BCOM 3311.503 Business Communications
Fall 2013 Syllabus & Schedule of Events

Instructor Information

Instructor:	Kyle Steadham, SPHR, EdD
Office Location:	JSOM 2.712
Office Hours:	Tuesdays, 6pm to 6:40pm by appointment only
Email:	DrKyleTeachesUTD@hotmail.com / kyle.steadham@utd.edu
Office Phone:	214.418.4867 cell
Class Schedule:	Tuesdays, 7pm to 9:45pm, 8/27/13 to 12/3/13 (Room FO 1.502)

Contacting Me Outside of Office Hours
I am here to help you be succeed! Therefore, I'm available for phone appointments outside of my normal office hours; please contact 214.418.4867 or professoraggie@hotmail.com to arrange an appointment. I'm typically available between 6pm-7pm, Monday through Thursday. I'm unavailable on the weekends. I aim to return calls and emails within 48 hours. Please leave a detailed message.

Course Description
Communication is the root activity of business. Communication skills are rated as one of the most sought after qualities in today's job market. In nearly all aspects of professional life you will spend most of your day explaining, writing, directing, persuading, and listening to other people. Your ability to do so clearly and effectively will have a direct bearing on your success in the business world. This course is designed to give students a thorough introduction to business communication and its basic concepts and theories. It will also provide the student with ample opportunities to improve their writing skills. Students in this course will gain knowledge and skills that will assist them not only in their chosen career, but will be useful in their academic and social lives as well.

Required Resources

Resource	Website	Title	Instructions to Access	How the Tool is Used
Online Textbook & Quizzes	http://www.aplia.com/	*Essentials of Business Communication* 9th ed. by Guffey & Loewy (2013)	Connect to website http://login.cengagebrain.com/. From your Dashboard, enter your course key ZYZL-9FAC-ZHH5 in the box provided, and click the *Register* button. If you don't have an account, click the *Create an Account* button, and enter your course key when prompted: ZYZL-9FAC-ZHH5. Continue to follow the on-screen instructions.	This tool is how you access your textbook and take required online quizzes.
Online UTD Course Platform	http://elearning.utdallas.edu	UTD elearning platform	Use your netID and password at http://elearning.utdallas.edu	This tool is used to access syllabus, schedule, assignment instructions, and submit some work this term.
Online UTD Library	http://www.utdallas.edu/library/	UTD Online Library	Click on *Find Articles and Databases*. Use your netID and password.	You'll need access to this site to secure peer-reviewed articles for some assignments.
Peer Feedback Assessment for Proposal Team	www.catme.org	CATME	You will receive an email later in the term to complete on online survey within a deadline.	You will receive a survey to complete on each member of your team. Peer scores are factored into course grade.
Business Communication Professionals	http://jindal.utdallas.edu/student-resources/business-communication-center/ or http://www.utdallas.edu/studentsuccess/writing/index.html	UTD Business Communication Center (School of Management) or Writing Center	Make an online or in-person appointment to have your assignments reviewed in order to increase potential for points. You may choose from two alternatives: Business Communication Center or the Writing Center. Save written feedback from professionals.	In most cases this is an step for all assignments in this class.

Overview of Course Assignments

Assignment	800 Possible Points	Final Due Date	Consideration	Recommendation
Email	100	Sept 17	This written exercise will be done two times. First, you produce a *draft* of the document and have it reviewed by one of your classmates. Your partner will perform both formal and informal critiques of your draft. You will then revise your draft using the feedback your partner has provided you and submit it to the instructor for feedback during class.	You are strongly encouraged to use either the Business Communication Center or the Writing Center for feedback on your work prior to submitting it for a grade. Make an appointment, find resources for business writing, and learn how to use APA to cite materials for assignments.
Persuasive Claim Letter	100	Oct. 8		
Bad News Letter	100	Oct. 22		
Collaborative Proposal	200	Nov. 12		
Team Presentation	100	Nov. 19 / Dec. 3	You are presenting your team's collaborative proposal. All team members must be present. You must bring 1 copy of the presentation to the instructor.	All students are required to attend class this day to maximize score potential.
10 Chapter Quizzes at aplia.com	200	Each Week by Tuesday at 5pm	Chapter quizzes must be completed by 5pm on the Tuesday after we work with the chapter in class. Extensions are not granted on chapter quizzes.	You have up to 3 attempts to complete each quiz. Your highest score is used. You may complete quizzes in advance but you cannot take them late.

Letter	Scale	Points
A+	98-100	784-800
A	93-97	744-783
A-	90-92	720-743
B+	88-89	704-719
B	83-87	664-703
B-	80-82	640-663
C+	78-79	624-639

Letter	Scale	Points
C	73-77	584-623
C-	70-72	560-583
D+	68-69	544-559
D	63-67	504-543
D-	60-62	480-503
F	59 or <	479 or less

Collaborative Proposal Topic with an on Social and Environmental Sustainability
Your collaborative proposal topic will have an emphasis on social and environmental sustainability. Responsible business leaders of the 21st century will not only need to ensure the profitability of their company but will also need to be able to identify and manage the many ways in which their organization impacts its natural environment and social community. Leaders must also be able to communicate these commitments to the public in an effective and accurate way. In this class, you will complete a major writing project that will help you imagine the ways in which North Texas businesses can 'give back' to their community through a significant community action program. This project will not only help you improve your team work and communication skills, but will also bring you into a closer relation to your community and its needs.

Peer-Reviewed References
Some course assignments may require you to incorporate references from at least two *peer-reviewed* (also known as *refereed* or *academic*) sources. You need to find and cite peer-reviewed, published, academic papers in the UTD library that deal with aspects of the assigned topic. It is important to use quality peer-reviewed references in your work if want maximize your score potential. They must be cited internally and in a references page in APA format. Contact the SOM Writing Lab or a UTD librarian for guidance. *Peer-reviewed* generally does not include:

- Wikipedia, blogs, tweets, online dictionaries, social media references
- Anonymous authors or unavailable publication dates
- Product or service advertisements and corporate websites
- Material from websites found via regular Google.com unless it is from a federal or state government

Course Policies

Grading Policy
You must submit all writing assignments in order to pass this course. All work should also demonstrate the same professional and ethical standards expected of you in the workplace, including proofreading and editing carefully all work you submit in this class. Professionalism also means that you use appropriate source citation wherever and whenever necessary so that you avoid violations of copyright – even if those violations are inadvertent.

Attendance
Attendance is strongly recommended for each class. On some scheduled class dates, your attendance will be recorded and incorporated into your final class grade.

Late Work

Deadlines in the professional world are a serious matter. Missed deadlines mean lost contracts, delayed product releases, skyrocketing expenses, and, in some cases, the loss, quite literally, of millions of dollars in revenue. Missed deadlines also compromise professional reputations and careers. Work that does not meet the assignment's constraints is unprofessional and creates administrative headaches. 'Technological problems' is not a valid excuse for late work, so plan accordingly. For these reasons, late or incomplete work is not acceptable in this course except in the most extreme and unlikely of circumstances. In the rare event late work is accepted, late penalties may apply up to and including 10% deduction for each day late.

Individual Extra Credit

Other than extra credit opportunities offered to the entire class, I am unable curve individual items, nor do I offer "extra credit" work or "special consideration" to allow individual students a chance to increase scores. If a personal situation arises during the semester that may affect your classroom performance, please talk to me sooner rather than later. If you wait until the end of the semester, my ability to help you is extremely limited. I can work with you more easily if you speak to me when the situation arises.

Course Goals

This course is designed to help you:

♦ Develop basic communication skills you need to write, make oral presentations, communicate interpersonally, and work effectively in teams.
♦ Value the differences between yourself and others and to employ that understanding to improve the quality of your communication.
♦ Improve your communication in future courses and in your career.
♦ Develop basic reading, writing, listening, and speaking skills and the ability to follow complete, complex written and oral instructions.

Student Learning Objectives/Outcomes

BA/AIM 3311 is the second writing-intensive course in the Communications component of the Core Curriculum. The course addresses the following Component Learning Objectives:

1. Students will be able to write effectively using appropriate organization, mechanics, and style.
2. Students will be able to construct arguments that are effective and appropriate for business settings.
3. Students will be able to incorporate and interpret source material in their writing and speaking.
4. Students will be able to write in different ways for different audiences.

Course Prerequisites, Co-requisites, and/or Other Restrictions

BA3311/AIM3311 requires students to have Junior standing, be admitted to the School of Management, and have credit for Rhetoric 1302 and BA 3351. As an upper-level class, students should have at least college-level writing skills and both written and oral proficiency in English.

College Policies

Technology Requirements

The course is taught using WebCT, and you should develop the habit of checking both WebCT and your UTD email often for assignments and announcements. Reliable and frequent internet connectivity is indispensable – not having internet access will make your group projects more difficult and will not serve as a valid excuse for shortcomings. You also have the responsibility to ensure that you have access to the course for the duration of the semester and must submit all assignments, except for presentation booklets, through WebCT. Failure to check UTD or WebCT email, errors in forwarding email, and email bounced from over-quota mailboxes are not acceptable excuses for missing course or project-related email.

Classroom and Equipment Use Policies

No laptops, cell phones, pagers, or other electronic messaging services may be used in the classroom unless you have cleared it with me first.

Classroom Citizenship

In keeping with this course's professional communication mandate, students are expected to use every opportunity in the course to practice communicating in a civil and professional manner.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year. The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391). A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Fall 2013 Schedule of Events*					
Week #	Friday	Class Agenda	What to Bring to Class	Items Due by 5pm on Tuesday	Total Available Points by Week
1	August 27	1. Instructor Introduction & Mission 2. 3 A's for Success 3. Syllabus & Schedule of Events 4. Form Teams & Exchange Contact Information 5. Discuss Baggage & Shifting Thoughts 6. Activity- Select 1 picture that best represents your competitive advantage/strength. Write it out. Retain this document for entire term. 7. Group discussion: • What did you learn about yourself? • What did you learn about others? • What patterns emerged? • Why is it important to speak it? • Why is it important to write it? 8. Presentation of Guffey & Loewy Ch. 1 Communication Skills as Career Filters (Part 1) 9. Distribute & Discuss Proposal Assignment	Course Syllabus & Schedule of Events		0
2	Sept 3	1. Review of prior week activities. 2. Form any remaining teams. Report team leaders to instructor. 3. On your strengths document write one successful interpersonal interaction from your strength this week. 4. Activity- Create Your 3-Part Coat of Arms (Strength, Career Goal, & Challenge Improvement). Debrief in team. 5. Presentation of Guffey & Loewy Ch. 1 Communication Skills as Career Filters (Part 2) 6. Break 7. Presentation of Guffey & Loewy Ch. 2 Planning Business Messages 8. Break 9. Discuss Email Assignment	Activity- Coat of Arms document from Blackboard.	1) Complete Ch. 1 Quiz at www.aplia.com by 5pm Tuesday. 2) Post Team Status Report of Collaborative Proposal to http://elearning.utdallas.edu by 5pm Tuesday.	20
3	Sept 10	1. Activity: Effective Proposal Teams (30 mins.) within teams as instructor provides preliminary feedback on email rough draft. (30 mins) 2. Presentation of Guffey & Loewy Ch. 3 Composing Business Messages 3. Presentation of Guffey & Loewy Ch. 5 Email (30 mins.) 4. Group Activity: Urgent Message from Hari Kunda (30 mins.) 5. Receive Peer Feedback on Email Assignment (30 mins.)	Activity- Effective Proposal Teams document from Blackboard. Bring 2 Rough Drafts of Email to Class	1) Complete Ch. 2 Quiz at www.aplia.com by 5pm Tuesday. 2) Post Team Status Report of Collaborative Proposal to http://elearning.utdallas.edu by 5pm Tuesday.	40
4	Sept 17	1. Activity-Proposal Topic Discussion within teams (30 mins.) 2. Discuss Proposal Assignment (30 mins.) 3. Presentation of Guffey & Loewy Ch. 6 Positive Messages	Activity-Proposal Topic Discussions document from Blackboard.	1) Complete Ch. 3 & 5 Quiz at www.aplia.com 5pm Tuesday. 2) Post Team Status Report of Collaborative Proposal to http://elearning.utdallas.edu 5pm Tuesday. 3) Bring Final Version of Email to class for final evaluation.	120 (Note to instructor: 5 copies of email needed for dept.)
5	Sept 24	1. Activity- Freshman Communication Exam within teams (provide	Bring copy of the Icebreaker	1) Complete Ch. 6 Quiz at www.aplia.com 5pm Tuesday.	20

		answers next week.) 2. Presentation of Guffey & Loewy Ch. 8 Persuasive & Sales Messages 3. Distribute and discuss Claim Letter Assignment 4. Distribute email assignments and provide general feedback. 5. Mandatory private Team Meetings in class with instructor to review results of Proposal Topic Discussion Activity in my office. 6. Meet individually with students for feedback on email assignment if time permits in my office.	Proposal Topic Discussion Results	2) Post Team Status Report of Collaborative Proposal to http://elearning.utdallas.edu 5pm Tuesday. 3) Post the results of your Icebreaker Proposal Topic Discussion to http://elearning.utdallas.edu by 5pm Tuesday.	
6	Oct. 1	1. Receive Peer Feedback on Persuasive Claim Letter Assignment 2. Meet with team leaders to describe instructions for Icebreaker-Mid Course Feedback. 3. Optional Team Meetings in class privately with instructor	Bring 2 Rough Drafts of Persuasive Claim Letter to Class	1) Complete Ch. 8 Quiz at www.aplia.com 5pm Tuesday. 2) Post Team Status Report of Collaborative Proposal to http://elearning.utdallas.edu by 5pm Tuesday.	20
7	Oct. 8	1. Presentation of Guffey & Loewy Ch. 7 Bad News Messages 2. Discuss Bad News Letter 3. Optional Team Meetings		3) Bring Final Version of Claim Letter to class for final evaluation. 4) Post Team Status Report of Collaborative Proposal to http://elearning.utdallas.edu 5pm Tuesday. 5) Post results of team's Icebreaker Mid-course feedback to http://elearning.utdallas.edu by 5pm.	100
8	Oct. 15	1. Activity- How to Write Good Team within teams. 2. Receive Peer Feedback on Bad News Letter Assignment 3. Return Claims letter to students 4. Optional Team Meetings	Bring 2 Rough Drafts of Bad News Letter to Class	1) Post Team Status Report of Collaborative Proposal to http://elearning.utdallas.edu 5pm Tuesday. 2) Complete Ch. 7 Quiz at www.aplia.com by 5pm Tuesday.	20 (Your mid-term grade will be posted as "B" because we have not finished the bulk of work.)
9	Oct. 22	1. Activity 2. Presentation of Guffey & Loewy Ch. 12 Business Presentations 3. Distribute and discuss Team Presentation Assignment 4. Required Team Meetings in class with instructor: What's going well? What are challenges and solutions? 5. Instructor provides optional challenge opportunity to all students: Create 1 page cover letter and resume that is reviewed, signed, and dated by the Business Communication Center or Library Writing Center.		1) Bring Final Version of Bad News Letter to class for final evaluation. 2) Post Team Status Report of Collaborative Proposal to http://elearning.utdallas.edu 5pm Tuesday.	100 (Note to instructor: 5 copies of bad news letter needed for dept.)
10	Oct. 29	1. Presentation of Guffey & Loewy Ch. 13 Job Search & Resumes 2. Presentation of Guffey & Loewy Ch. 14 Interviewing and Following-Up 3. Return Bad News Letters to students. 4. Mandatory team meetings.	Mandatory Attendance Students submits optional challenge opportunity to instructor.	1) Complete Ch. 12 Quiz at www.aplia.com by 5pm Tuesday. 2) Post Team Status Report of Collaborative Proposal to http://elearning.utdallas.edu 5pm Tuesday.	20

11	Nov. 5	1. Presentation from guest speaker, Karen Baynham, Associate Director, Career Development Programs (7-8pm, confirmed 8/20). Students in the audience may not use laptops. 2. Discuss online CATME Peer Evaluation Survey. Conduct a Demo via professoraggie@hotmail.com account. 3. Receive Peer Feedback from Collaborative Proposal Assignment 4. Mandatory team meetings.	Bring 2 Rough Drafts of Collaborative Proposal To Class Mandatory Attendance	1) Complete Ch. 13 & 14 Quizzes at www.aplia.com by 5pm Tuesday. 2) Post Team Status Report of Collaborative Proposal to http://elearning.utdallas.edu by 5pm Tuesday.	40
12	Nov. 12	1. Presentation from guest speaker David Meer on Effective Presentations from 7-8pm, confirmed 8/20). Students in the audience may not use laptops. 2. Rehearse Team Presentations in any open room in the building.	Mandatory Attendance	Bring Final Version of Collaborative Proposal to class for final evaluation. Bring completed Peer Evaluation for Project Team. Post Team Status Report of Collaborative Proposal to http://elearning.utdallas.edu 5pm Tuesday. Deadline to complete online CATME Peer Evaluation Survey	200
13	Nov. 19	1. Team Presentations. Students in the audience may not use laptops. Limit is 15 minutes including Q&A. Instructor creates score. 2. Teams will pair up and evaluate each other and are responsible for asking questions during Q&A. 3. As students are completing Monkey Activity, evaluations are collected by team and reviewed by instructor. Student score is merged with instructor score for final grade.	Mandatory Attendance	Bring 7 copies of the presentation rubric per team. Bring 1 copy of PowerPoint Presentation for Instructor Feedback & Scoring	100
14	Nov. 26	Fall Break	N/A	N/A	N/A
15	Dec. 3	1. Team Presentations. Students in the audience may not use laptops. Limit is 15 minutes including Q&A. Instructor creates score. 2. Optional coaching and career counseling.	pending	Bring 7 copies of the presentation rubric per team. Bring 1 copy of PowerPoint Presentation for Instructor Feedback & Scoring	N/A
*=These descriptions and timelines are subject to change at the discretion of the Professor.					Total Points = 800

CATME UPLOAD FOR PEER-EVALUATIONS (CSV file format)

First	Last	Email	ID	Team	Section