief professional summary of the article</td>
<td>Research Presentations; Task vs People Orientation activity</td>
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<td>Mon Feb 24</td>
<td>Read Chapter 11; Take Chapter 11 Quiz; Respond to link for leadership/ conflict Resolution.</td>
<td>Research Presentations; Science of Persuasion; Aristotle All Around</td>
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<td>Wed Feb 26</td>
<td>Read Chapter 12; Take Chapter 12 Quiz; Post good example of persuasion</td>
<td>Research Presentations; Audience analysis; Organizing presentation</td>
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<td>Fri Feb 28</td>
<td>Read Chapter 13; Take Chapter 13 Quiz; Respond to example of persuasion</td>
<td>Research Presentations; Visual aids</td>
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<td>Mon Mar 3</td>
<td>Read Chapter 14; Take Chapter 14 Quiz</td>
<td>Research Presentations; Labyrinth</td>
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<td>Wed Mar 5</td>
<td>Prepare for Presentation</td>
<td>Group Presentations</td>
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<tr>
<td>Wed Mar 7</td>
<td>Exam 2</td>
<td>Group Presentations</td>
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