

ITBE 740

Business & Professional Communication

Office Phone: 262-472-4980

Fax: 262-472-4863

Home Phone: 262-473-4611

e-mail: schrammr@uww.edu

You are welcome to call me at my home number in an emergency.

Online Office Hours: I will check my email consistently throughout the day. I will respond as quickly as possible to requests during the day. I am pretty busy with other activities during nights and weekends. If you have a question that must be answered, I encourage you to give me a call at home. I will answer the question and you can complete your work on time.

Text and Other Required Materials:

1. **Strategic Communication in Business and the Professions**, Sixth Edition, 2008, Dan O’Hair, Gustav W. Friedrich, and Lynda Dixon. ISBN: 0-618-43249-3

Academic Misconduct: It is expected that students in this class will perform to the best of their abilities and in an honest and sincere manner. Cheating, plagiarism, the use of unauthorized materials or any other form of academic misconduct will result in a severe penalty as permitted in UWS Chapter 14.

Grades:

Grades will be determined by the percentage earned of total possible points. The following grading scale will be used

A = 93-100

A/B = 91-92

B = 87-90

B/C = 84-86

C = 78-83

D = 73-77

I believe that providing thorough and timely feedback is important. Hence, please watch the Gradebook (and the Dropbox, where applicable) for my feedback on all assignments within one week of their due dates. Grades will be reduced for assignments submitted after the due date. All Seminars in Business and Professional Communication faculty are required to use the same grading scale. I recognize that this scale is higher than the standard scale. I have incorporated a high percentage of your class to include participation activities on survey submissions in an effort to balance out the grading. Everyone who puts full effort into the course can earn a 100 percent the participation and survey submission grade. This can represent 16 percent of your total grade, raising your final grade proportionately. Please read the participation grading rubric and participate regularly section groups.

Tentative weighting of course activities (percentage of overall grade):

Power and Leadership Paper	21%
Web 2.0 Social Networking Paper	21%
CIP Paper	21%
Self assessment quizzes	21%
Participation - Discussion	13%
On Time Survey and Case Completion	3%

Assignment	Due Date
D2L Profile Assignment	Wednesday, January 21st
Module 2 Introduction and Leadership	
Personal Communication Style and Leadership Surveys	Tuesday, January 26th
Quiz	Tuesday, January 26th
Power and Leadership Discussion	Friday, January 29
Power and Leadership Paper	Friday, January 29th
Module 3 Ethics	
Quiz	Tuesday, February 2nd
Moral Stage Case Application	Friday, February 5th
Module 4 Work Relationships	
Schmooze Survey	Tuesday, February 9th
Quiz	Tuesday, February 9th
Discussion: Bullying OR Mentoring	Friday, February 12th
Module 5 Diversity	
Quiz	Tuesday, February 16th
Discussion: Multicultural	Friday, February 19th
Module 6 Web 2.0	
Quiz	Tuesday, February 23rd
Discussion: Web 2.0	Friday, February 26th
Web 2.0 Social Networking Assignment	Saturday, February 27th
Module 7 Conflict Management	
Conflict Management Survey	Tuesday, March 2nd
Quiz	Tuesday, March 2nd
Discussion: Dealing with Difficult People	Friday, March 5th

Module 8	
Listening Surveys	Tuesday, March 9th
Quiz	Tuesday, March 9th
Assignment: Communication Improvement Plan (CIP)	Friday, March 12th
Course Evaluation	Sunday, March 14th

Writing Style Points

I know all of you have completed a business communications class. While one course objective is to continue to provide writing experiences, I will not review all the business communication writing tips in this class. Below is a list of some basic tips that I will be looking for in your papers.

A specific grading scheme is provided for each paper. In an effort to be as transparent as possible in grading, I have included the point deduction for each writing tip where appropriate.

It is assumed you will have a brief introduction to all papers. The reason for this is that I am treating these papers as if they would be filed in a business for a period of time. If stored, the person retrieving the paper may not be familiar with the subject matter and an introduction will help the future reader understand the purpose of the paper. The introduction should include a brief background statement and a transition to what the reader should expect in the remainder of the paper.

Summary/conclusions paragraphs are applicable in many of the assignments as well.

Writing style points are assigned in each paper. Please consider the following basic writing style tips to earn all points in this category.

1. Please include your name, the course name, and paper topic in the identifying information. You may have identifying information on the first page in the top corner. I know this is a small item, but with 80 papers to grade, it is essential that I can identify them immediately. (-1 per missing item.)
2. Please spell check your paper. Faculty and readers hold different standards for writing. While I do not encourage spelling errors, I accept them in more informal communications such as emails and discussion posting. I consider these forms of writing less formal and therefore a spelling error is not as serious as in a formal paper. I consider a spelling error in a paper a significant error. You may find my standards less stringent concerning email and postings. Other faculty and readers will hold different standards. You must adjust your writing to your audience. (-4 points per spelling error.)
3. Please use headings to identify key areas of your paper. In a business situation, you want to place emphasis on the areas that you believe the reader is looking for in the content of the paper. Emphasis can be achieved by headings, underlining, bullets, etc. In these papers, your reader is looking for specific items listed in the evaluation matrix. Please try to write for your reader and

use appropriate headings. As your reader, I appreciate a heading for each item that is assigned a separate portion of the grade. Exceptions are obviously general areas such as writing style. Please do not use the entire question or grading sentence as a heading. (Point deduction varies.)

4. Don't include two headings in a row. You should always have a transition or explanatory statement between headings. (-2 per missing transition)
5. Don't allow a widow heading or line in your paper. A widow heading is a heading that is on one page and the text is on the next page so the heading is isolated on a different page than the text. The same rule applies to the first or last line in a paragraph. The exception would be a one line paragraph.
6. Please note, you are not required to have an introductory heading. It is obvious to most that you would start a paper with an introduction. If you start a paper with a heading it should be a general introductory heading such as Introduction or Background. It should not be an item that needs some explanation. Remember, we are preparing papers that may be stored for a period of time and therefore need an appropriate introduction.
7. If there are two or more pages, include page numbers. (-3 point deduction)
8. Check for grammatical errors. (-1 per grammatical error) Note: A common grammatical error is the proper writing of numbers in a sentence. The general rule is you write out numbers less than 10 unless it is in a sentence with a double digit number. In this case, you should write both numbers as digits.

**Power and Leadership 21%
Category**

**Points
Possible**
5

Introductory statement

Discussion of a superior's power including specific examples of how it is being used and how it impacts people and the organization. A minimum of three concrete, detailed examples are required. You should relate the text and/or the article Power Failures in Management Circuits to your examples. 30

Discussion of a power including specific examples of how it is being used and how it impacts people and the organization. A minimum of three concrete, detailed examples are required. You should relate the text and/or the article Power Failures in Management Circuits to your examples. 25

Discuss a minimum of three concrete, detailed and measureable actions you can take to influence changes in your power that will impact other people and the organization. 20

Style (identification, organization, grammar, punctuation, set up, clarity, etc 20

Web 2.0 Social Networking 21%

Category	Points Possible
Introductory statement	5
Discussion <u>including the following items</u> : purpose of the site, projected audience, advantages of the site, disadvantages of the site, usefulness of the site, and user friendliness of the site. Your social networking posting must be attached.	60
Summary/Conclusion (including overall assessment and suggestions for improvement)	15
Style (identification, organization, grammar, punctuation, set up, introductory statement, clarity, etc.)	20

CIP 21%

Category	Points Possible
Introductory statement	5
Identify your two primary communication strengths (use specific professional or personal examples)	25
Identify your two primary communication weakness (use specific professional or personal examples)	25
Identify your communication improvement plan including <u>concrete, detailed and measureable</u> steps.	25
Style (identification, organization, grammar, punctuation, set up, clarity, etc.)	20

Self Assessment Quizzes 21% These quizzes are set up to ensure you have a basic understanding of the readings and multi-media material prior to beginning the discussions and assignments in the unit. The quizzes are open book/note. The quizzes are timed. You will have 15 minutes to complete each quiz. If multi-media and readings are required in the module, the quiz will be split approximately equal between both. You may take each quiz a maximum of two times. Your highest score will be counted toward your grade. The quizzes are individual assignments.

On Time Survey And Moral Stage Case Completion 3% The self reflective surveys will help you identify your communication strengths and weaknesses. I will tally the class survey information and post the results on the announcement page. Your only requirement is to complete the surveys and post your personal results in the appropriate drop box on time. The moral stage case assignment submission will also be included in this category.

Participation Discussion 13% Discussion interaction is a significant part of this course. Everyone has been assigned to a discussion section group. Quality: All discussions will be identified as providing a significant or non-significant discussion value. A significant discussion value is something that adds new information to the course. Examples include a web citation, personal experience or thoughtful interpretation of material or a previous post. A non-significant discussion value will be assigned to postings that primarily regurgitate old information and add little new insight to the discussion. Please know that it is certainly appropriate to add non-significant postings. For example, you may simply post that you agree with someone's viewpoint. It is nice to give positive reinforcement to others. For grading purposes it is important to post significant value discussions as well. Statements such as I agree or

Excellent thought are encouraging to others, but the discussion grade will be based on the content value you add to the topic. Quantity: You must be an active participant in the discussions. This means you should post original ideas to begin discussions and you must return to the discussions to post reflective responses to other students' postings. This requires you to login to the discussion area consistently and keep up-to-date on the postings.

Completing the profile assignment is considered part of your first participation grade. Points may be deducted from your first participation grade if you do not complete the profile assignment in the "Course Introduction" module in the appropriate time.

Completing the course evaluation is considered part of your second participation grade. Not completing the course evaluation will result in a deduction from the second participation grade. Course evaluations are important for all courses. I view all comments seriously and try to improve the course based on your feedback. All course evaluations are anonymous. I will not receive the summary evaluation until grades are submitted. I will however be able to identify who has submitted an evaluation for the class. Your feedback is important, so please complete this part of the course. In an effort to be as transparent as possible in grading, I have adopted the following scale to assign discussion grades. Of course, there will be intermediate grade values assigned based on variations in significant posting point values. There are five discussions in the course. Below is the grading rubric for your total significant discussion postings for all course discussions. I am providing total discussion grades so you will have maximum flexibility in your course schedule. If you are busy during one discussion, you may only post on two days. You may post on four days during a discussion week you are not as busy. I encourage you to post as often as you like. You can, however, only earn a maximum of two discussion posting points per day the discussion is open. This rule is an attempt to ensure students post consistently throughout the semester. Only discussion items posted within the defined discussion period can count toward your grade. I will post a discussion update score after each discussion so you can verify your progress. (Please see the assignment due dates document for specific posting dates.)

Discussion Grading

Score Significant Post Points

100	26
97	24
89	21
81	18
75	15

A significant post = one posting point.

Significant post points are determined by the instructor.

Students are encouraged to participate as often as they like in discussions, but the maximum significant post points that can be earned on a single day is two.