

## **Syllabus**

Course Number: BUS COMM 3310.006  
Title: Business Communication  
Term: Fall 2016 Classroom SOM 12.206  
Time: 4:00pm-5:15pm Mondays and Wednesdays

### **Contact Information**

Instructor: Dennis McCuistion  
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### **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, an individual will spend most of his/her day explaining, writing, directing, persuading, and listening to other people. The ability to do so clearly and effectively will have a direct bearing on 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 his/her writing skills. Students in this course will gain knowledge and skills that will assist them, not only in their chosen careers, but in their academic and social lives as well.

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

As an upper-level class, students should have at least college-level writing skills and both written and oral proficiency in English.

### **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**

BCOM 3310 is the second writing-intensive course in the Communications component of the Core Curriculum. The course addresses the following Component Learning Objectives:

Students will refine their multi-media career development and job preparedness by creating a position-specific resume.

Students will refine their ability to construct effective intra-firm communication documents by writing an executive summary.

Students will refine their ability to construct effective presentations for key external stakeholders by constructing a persuasive presentation.

### **Peer Review and Revision**

The following statement comes directly from the Core Curriculum section of the UTD Undergraduate Catalog:

*All courses [that satisfy the core requirement for Communication] require that students write, receive detailed feedback about, and revise at least 15 double-spaced pages.*

This means that every written exercise you do in this class will be done **TWO TIMES**. First, you produce a *draft* of the document and have it reviewed by your classmates. Your partners will perform both formal and informal critiques of your draft. You will then revise your draft using the feedback your partners have provided you.

**Required Textbooks and Materials: Essentials of Business Communication, 10<sup>th</sup> Edition, Mary Ellen Guffey and Dana Loewy**

## How to access your Memory Science materials

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### Registration

Go to <https://marketplace.memoryscience.com>, look for this course title, and buy it for \$25. The modules will be done in sequential order. You will do one, sleep, do it again, sleep, and then do it again. Your tests will be based on this material, and your test scores will be based on the actual process you used in addition to the numerical score you achieved.

### Attendance

You get two free absences. Each absence after that is one point off your Class Participation and Attendance portion of your final grade. Each time you are late to class counts as half an absence. It is your responsibility to make sure you are counted present in each class.

### Assignments

10pts – Email  
10pts – Claim Letter  
10pts – Bad News Letter  
10pts – First Quiz  
15pts---Second Quiz  
25pts – Collaborative Proposal and Team Presentation  
10pts – Individual Speeches  
10pts-- Class Participation and Attendance

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100 possible points Grading scale will be A 93-100, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D 60-69, F 59 and below.

**You must submit ALL writing assignments in order to pass this course.**

### Grading Policy

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.

## **Business Communication Center**

You are strongly encouraged to use the **JSOM Business Communication Center** located in **12.106**. Visit <http://bcc.utdallas.edu> to make an appointment, find resources for business writing, and learn how to use APA to cite materials in your writing. You are also encouraged to visit the Student Success Center (Writing Center in the McDermott Library, 1.206). At the **Writing Center**, tutors ask open-ended questions, offer constructive feedback, and act as an attentive and responsive “audience” for students of all levels at any stage of the writing process. We provide writing support in the form of one-on-one tutoring sessions, group tutoring sessions, writing groups, workshops, and other forms of writing intervention.

## **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 make a positive impact on 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 relationship with your community and its needs. Finally, there will be competition among classes, and the winners have a chance to win up to \$500 for each team member.

## **Course Policies**

### *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.**

### *Individual Extra Credit*

**Other than extra credit opportunities offered to the entire class, I do not curve individual items, nor do I offer “extra credit” work or “special consideration” to allow individual students a chance to raise their grade.** 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, I won’t be able to help you. I can work with you more easily if you speak to me when the situation arises.

### *Technology Requirements*

**You should develop the habit of checking both eLearning 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 will submit some assignments, except for presentation booklets, through eLearning. Failure to check UTD or eLearning 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.**

### *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.

Additional policies can be found here: <http://coursebook.utdallas.edu/syllabus-policies>

These descriptions and timelines are subject to change at the discretion of the Professor.

### **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.

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 of the Board of Regents of the University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the Course Syllabus Page 8, 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 (SSB 4.400, 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**

The faculty and administration of the School of Management expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success.

The Judicial Affairs website lists examples of academic dishonesty. Dishonesty includes, but is not limited to cheating, plagiarism, collusion, facilitating academic dishonesty, fabrication, failure to contribute to a collaborative project and sabotage. Some of the ways students may engage in academic dishonesty are:

- Coughing and/or using visual or auditory signals in a test;
- Concealing notes on hands, caps, shoes, in pockets or the back of beverage bottle labels;
- Writing in blue books prior to an examination;
- Writing information on blackboards, desks, or keeping notes on the floor;
- Obtaining copies of an exam in advance;
- Passing information from an earlier class to a later class;
- Leaving information in the bathroom;
- Exchanging exams so that neighbors have identical test forms;
- Having a substitute take a test and providing falsified identification for the substitute;
- Fabricating data for lab assignments;
- Changing a graded paper and requesting that it be re-graded;
- Failing to turn in a test or assignment and later suggesting the faculty member lost the item;
- Stealing another student's graded test and affixing one's own name on it;
- Recording two answers, one on the test form, one on the answer sheet;
- Marking an answer sheet to enable another to see the answer;
- Encircling two adjacent answers and claiming to have had the correct answer;
- Stealing an exam for someone in another section or for placement in a test file;
- Using an electronic device to store test information, or to send or receive answers for a test;
- Destroying or removing library materials to gain an academic advantage;

- Consulting assignment solutions posted on websites of previous course offerings;
- Transferring a computer file from one person's account to another;
- Transmitting posted answers for an exam to a student in a testing area via electronic device;
- Downloading text from the Internet or other sources without proper attribution;
- Citing to false references or findings in research or other academic exercises;
- Unauthorized collaborating with another person in preparing academic exercises.
- Submitting a substantial portion of the same academic work more than once without written authorization from the instructor.

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>

Updated: August, 2011

**Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. On written assignments, this course may use the resources of turnitin.com, which searches the web for plagiarized content and is over 90% effective.**

**Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be applied:**

1. **Homework – Zero for the Assignment**
2. **Case Write-ups – Zero for the Assignment**
3. **Quizzes – Zero for the Quiz**
4. **Presentations – Zero for the Assignment**
5. **Group Work – Zero for the Assignment for all group members**
6. **Tests – F for the course**

These sanctions will be administered only after a student has been found officially responsible for academic dishonesty, either through waiving their right for a disciplinary hearing, or being declared responsible after a hearing administered by Judicial Affairs and the Dean of Student's Office.

In the event that the student receives a failing grade for the course for academic dishonesty, the student is not allowed to withdraw as a way of preventing the grade from being entered on their record. Where a student receives an F in a course and chooses to take the course over to improve their grade, the original grade of F remains on their transcript, but does not count towards calculation of their GPA.

The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

## **Judicial Affairs Procedures**

Under authority delegated by the Dean of Students, a faculty member who has reason to suspect that a student has engaged in academic dishonesty may conduct a conference with the student in compliance with the following procedures:

- (i) the student will be informed that he/she is believed to have committed an act or acts of academic dishonesty in violation of University rules;
- (ii) the student will be presented with any information in the knowledge or possession of the instructor which tends to support the allegation(s) of academic dishonesty;
- (iii) the student will be given an opportunity to present information on his/her behalf;
- (iv) after meeting with the student, the faculty member may choose not to refer the allegation if he/she determines that the allegations are not supported by the evidence; or
- (v) after meeting with the student, the faculty member may refer the allegations to the dean of students along with a referral form and all supporting documentation of the alleged violation. Under separate cover, the faculty member should forward the appropriate grade to be assessed if a student is found to be responsible for academic dishonesty;
- (vi) the faculty member may consult with the dean of students in determining the recommended grade;
- (vii) the faculty member must not impose any independent sanctions upon the student in lieu of a referral to Judicial Affairs;
- (viii) the faculty member may not impose a sanction of suspension or expulsion, but may make this *recommendation* in the referral documentation

If the faculty member chooses not to meet with the student and instead forwards the appropriate documentation directly to the dean of students, they should attempt to inform the student of the allegation and notify the student that the information has been forwarded to the Office of Dean of Students for investigation.

The student, pending a hearing, remains responsible for all academic exercises and syllabus requirements. The student may remain in class if the student's presence in the class does not interfere with the professor's ability to teach the class or the ability of other class members to learn. (See Section 49.07, page V-49-4 for information regarding the removal of a student from class).

Upon receipt of the referral form, class syllabus, and the supporting material/documentation from the faculty member, the dean shall proceed under the guidelines in the Handbook of Operating Procedures, Chapter 49, Subchapter C. If the respondent disputes the facts upon which the allegations are based, a fair and impartial disciplinary committee comprised of UTD faculty and students, shall hold a hearing and determine the responsibility of the student. If they find the student in violation of the code of conduct, the dean will then affirm the minimum sanction as provided in the syllabus, and share this information with the student. The dean will review the student's prior disciplinary record and assess additional sanctions where appropriate to the circumstances. The dean will inform the student and the faculty member of their decision.

# Business Communications Fall 2016 Course Schedule

<b>Monday, Aug 22</b>	<ul style="list-style-type: none"> <li>• Introduction; Review Syllabus</li> </ul>
<b>Wednesday, Aug 24</b>	<ul style="list-style-type: none"> <li>• Work with Chapter 1 “Communicating in the Digital-Age Workplace”</li> <li>• Meet teams and review class proposal and presentation assignment</li> </ul>
<b>Monday, Aug 29</b>	<ul style="list-style-type: none"> <li>• Work with Chapter 1</li> </ul>
<b>Wednesday, Aug 31</b>	<ul style="list-style-type: none"> <li>• Work with Chapter 2 – “Planning Business Messages”</li> </ul>
<b>Monday, Sep 5</b>	<ul style="list-style-type: none"> <li>• NO CLASS---LABOR DAY</li> </ul>
<b>Wednesday, Sep 7</b>	<ul style="list-style-type: none"> <li>• Attend IECG International Program in the Executive Dining Room from 12:30PM-1:30PM. Team meeting follows back in JSOM 11.202.</li> </ul>
<b>Monday, Sep 12</b>	<ul style="list-style-type: none"> <li>• Work with Chapter 3 – “Organizing and Drafting Business Messages”</li> <li>• Review Email Assignment</li> </ul>
<b>Wednesday, Sep 14</b>	<ul style="list-style-type: none"> <li>• Work with Chapter 4 “Revising Business Messages”</li> </ul>
<b>Monday, Sep 19</b>	<ul style="list-style-type: none"> <li>• <b>Bring a copy of your first draft of your Email Assignment to class; Find partners and complete workshop</b></li> <li>• Work with Chapter 4—“Revising Business Messages”</li> </ul>
<b>Wednesday, Sep 21</b>	<ul style="list-style-type: none"> <li>• Work with Chapter 5 – “Short Workplace Messages and Digital Media”</li> </ul>
<b>Monday, Sep 26</b>	<ul style="list-style-type: none"> <li>• <b>Quiz 1</b></li> </ul>
<b>Wednesday, Sep 28</b>	<b>DUE: Email Assignment – Email to me by beginning of class</b> <ul style="list-style-type: none"> <li>• Review Claim Letter Assignment</li> <li>• Work with Chapter 6 – “Positive Messages”</li> </ul>
<b>Monday, Oct 3</b>	<ul style="list-style-type: none"> <li>• Work with Chapter 12 – “Business Presentations”</li> </ul>
<b>Wednesday, Oct 5</b>	<ul style="list-style-type: none"> <li>• <b>Bring a copy of your first draft of your Claim Letter Assignment to class; Find partner and workshop</b></li> <li>• <b>Team Meeting in class</b></li> </ul>
<b>Monday, Oct 10</b>	<ul style="list-style-type: none"> <li>• Work with Chapter 7—“Negative Messages”</li> </ul>
<b>Wednesday, Oct 12</b>	<ul style="list-style-type: none"> <li>• Work with Chapter 8 – “Persuasive Messages”</li> </ul>
<b>Monday, Oct 17</b>	<ul style="list-style-type: none"> <li>• Assign individual presentation</li> </ul> <b>DUE: Claim Letter - Hand in at beginning of class</b>
<b>Wednesday, Oct 19</b>	<ul style="list-style-type: none"> <li>• Review Chapters 9 “Informal Reports” &amp; 10 “Proposals and Formal Reports”</li> </ul>
<b>Monday, Oct 24</b>	<ul style="list-style-type: none"> <li>• Work with groups on Proposals/Presentations</li> </ul>
<b>Wednesday, Oct 26</b>	<ul style="list-style-type: none"> <li>• <b>Mandatory Attendance: Group Proposal Presentations</b></li> </ul>
<b>Monday, Oct 31</b>	<ul style="list-style-type: none"> <li>• <b>Mandatory Attendance: Group Proposal Presentations</b></li> </ul>
<b>Wednesday, Nov 2</b>	<ul style="list-style-type: none"> <li>• <b>Quiz 2 Review Bad News Letter</b></li> </ul>
<b>Monday, Nov 7</b>	<ul style="list-style-type: none"> <li>• Work with Chapter 11 – “Professionalism at Work: Business Etiquette, Ethics, Teamwork, and Meetings”</li> </ul>
<b>Tuesday, Nov 8</b>	<ul style="list-style-type: none"> <li>• <b>Presentation Contest, Davidson Auditorium 5:30-8:00 pm</b></li> </ul>
<b>Wednesday, Nov 9</b>	<ul style="list-style-type: none"> <li>• Continue to work with Chapter 11</li> </ul>
<b>Monday, Nov 14</b>	<ul style="list-style-type: none"> <li>• Bring a copy of your first draft of your Bad News Assignment Complete Workshop</li> </ul>
<b>Wednesday, Nov 16</b>	<ul style="list-style-type: none"> <li>• Work with Chapter 13 “The Job Search Resumes in the Digital Age”</li> </ul>
<b>Monday, Nov 28</b>	<ul style="list-style-type: none"> <li>• Work with Chapter 14 “Interviewing and Following UP”</li> </ul> <b>DUE: Bad News Letter: Hand in at Beginning of class</b>
<b>Wednesday, Nov 30</b>	<ul style="list-style-type: none"> <li>• <b>Mandatory Attendance: Career Center Presentation</b></li> </ul>
<b>Monday, Dec 5</b>	<ul style="list-style-type: none"> <li>• Individual presentations(3 most important things I’ve learned and how I’ll use them in my life)</li> </ul>
<b>Wednesday, Dec 7</b>	<ul style="list-style-type: none"> <li>• Individual presentations(3 most important things I’ve learned and how I’ll use them in my life)</li> </ul>

Individual Presentation Topic:  
The Three Most Important Things I’ve Learned...and How I’ll Use Them in My Life