



BUSINESS COMMUNICATION, MKT309

Department of Marketing, Entrepreneurship, Hospitality and Tourism

Garrett, spring 2017, online sections

The syllabus and course schedule are subject to change.

This course focuses on business and professional communication. Content includes business writing, business speaking, non-verbal communication, job search skills, and collaboration. We will discuss and practice topics such as, audience-centeredness, persuasion, interpersonal, and differing organizational strategies. You are graded on what you say AND how you say it.

Credits: 3 hours

Prerequisites: Junior standing, admission to approved program

UNCG Support: Writing Center, Speaking Center, Career Center, Digital Act Center, Digital Media Center

Course Instructor

Ms. Dianne R Garrett

377 Bryan Building

336.334.4473 (leave a message, which is emailed to me)

Office hours: by appointment or by phone

The Bryan School of Business and Economics Mission Statement

In the Bryan School of Business and Economics, we create and disseminate knowledge about the theory and practice of business. In addition to our courses and research, we accomplish this through hands-on projects, global experiences, and outreach to the community. Our work produces principled leaders and exceptional problem solvers who have a global perspective, an innovative mindset, a broad understanding of sustainability, and a commitment to improve the organizations in which they work and the communities in which they live.

Common to all business students, you will:

1. Implement the various steps of the critical thinking process, supported by the appropriate use of analytical and quantitative techniques, to formulate recommendations for subsequent decision-making.
2. Apply appropriate ethical standards when making recommendations for business decision making.
3. Evaluate business decisions in the context of sustainability goals, balancing environmental, social, and economic needs, conditions, and potential decision impacts.
4. Formulate appropriate strategies, in the context of global issues and forces, to improve business performance in the world economy.
5. Explain the roles of innovation and innovation management in achieving successful business strategies, decisions, and performance.
6. Plan, schedule, contribute to, and lead projects.

MKT309 Course Overview & Philosophy

In this class, we will practice our writing, speaking and relating skills. This Writing Intensive & Speaking Intensive course is performance-based. You will not be reading a chapter and taking a test. Instead,

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- Nido Qubein, How to be a Great Sales Professional



since knowledge and skills improve through practice, you are graded on your performance activities. You are graded on **WHAT you say (content)** and **HOW you say it (delivery)** in both the writing assignments and the speaking assignments.

Course Student Outcomes: Upon successful completion of Business Communications, students will meet the Student Learning Goals of the Collaboration, Communication and Knowledge-Integration goal (#6 above). More specifically, you will also meet various learning components of the critical thinking, ethical decision-making, and strategy formulation, with audience considerations relative to global and multicultural facets. Specific course objectives are noted below:

1. Understand the importance of effective communication in the workplace.
2. Identify communication strategies to business situations.
3. Create responses to communication needs.
4. Conduct business research for evidence-based writings & presentations.
5. Use accurate documentation of sources.
6. Write concise and organized documents using the appropriate format.
7. Use the three step writing process.
8. Write reports based on the evaluation of data.
9. Develop and demonstrate effective oral presentations with verbal and nonverbal proficiencies.

Course Requirements

1. Course text: *Writing That Works* by Oliu, Brusaw, and Alred, 11th edition - ISBN-10: 1-4576-1113-9 / ISBN-13: 978-1-4576-1113-1
2. FREE Course text: *DGarrett Guidebook for Successful Business Writing* (currently in pre-draft form). The PDF book is posted in Canvas.
3. Reference the course website at businesscommunication2013.wordpress.com
4. Use your UNCG email account.
5. Check Canvas and the UNCG website for any adverse weather conditions opening/closing adjustments.
6. You are expected to adhere to the UNCG Honor Code, which can be found online at <http://academicintegrity.uncg.edu/>.
7. Please review the faculty/student guidelines at http://www.uncg.edu/bae/faculty_student_guidelines.pdf. The Student Code of Conduct short link is <http://sa.uncg.edu/handbook/student-code-of-conduct>.
8. Any behavior that inhibits the learning process and or is disruptive to the classroom experience will not be tolerated. Some examples include disrespect for speakers (including classmates, guests, and instructor), sarcasm or aggressive language and or actions. **Instructors have the sole authority to withdraw a student for disruptive behavior.** Note: it is imperative that you read, understand, and adhere to this policy, which can be found online at http://sa.uncg.edu/handbook/wp-content/uploads/disruptive_policy.pdf.
9. To establish reasonable accommodations, students with disabilities are to contact the Office of Disability Services (334-5440) in the first week.
10. See your instructor if any assignments conflict with your religious practices.

Course Policies & Procedures

1. You are expected to adhere to the course schedule. By enrolling in this course, you are agreeing to this timeline and responsibilities.
2. Do not email any assignment submissions, unless I request that of you.
3. Assignments are sequenced and scheduled. The schedule is in Canvas. **Late assignments are not accepted.** You are responsible to manage through technology challenges as well any personal

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challenges. We must stay on schedule. One assignment helps with the next one. If you have a significant life situation, you may inform me of such before an assignment is due.

4. Grades are non-negotiable. Do not ask for a grade reconsideration. You may ask for feedback on an assignment in order to improve your performance.
5. Do NOT ask for a grade reconsideration, especially at the end of course. No begs – for any reason, including an ‘A.’ Do not tell me you are a 4.0 student with the intention to influence me to an ‘A’ grade.
6. Some assignments may be ambiguous; this is in part, purposeful. The ambiguity allows you to engage with the material – to ask questions and make decisions (critical thinking practice). You are to follow directions and apply your creativity.
7. You are welcome to seek assistance from the Writing Center and Speaking Center, especially if the English is your second language.
8. Do not ask for extra credit.
9. Do not ask for any make-up work.
10. **Do not say something electronically that you would not say in person.** Sending me an inappropriately written (which includes emotional expression) email may result in a request for you to re-write your email before I respond to the content. Be kind and thoughtful in every communication.

Email Etiquette: I care about writing excellence, so when you email me, do your best.

- A greeting (Hi Professor Garrett, for example)
 - Always start our conversation in three paragraphs (introduction, body, and conclusion). Said another way, when you first email on a topic, write in at least three paragraphs.
 - Write a strategic subject line that closely links to your first sentence
 - Front-end load your purpose.
 - Use appropriate tone, at all times. Do not write me using a negative tone.
 - Use appropriate capitalization. Always capitalize ‘I.’
 - Do not send a disrespectful email to me. If you break this rule, I may consider it disruptive behavior, and act on that premise. See disruptive behavior for more information.
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TEACHING METHODS AND COURSE ACTIVITIES

This class is NOT a-take-a-test-and-move-to-a-new-topic course. The learning is not only knowledge advancement, but skill advancement through practice.

This course is divided into units, and in each unit you have content sections and assignment sections. To be successful, **you must study the content (in the modules) BEFORE you do the assignments.** If you skip the studying the course material (reading, watching videos, etc.) you will be doing your assignments based on old knowledge and most likely significantly reducing your learning and grades. Course information must be applied!

- We will use Canvas as our learning management system. In each unit, you are to read, watch and study the postings for content.
- We will use a course website: <http://businesscommunication2013.wordpress.com/> (BizCom Magazine) for the delivery of some content.
- You have preparation work to complete and post. Because excellence in communication is a process activity, you are required to submit preparation documents as part of your assignment.
- You have reflections to write.

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- Personal questions can be asked via email, phone, or face-to-face during office hours. Just email to schedule a phone meeting.

In this course, you will have a multitude of feedback from me and from your peers. You are to apply this feedback to improve your performance. I urge you to always do your best work, because if you don't, you most likely will receive feedback that tells you what you already know. Instead, do your best, so you get feedback that forwards you.

1. If it seems you were slacking in your work, then you have earned less feedback from the instructor.
2. You will receive more feedback in the beginning of the course. By the end of the course, you are expected to have learned & applied the information.
3. You may only receive feedback on your first paragraph of your document, depending on how many mistakes that need to be noted. You are expected to review and apply corrective information to the remainder of the document.

In Canvas, you have two avenues for feedback from me, (1) comments, and (2) **in the 'View Feedback' tab - click and open the document to read the annotations.** The annotations offer you FAR more information for success on your subsequent assignments.

Follow directions & add your authentic creativity. Creative liberties are encouraged; however, if you feel uncertain that you are venturing too far outside of the assignment parameters, just send an email explaining your idea, and I'll respond.

Assignment Groups:

Deliverables	Percentage of Final Grade
Engagement (quizzes, reflections, prep, peer feedback, etc.)	25%
S#: Speaking Assignments	20%
BW: Writing Assignments	55%
Total	100%

Engagement

This percentage includes e-quizzes, reflection writings and peer feedback activities.

Reflections

Write a thoughtful personal (not academic) reflection on the assigned topic to aid in sustained learning. The writing style will be a more business than academic, yet some (limited) content material will be included. Warning: You are not telling me information to prove that you know it (academic-style), you are telling me information that impacted you and what you will do with that new understanding. This is an important distinction. There is helpful information and examples in the *DGarrett Guidebook*.

Peer Review

In this course, we will practice delivering honest and respectful feedback that is not emotionally negative. Your job is to offer quality feedback on peer works as well as learn how to manage feeling hurt or angry feelings that you might have to the information you receive. **Turn the negative information into an action goal for you next assignment.** Receive the information as a gift. A second purpose to our feedback work is for you have a way to expand your thinking.

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When you review another's work, you get to see how that person solved the same problem differently than you.

The feedback is to be posted in a required format; the format instructions are noted in Canvas. Peer feedback is not like social media postings. It is a one-way communication; it's you offering information so that the receiver can better his/her performance. You are NOT to offer empty compliments!

Peer feedback is due within a week after the assignment's original due date (Again, as this information is to help you better your performance in upcoming work.) As I am grading the writing assignments, I'll review the peer feedback that are posted at that time, and if I perceive a post as disruptive to the receiver, I will delete it, and this deletion will reduce your required contribution and potentially reduce your feedback grade. Peer feedback is graded at the end of the course. However, I will be reviewing the postings during term as I grade the submissions.

Use the information in the DGarrett Guidebook and specifically the *Business Writing Inspection Checklist* and the *Peer Feedback Evaluation Checklist* to help you evaluate and then offer your information.

Assignment Prep

For the preparation work, you must have ALL pieces posted on time for any credit. Most are scored as complete (100) or incomplete (0).

Sl: Speaking Assignments

You have two speaking assignments to complete. You must have access to a video camera device for recording. This class is speaking intensive; therefore, this work is a requirement for successful completion of the course.

Technology issues do not excuse you from the assignment. My suggestion is you get started early in order to prevent any technology issues that might interfere with posting your assignment on time. Late assignments are not accepted.

You are encouraged to seek the assistance of the UNCG Speaking Center. They can help with a speech's organization and/or delivery.

If you have an accent, my suggestion is that you speak a bit slower. Give your audience time to interpret the differing sounds into words.

Wl: Writing Assignments

Writing assignments have instructor and peer feedback.

- Use Microsoft Word only.
- Complete your assignment(s) (according to the schedule only) and submit as instructed.
- You are to apply the feedback to the next assignment. This is advancement.
- **I do not note every error.** You are responsible to find the additional and/or duplicate errors in a document. There is a sequenced learning strategy to the instructor feedback.
- Caution: the case scenarios often contain extra information that you might need to understand the situation in order to design an excellent communication. However, just



because some information is included in the assignment does not mean it is to be communicated in your response. As in life, some information is confidential or private to leadership.

- Do not change the formatting (including margins and font size, etc.) to attempt to create an illusion of meeting the assignment format requirements. The exception is the resume.
- Late assignments are not accepted.
- Do not ask to re-do work.
- Do not wait until the end of term to review and apply your feedback.
- Review, study and APPLY-forward all the assignment feedback (annotations) that I offer you. Here are the step-by-step directions for students to view their feedback in Crocodoc... <http://guides.instructure.com/m/4212/l/352349-how-do-i-view-assignment-feedback-comments-from-my-instructor-using-crocodoc-annotations>
- Causes for an automatic fail:
 - Assignments written in less than three paragraphs (introduction, at least one body paragraph, and a conclusion.). Resume is an exception.
 - All submissions are to be single-spaced. Resume is an exception.
 - Late assignments.

Research Report & Information Literacy

You will have a virtual learning experience with our business librarian to fulfill our course requirement of business research (information literacy) learning to produce an error-free business research report. The assignment will be announced in Canvas.

Grading

Grades are non-negotiable and recorded in the Canvas Gradebook.

Because this is a skills-development course, grading gets more rigorous as we move forward as you are expected to learn and apply the course information. This means that an 'A' score on the first assignment is rarely an 'A' quality performance on the final assignment. You are expected to have significantly more skill at the end of the course.

You are to manage your emotions related to your performance and your grades. If you scored lower than you expected, my suggestion is for you to carefully review the professor and peer feedback, peer assignments, re-do the assignment (to better understand your mistakes), then email me to schedule a time for a phone call for additional feedback.

1. It is your responsibility to review and ask any questions within one week of a grade's posting. Do not wait till the end of term.
2. During term, my recommendation is that you pay attention to each individual grade rather than the Canvas calculation until the majority of your scores are posted (toward the end of term). Canvas calculates grades from the beginning but without all the grades posted the calculation is questionable at best.
3. Final grades are rounded up to the next point at ".5" and more only. For example, a score of 74.5 will be rounded up to a score of 75.



4. Do not email me expressing frustration about a grade telling me the grade is wrong. Instead kindly request a meeting to review your performance for additional feedback (after you have spent time reviewing your feedback).
5. Do NOT ask for a grade reconsideration, especially at the end of the course. You may ask for a review of an assignment for improvement.
6. Do not tell me that you are an 'A' student with intention to pressure me into recording an "A" grade.
7. Do not email me after searching for something to use to justify an increase in a score.
8. When final grades are calculated in Canvas, 24 hours later final grades will be posted to Genie.

A	B	C	D/F
Exceeds Expectations	Meets Expectations	Needs Improvement	Below Expectations
Expands assignment into excellence, adds creativity.	Completes all that is required with high quality	Completes the work with a few areas for improvement	Did not meet the assignment requirements

+ (plus)	Null	(minus)
Exceeds expectations	Meets expectations (a few un-impactful errors)	Working toward expectations (a few impactful errors)