



## **BUSINESS COMMUNICATIONS, MKT309**

**Joseph M Bryan School of Business and Economics**

Department of Marketing, Entrepreneurship, Hospitality and Tourism

**Summer 2019, Foddrell, Online, Sections 13 & 14**

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***The syllabus and course schedule are subject to change.***

Business and professional communication: teamwork, communication technology, verbal and non-verbal strategies in a problem-solving in an innovation context. Emphasizes effective persuasive, interpersonal, intercultural, and organizational strategies through business styles, formats, and presentations.

Credits: three hours

Prerequisites: Junior standing admission to an approved Bryan School program

UNCG Support: Writing Center, Speaking Center, Career Center, Digital Act Center, Digital Media Center, 6-Tech Technology Support

Course Instructor

Ms. Karae L. Foddrell

471 Bryan Building

[klfoddre@uncg.edu](mailto:klfoddre@uncg.edu) (the best way to contact me)

Minimum technology skills: proficiency with Canvas, Microsoft Word and PowerPoint, video software

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### **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 Bryan School Learning Goals:**

1. Students will 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. Students will apply appropriate ethical standards when making recommendations for business decision making.
3. Students will evaluate business decisions in the context of sustainability goals, balancing environmental, social, and economic needs, conditions, and potential decision impacts.
4. Students will formulate appropriate strategies, in the context of global issues and forces, to improve business performance in the world economy.
5. Students will explain the roles of innovation and innovation management in achieving successful business strategies, decisions, and performance.
6. Student will be able to plan, schedule, contribute to, and lead projects



**Impact of this course on the program's Student Learning Goals:** Upon successful completion of this course, students will be able to meet various components of two program learning goals: Learning Goal #5 – Innovation and Learning, Goal #6 – Collaboration and Communication.

### **Innovation (#5)**

This course will introduce (1) three aspects of innovative thinking – mindfulness, mindset and strengths, and (2) the design thinking problem solving approach. The innovation assessment is an end-of-term essay on these two components.

- 5.1: Understand the process and product of innovation
- 5.2: Relate the innovation process to value in business strategies, decisions and performance

### **Collaboration and Communication (#6)**

In this course, students will study effective business writing and presenting. Additionally, in teams, students will plan and manage a semester-long project focused on a real client's business need. The students will produce both draft and final writing and speaking products. The written assessment is the end-of-term innovative essay, and the speaking assessment will be the video presentation of the project.

- 6.1a: Employ multiple forms of spoken and nonverbal communication techniques to deliver the most effective communication for the situation
- 6.1.b: Employ multiple forms of spoken and nonverbal communication techniques to deliver the most effective communication situation.

### **MKT309 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) and innovation (#5 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.

Course objectives are:

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 and 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 evaluation of data
9. Develop and demonstrate effective oral presentations with verbal and nonverbal proficiencies
10. Understand the positive human capacities for deep insight, collaboration, and innovative problem solving
11. Develop skills to conceive, research, prototype, and design innovations using verbal, nonverbal, visual-figurative, and written forms of communications

**MKT309 holds Writing Intensive and Speaking Intensive markers. Our General Education Intensive objective is** *"Students will be able **to write and to speak** in genres appropriate to the discipline(s) of the primary subject."* As such, this course will promote your ability to write and speak clearly, coherently and effectively as well as adapt mediums of communication specific to the needs of your audience.



## BRYAN SCHOOL POLICIES

- **The UNCG Honor Policy:** All students are expected to comply with the UNCG Honor Policy, described at the following page: <https://osrr.uncg.edu/academic-integrity/>  
**To add, you will be responsible for including the Honor Code statement on every assignment.**
- **The Faculty & Student Guidelines: Bryan Faculty and students in this course are expected to adhere to the guidelines stated at this link:** <https://bryan.uncg.edu/wp-content/uploads/2017/08/Faculty-and-Student-Guidelines-2018-2019.pdf>
- Any behavior that inhibits learning and/or is disruptive to the [online] classroom experience will not be tolerated. Some examples include disrespect for speakers (including classmates, guests, and instructor), bullying, sarcasm or aggressive language and or actions. **Instructors have the sole-authority to withdraw a student for disruptive behavior.**  
This policy can be found online <https://sa.uncg.edu/handbook/>

## COURSE REQUIREMENTS

- Course text: *Writing That Works* by Oliu, Brusaw, and Alred, 12<sup>th</sup> ed, ISBN-10: 978-1-319-01948-8
- You will need access to video recording devices. Smartphones are acceptable. Canvas WebEx and Conferences software is also available to you.
- Use your UNCG email account. Check it daily.
- Check Canvas and the website for any adverse weather conditions opening/closing adjustments.
- Any behavior that inhibits learning 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](http://sa.uncg.edu/handbook/wp-content/uploads/disruptive_policy.pdf).
- To establish reasonable accommodations, students with disabilities are to contact the Office of Disability Services (336-334-5440) in the first week of term. If you have a relevant or physical, linguistic or psychological disability (such as a speech impediment), please seek the Disabilities Office for appropriate documentation and then submit it to the professor by the second week of the term.
- Email your instructor if any assignments conflict with your religious practices, at least two days prior to the assignment's due date.

## COURSE POLICIES & PROCEDURES

1. By enrolling in this course, you agree to the course timeline, deadlines and responsibilities. You are to manage your time accordingly – everyone has personal and professional responsibilities to manage. During Welcome week, please review the course and either make a full commitment to the course and its timeline or drop the course and take it in the future when you can fully commit.
2. Course changes will be limited to as few as possible.



3. Post all assignments to Canvas. Do not email any assignment submissions, unless I request that of you or you have a technology challenge at the last minutes of posting to Canvas.
4. If you have a significant life situation that might impede your performance (like submitting an assignment on time), inform me of such before an assignment is due for extension consideration.
5. You are responsible to manage through technology challenges. **If you have challenges, seek the help of the university [helpdesk – 6-tech](#). Notify them earlier rather than later (they are not open on the weekends) of your difficulty. I may ask to see the confirmation of your request.**
6. You are welcome to seek assistance from the Writing Center and Speaking Center, especially if the English is your second language. They offer both virtual and face-to-face support.
7. Just as in business, use hierarchy protocols. Talk with me before you talk with the Chair of the department or any other person in leadership.
8. Standard business email response time is within 24 hours during M-F. Be sure that you email any requests within enough time for me to respond and then for you to apply my feedback or advice.
9. **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. Do not send a disrespectful email to me. If you do, I may consider it disruptive behavior, and act on that premise. See disruptive behavior (academic integrity) for more information.

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

- A greeting (Hi Ms. Foddrell or Dear Ms. Foddrell)
- Always paragraph.
- Always email your first email on a topic by writing in three paragraphs (introduction, body, and conclusion). After that, we can communication in shorter messages.
- Always write a strategic subject line that closely links to your first sentence
- Always front-end load your purpose. (Business likes the direct approach.)
- Always capitalize "I."

## WHAT YOU WILL BE STUDYING

In this course, we will be studying communication from thinking & problem-solving to writing and speaking. In addition to advancing in your subject-matter knowledge, you will advance in your skills through an experiential hands-on project with a real business client. In this study, you will understand the importance of the audience – being human-centered is key.

It's excellence in your "Power Skills" (previously called "soft skills") that are the key to your success.

Take notice of the NACE's Job Outlook for 2018 table below; the first four desired attributes are the ones practiced in this course. Please notice too that only two of the fourteen attributes listed in the table are learned behaviors. What this says is employers know what they can teach and what can't be taught. They seek to hired based on what can't be taught.

ATTRIBUTE	% OF RESPONDENTS
Problem-solving skills	82.9%
Ability to work in a team	82.9%
Communication skills (written)	80.3%
Leadership	72.6%



Strong work ethic	68.4%
Analytical/quantitative skills	67.5%
<b>Communication skills (verbal)</b>	<b>67.5%</b>
Initiative	67.5%
Detail-oriented	64.1%
Flexibility/adaptability	60.7%
Technical skills	59.8%
Interpersonal skills (relates well to others)	54.7%
Computer skills	48.7%
Organizational ability	48.7%

Source: *Job Outlook 2018*, National Association of Colleges and Employers

### **Innovation & Hands-on Problem-solving**

Each term all the MKT309 sections have a hands-on project on a client's real business need. The company for this term is Goodwill Industries of Central North Carolina. If for any reason you are uncomfortable with the client or the project you are welcome to drop the course and take it at a future date when there will be a different client and project. The products that you will give the client at the end of term are a polished report and a persuasive PowerPoint with video presentation. The good news is, to help you produce high quality products, you will have opportunities throughout the course for draft work and feedback. It is imperative for you to follow all instructions that are provided regarding the Goodwill Industry client project.

**The course is highly collaborative. You will have group work in addition to individual work.**

### **Business Communication – Writing, Speaking & Relating**

This course is to advance in your business communication skills. Your performance is linked to what you say and how you say it.

#### **Business Writing**

In this course, you will study what good writing is and more specifically, good business writing style.

The following chapters in *Writing That Works* will be explored (again, there may be changes. If so, you will be contacted in a timely manner for updates):

- Chapter 1 – Understanding the Workplace Writing Context: A Case Study
- Chapter 6 – Conducting Research for a Document
- Chapter 7 – Designing Documents and Visuals
- Chapter 8 – Writing Emails, Memos and Letters
- Chapter 9 – Writing Routine and Sensitive Messages
- Chapter 10 – Writing Informal Reports
- Chapter 11 – Writing Formal Reports

#### **Business Speaking**

In this course, you will study the creation of PowerPoint slide decks, interviewing, and video presenting. Interestingly, Nancy Duarte, a renowned expert in public speaking, just divulged that 80% of business presentations are now in video format (2018). Verbal and non-verbal delivery are key aspects of effective oral communication.

Speaking instruction will occur before the related speaking assignments. The following chapters the *Writing That Works* text will be explored:



1. Chapter 14 – Giving Presentations and Conducting Meetings
2. Chapter 1 – Understanding the Workplace Writing Context: A Case Study
3. Chapter 2, Essential Organizing Patterns
4. Chapter 6, Conducting Research
5. Chapter 7 – Designing Documents and Visuals

**HOW YOU WILL BE STUDYING & EXPERIENCING THE MATERIAL**

This course is highly collaborative throughout. You will work with classmates in various levels of groupwork throughout the semester. This course is divided into weekly modules. Read all assigned material prior to completing the corresponding assignments. To add, being on online student, reading is priority.

In all your interaction with others, you are to be fully responsible for your communications and respectful to others. A core in this course is using empathy to understand others – you will learn more about the terms “audience-centeredness” and “human-centric.”

Project teams will have five students each. Each student is to take the lead in one of the five main team products.

You have two main products that are delivered to the client – the (multi-faceted business report and the video presentation.) In each of these items, the good news is that, you have opportunities for draft work and feedback before submitting your final work to the client. Just as in the Design Thinking Process we will use feedback to better our work.

You have two avenues for feedback from the instructor, (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. Here is the link: Here are the step-by-step directions to view annotations (feedback) in Canvas Crocodoc -> <http://guides.instructure.com/m/4212/l/352349-how-do-i-view-assignment-Feedback-comments-from-my-instructor-using-crocodoc-annotations>

**Assignment Groups:**

Participation is required on all assignments. If you do not submit the draft, you will score a zero on both the draft and the final work.

Deliverables	% of Final Grade
<b>Engagement</b> Possible quizzes, writing exercises, discussion boards and feedback surveys	20%
<b>Speaking</b> video presentations	20%
<b>Writing</b> Business Report (additional multiple assignments)	54%
<b>Final</b>	6%
Total	100%



**Some aspects of the project or assignments will require direct communication with your group members. It is a must to work together with your teams which will require communication online and may be face-to-face in order to work on your project. I will monitor how the team communication is going during that phase of the project. So, once again, communication is key to this class. Again, group/teamwork is required in the course.**

### **Engagement**

This group includes possible quizzes, however, there will be plenty of exercises, and various feedback surveys assigned.

Quizzes and Exercises – If a quiz is assigned, the material in the quiz will be based on the work covered in the course. As conveyed, there will definitely be numerous activities/exercises to do that help your learning of the material. **It is imperative to complete all assignments on time to perform academically well in this course. This understanding is an absolute in an online class.**

Feedback Surveys – If a survey is assigned, know that surveys are your confidential opportunity to talk with me. In our online format, I don't have the opportunity to read your non-verbals (to see you in the classroom). Therefore, I need a way to hear from you. The feedback surveys' purpose is for me to learn how communication is going within your assigned groups and it allows me gauge your understanding of the course material.

**It is imperative to complete all assignments on time to perform academically well in this course. This understanding is an absolute in an online class.**

### **Business Writing –**

This group includes your draft and final submissions for written products: letters, memos, reports, etc.

In this course, you will study what good writing is, what business writing is and isn't, and the process of writing. You have opportunities to re-do work built into the course; most of the time, these opportunities are called "drafts." A draft is not an excuse or okay of less-than-or-poor-quality work. No, instead, it is your best to date with the acceptance that more revising is expected after feedback. Draft work is to be your best work to-date because you will earn a grade for the submitted work. Doing your best on a draft means that you can receive feedback that is more helpful for you to use in the final submission.

However, the group report is to be of the utmost quality as it will be delivered to the client. The final report is an updated compilation of previous assignments. You are set up for a high-quality submission since you have done draft work a received feedback.

Business Writing Specifics -

- Use Microsoft Word only. Click here for the link to the [UNCG software offerings](#).
- Stay with standard margins. Do not change them or use large fonts to give the illusion of more fitting work.
- All submissions are to be single-spaced.

**It is imperative to complete all assignments on time in order to perform academically well in this course. This understanding is especially important in an online class.**

### **Business Speaking**





In this course, you will have **two** video presentations to complete. The first one is individual and the second one is with your team. The individual PowerPoint slideshow will be 3 minutes in length. The work completed by the team is to be of the utmost quality as it will be delivered to the client. The group/team PowerPoint presentation will be about 15 minutes in length. For example, each group member will speak 3 minutes in length in the group presentation. So, for a group of five members, the group presentation will be 15 minutes with each group member speaking 3 minutes.

Additional speaking experiences and areas of study are PowerPoint slide decks, group & persuasive communication, discussion board posts, interviewing, and group meetings.

Interviewing –

One aspect of gathering information is to interview someone who might can offer you helpful information. In this course, you are to complete a primary research experience.

An added note about technology...

- **Please, do not wait to the very last minutes, hours or day to attempt submitting PowerPoint presentations or any assignments that may be hindered by technology issues that might interfere with posting your assignment on time. If you are having difficulty with submitting your assignments due to technology issues, contact 6-Tech immediately to learn what the impeding issue(s) could be. Note, that I may request your communication with 6-Tech if I believe it is needed.**

**Final** - The final exam will be questions on the innovation and the design thinking process.

## HOW YOU WILL BE GRADED

During term, my recommendation is that you focus on the assignment grade rather than the Canvas final calculation. Until most of your scores are posted (toward the end of term), any calculation to the actuality of your final calculation is questionable. 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.

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

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Plus</b>	*	89 - 87	79 – 77	69 – 67	59 and below
<b>Null</b>	100 - 94	86 - 84	76 – 74	66 – 64	
<b>minus</b>	93 - 90	83 - 80	73 – 70	63 – 60	

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. Effort has no consideration in grading. Be aware that a lot of effort does not necessarily translate into a good piece of writing. Another way to say this is, you may toil many hours to write a single paragraph and may still receive [severe] criticism on the submission. You are to manage your emotions related to your performance and your grades. **No excuses will be accepted regarding not submitting assignments on time no matter the reason(s). However, if an emergency has developed that impeded your successful class performance, contact me via e-mail. I will judge the severity of the situation as it affects your grade. If an emergency has occurred that adversely affects class performance, proper medical documentation will be required supporting your need for grade consideration which should explain that work could not be submitted due to the medical situation.**





When team assignments are initially graded, all group members will receive the same grade. Then after the feedback surveys are reviewed, there may be grade adjustments (both up or down).

**Grading Specifics**

1. For all assignments, you are graded on **what you say (content) and how you say it (delivery)**.
2. Do NOT ask for a grade reconsideration, especially at the end of course. No begs – for any reason. For example, do not email me asking for an “A” grade because you want to maintain your “A” gpa, or are looking for ways to pass the course.
3. Do not ask for extra credit. Do not ask for any make-up work. Do not ask to re-do an assignment. If extra credit is offered, it is offered very sparingly. **There is no guarantee there will be an extra credit assignment offered.**

B		C	D/F
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Below Expectations</b>
Expands assignment into excellence, adds creativity. Highest of quality.	Completes all that is required with high quality	Completes the work with areas for improvement	Did not meet the assignment requirements. Poor quality performance.

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

**Health and Wellness**

Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.

**Academic Accommodations**

The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can learn more about OARS by visiting their website at <https://ods.uncg.edu/> or by calling [336-334-544](tel:336-334-544) or visiting them in Suite 215, EUC.