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**Fall 2022 COURSE SYLLABUS**

**Department of Management | Willie A. Deese College of Business and Economics**

**NOTE: Students are responsible for reading, understanding, and following the syllabus!**

**COURSE INFORMATION**

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| --- | --- | --- | --- |
| **Prefix/Number:** | MGMT 260 | **Title:** | Business Communication |
| **Section #:** | 003 | **CRN:** | 12454 | **Credits:** | 3.0 |
| **Days/Times:** | Tuesday and Thursday – 9:30 a.m. - 10:45 a.m. |
| **Location:** | Craig Hall # 333 |

**INSTRUCTOR CONTACT INFORMATION**

|  |  |
| --- | --- |
| **Instructor:** | Dr. Jorge Gaytan |
| **Office:** | 131 Merrick Hall | **Email:** | jagaytan@ncat.edu | **Phone:** | (336) 285-3354 |
| **Zoom Link:** | https://ncat.zoom.us/j/8725676476 |

**COMMUNICATION**

You could expect an email reply from me within 24 hours. Most of the time, I respond within 10 minutes, unless I am in class or in a meeting.

**STUDENT HOURS**

*These are times students may visit the professor without an appointment to request the assistance they need.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mondays** | **Tuesdays** | **Wednesdays** | **Thursdays** | **Fridays** |
|  | 11:00 a.m. – 12:30 p.m. 2:00 p.m. – 3:30 p.m. |  | 11:00 a.m. – 12:30 p.m. 2:00 p.m. – 3:30 p.m. |  |

**COURSE PREREQUISITES**

ENGL 100 or equivalent, minimum grade of C; ENGL 101 or equivalent, minimum grade of C, or approval of the chairperson.

**COURSE DESCRIPTION**

This course focuses on the study and application of communication theory using state-of-the-art communication technology and techniques to develop correspondence and reports. Attention is also given to oral communication, business ethics and global interaction. (F;S;SS).
3.000 Credit hours

**STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)**

At the successful completion of the course the student will:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcome** | **Learning Outcome Descriptors** | **Instructional Activities Linked to Learning Outcome** | **Rubric Used to Assess Learning Outcome Achievement** | **Corresponding SOBE** **AOL Goal** |
| 1 | *Understand the theoretical framework and basic concepts of business communication.*1. Identify the theory and concepts of the communication process.
2. Explain the negative consequences of verbal and nonverbal barriers on successful communication
 | Essay Exam (***Theoretical Framework*** and ***Basic Concepts***) | N/A | SOBE Goal 1: Effective CommunicationSOBE Goal 6: General Business Skills |
| 2 | *Demonstrate effective written and oral communication skills.*1. Compose professional business messages in emails, memos, letters, reports, and other formats
2. Demonstrate proficient composition by the selection and organization of content and format
3. Use correct language structure and mechanics in oral and written forms
4. Demonstrate effective oral briefing and formal presentation communication skills
 | Critical Thinking Case Study (***Written Communication Skills***)Oral Presentations (***Oral Communication Skills***)Persuasive Job Application Letter (***persuasive message*** and ***appropriate message format***) | Found on page 9Found on page 10Found on page 7 | SOBE Goal 1. Effective CommunicationSOBE Goal 1. Effective CommunicationSOBE Goal 1. Effective Communication |
| **Learning Outcome** | **Learning Outcome Descriptors** | **Instructional Activities Linked to Learning Outcomes** | **Rubric Used to Assess Learning Outcome Achievement** | **Corresponding SOBE** **AOL Goal** |
| 3 | *Use technology to enhance communication processes.*1. Use technology and Internet applications to effectively communicate business information
2. Describe the impact of technology on the transmission of information and effective communication
 | Oral Presentations (***Technological Skills***) | Found on page 10 | SOBE Goal 5. Technological Skills |
| 4 | *Demonstrate critical thinking, problem solving and effective collaboration skills while communicating in the business environment.*1. Use critical thinking strategies to apply theory to business communication content and scenarios
2. Demonstrate decision-making skills in solving business communication problems
3. Identify efficient group processes and demonstrate effective collaboration and teamwork skills
 | Critical Thinking Case Study (***Critical Thinking*** and ***Problem Solving Skills***)Oral Presentations (***Collaboration*** and ***Teamwork Skills***) | Found on page 9Found on page 10 | SOBE Goal 2: Critical Thinking AbilitySOBE Goal 3: Teamwork Skills |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcome** | **Learning Outcome Descriptors** | **Instructional Activities Linked to Learning Outcomes** | **Rubric Used to Assess Learning Outcome Achievement** | **Corresponding SOBE** **AOL Goal** |

 |
| 5 | *Use appropriate and ethical communication skills, strategies and techniques in the global environment.* 1. Demonstrate an awareness of potential ethical dilemmas and legal aspects of business communication
2. Use effective communication techniques to adapt information to ensure audience understanding
3. Use appropriate communication techniques for global economies and diverse cultures
 | Ethics Case Study (***Ethical Communication Skills***)Essay Exam (***Global Environment of Business Skills***) | Found on page 8N/A | SOBE Goal 4: Global Consciousness, Ethical, and Multicultural AwarenessSOBE Goal 4: Global Consciousness, Ethical, and Multicultural Awareness |

**REQUIRED TEXTBOOKS AND MATERIALS**

**REQUIRED TEXTS:**

*Locker, K. O., MacKiewicz, J., Aune, J. E., & Kienzler, D. S. (2019). Business and Administrative Communication (12 edition). McGraw-Hill.*

*You could get one of the following two formats:*

*ISBN: 978-1-259-58062-8 (bound edition)*

*ISBN: 978-1-260-68645-6 (loose-leaf edition)*

**SUGGESTED COURSE MATERIALS**

**SUGGESTED READINGS/TEXTS:**

**CRITICAL THINKING**

In the past, the focus on feelings went too far. The result is the neglect of thinking. We must answer that neglect. Students must be taught how to sort out their feelings, decide to what extent their feelings have been shaped by external influences, and evaluate them carefully when those feelings conflict among themselves or with the feelings of others. In short, students must be taught to think critically.

Feeling and thought are complementary. Feeling is an excellent beginning to the development of a conclusion. Thought, provides a way to identify the best and most appropriate feeling. Students must acquire the intellectual skills necessary to solve the challenging problems of today and tomorrow.

**THE CRITICAL THINKER STRATEGY MAY BE SUMMARIZED AS FOLLOWS:**

1. Knows oneself and remains mindful of the ways in which own habits of mind undermine own treatment of issues.
2. Is observant and reflects on what is seen and heard.
3. When an issue is identified, clarification is sought by listing its subheadings and raising probing questions about each.
4. Conducts a thorough inquiry, obtaining all relevant facts and informed opinions.
5. Evaluates own findings, and then forms and expresses own judgment.

**GENERIC GUIDE FOR FACILITATING CRITICAL THINKING:**

1. What do I think about this matter?
2. What line of reasoning led me to that conclusion?
3. What evidence supports my position?
4. Can I give an example?
5. How typical is that example?
6. In what way does my experience support or challenge my idea?
7. What additional information might help me reach a conclusion? Where might I find that information?
8. What objections could be raised to my idea?
9. Are any of these objections wholly or partially valid? Explain.
10. What other views of this issue are possible? Which of those is most reasonable?

**Ruggiero, V. R. (2012). *Beyond feelings: A guide to critical thinking*. (9th Ed.). Boston, MA: McGraw-Hill.**

**This book is NOT required; however, reading the critical thinking material above is required.**

**GRADING POLICY**

**GRADING SCALE**

|  |  |  |
| --- | --- | --- |
| **Percentage** | **Grade** | **Quality Points** |
| 90 – 100 % |  **A** | 4.0 |
| 88 – 89.9 % |  **A-** | 3.7 |
| 86 – 87.9 % |  **B+** | 3.3 |
| 80 – 85.9 % |  **B** | 3.0 |
| 78 – 79.9 % |  **B-** | 2.7 |
| 76 – 77.9 % |  **C+** | 2.3 |
| 70 – 75.9 % |  **C** | 2.0 |
| 68 – 69.9 % |  **C-** | 1.7 |
| 66 – 67.8 % |  **D+** | 1.3 |
| 60 – 65.9 % |  **D** | 1.0 |
|  0 – 59.9 % |  **F** | 0.0 |

**GRADING ALLOCATION**

Course grades are based on a weighted grading scale of 100%. LATE WORK IS NOT ACCEPTED. The breakdown for the course is as follows:

|  |  |  |
| --- | --- | --- |
| **Category** | **# of Activities** | **Percentage****(Grade Wight)** |
| Job Application Letter ***(persuasive skills)*** | 1 | 10% |
| Resume | 1 | 10% |
| Ethics Case Study ***(ethical and written communication skills)*** | 1 | 10% |
| Critical Thinking Case Study ***(critical thinking and written communication skills)*** | 1 | 10% |
| Essay Exam ***(theoretical framework, basic concepts, and global business environment skills)*** | 1 | 10% |
| Oral Presentations (***oral communication, collaboration***, ***and teamwork skills***) | 2 | 40% |
| Attendance |  | 10% |
|  |  |  |
| **Total** |  | **100%** |

1. **JOB APPLICATION LETTER (10%)**

Each student will write a job application letter to ***persuade*** a potential employer to offer an interview. Sample of job application letter is found in Blackboard.

 **RUBRIC FOR JOB APPLICATION LETTER**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Persuasive Message Component** | **Not Demonstrated (0)** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Accomplished (4)** |
| 1. Began by identifying the

job position and the source of advertising |  |  |  |  |  |
| 1. Matched your qualifications with job requirements/specifications
 |  |  |  |  |  |
| 1. Emphasized a qualification

that you possess that separates you from the rest |  |  |  |  |  |
| 1. Asked for an interview and provided contact information
 |  |  |  |  |  |
| 1. Used correct format, grammar, and syntax
 |  |  |  |  |  |
|  |  |  |  | **Total Points** | **/20** |

**2. RESUME (10%)**

Each student will write/polish a resume. Students will receive resume-writing training. Students MUST follow format of resume (i.e., reversed chronological order) found in Blackboard. If you have your resume already done, please email it to me and ask me if it meets the standards. I will let you know.

1. **ETHICS CASE STUDY (10%)**

 Ethics case study is available in Blackboard.

 **RUBRIC FOR ETHICS CASE STUDY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Ethical Reasoning Skills** | **Not Demonstrated (0)** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Accomplished (4)** |
| 1. Analyzes and discusses own core beliefs and their sources in depth and with clarity (ethical self-awareness).
 |  |  |  |  |  |
| 1. Understands different ethical concepts/ perspectives.
 |  |  |  |  |  |
| 1. Recognizes ethical issues and their cross-relationships among them, even if presented in a complex, multi-layered (abstract) context.
 |  |  |  |  |  |
| 1. Applies ethical concepts/perspectives to ethical questions/issues accurately and is able to consider full implications and consequences of each application.
 |  |  |  |  |  |
| 1. States a position; recognizes its objections, assumptions, and implications; and defends the position, demonstrating knowledge of different ethical concepts/perspectives.
 |  |  |  |  |  |
|  | **TOTAL POINTS =** |  | **/20** |

**4. CRITICAL THINKING CASE STUDY (10%)**

The critical thinking case study is available in Blackboard.

 **RUBRIC FOR CRITICAL THINKING CASE STUDY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Critical Thinking Skill** | **Not Demonstrated (0)** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Accomplished (4)** |
| 1. Formulated ethical strategies to look at the **symptoms of the problem** to be able to identify the problem at hand.
 |  |  |  |  |  |
| 1. Identified and presented the STUDENT’S OWN **perspective and position** as it is important to the analysis of the issue.
 |  |  |  |  |  |
| 1. Identified and considered OTHER salient **perspectives and positions** that are important to the analysis of the issue.
 |  |  |  |  |  |
| 1. Identified and assessed the key **assumptions.**
 |  |  |  |  |  |
| 1. Identified and assessed the quality of **supporting data/evidence** and provided additional data/evidence related to the issue.
 |  |  |  |  |  |
| 1. Identified and considered the influence of the **context** on the issue.
 |  |  |  |  |  |
| 1. Identified and assessed **conclusions, implications, and consequences.**
 |  |  |  |  |  |
|  |  |  |  | **Total Points** | **/28** |

* + - 1. **ESSAY EXAM (10%)**

Students will take an exam related to business communication ***theoretical framework, basic concepts***, and ***global business environment.***

* + - 1. **STUDENT-TEAM ORAL PRESENTATIONS (20% each presentation for a total of 40%)**

Each 5-student team will deliver two (2) presentations during the semester. Each presentation normally lasts two class meetings during the first round and one class meeting during the second round.

 **RUBRIC FOR ORAL PRESENTATIONS**

 Grade is determined based upon the following:

1. All team members must participate **(5 points).**
2. No reading **(10 points).**
3. Content of presentation (i.e., was the presentation effective?) **(15 points).**
4. Presentation skills (i.e., good eye contact, good voice level, good oral and written communication skills) **(10 points)**.
5. Interactivity (***i.e.,*** ***get learners involved in your presentation*** AND ***effective collaboration of team members to develop teamwork skills***) **(50 points).**
6. Teams must use at least 5 of the following (***technological skills***) **(10 points):**
7. A computer
8. An LCD projector
9. Presentation software (e.g., PowerPoint)
10. Photography
11. Internet/Web pages
12. Audio
13. Document camera
14. VCR
15. Smart Board

**COURSE POLICIES**

**USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM**

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to every course.

**Note:** Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit …
<https://hub.ncat.edu/administration/its/computer-recommendations.php>

**LATE WORK**

Not accepted.

**ASSIGNMENTS AND ACADEMIC CALENDAR**

| **MONTH** | **DAY** | **SUBJECT** | **READING IN****TEXT, ACTIVITY, HOMEWORK, EXAM** |
| --- | --- | --- | --- |
|  |  |  |  |
| August | 18 | Presentation and Syllabus Coverage | Interactive Lecture |
|  | 23 | Cover the *Review* Feature of Microsoft Word. Team Formation | Computer Activity |
|  | 25 | Critical Thinking Lesson  | Interactive Lecture |
|  | 30 | Chapter 7. Working and Writing in Teams | Interactive Lecture |
|  |  |  |  |
| September | 1 | Chapter 7. Working and Writing in Teams  | Interactive Lecture |
|  | 6 | Chapter 7. Working and Writing in Teams |  |
|  | **8** | Chapter 16. Making Oral Presentations  | **Job Application Letter Due Any Time Before Class**Interactive Lecture |
|  | 13 | Chapter 11-12. Job Application and Interviews | Interactive Lecture |
|  | 15 | Chapter 11-12. Job Application and Interviews | Interactive Lecture |
|  | 20 | Chapter 11-12. Job Application and Interviews | Interactive Lecture |
|  | **22** | Chapter 11-12. Job Application and Interviews  | **Resume Due Any Time Before Class** Interactive Lecture |
|  | 27 | Chapter 1. Succeeding in Business Communication | Interactive Lecture |
|  | 29 | Chapter 1. Succeeding in Business Communication | Interactive Lecture |
|  |  |  |  |
| October | 4 | Chapter 2. Adapting Your Message to Your Audience | Interactive Lecture |
|  | **6** | Chapter 2. Adapting Your Message to Your Audience | **Ethics Case Study Due Anytime Before Class** Interactive Lecture |
|  | 11 | Fall Break – No Classes! |  |
|  | 13 | Chapter 3. Building Goodwill | Interactive Lecture |
|  | 18 | Chapter 3. Building Goodwill | Interactive Lecture |
|  |  **20** | Chapter 5. Designing Documents  | **Critical Thinking Case Study Due Any Time Before Class**Interactive Lecture |
|  |  25 | Chapter 5. Designing Documents | Interactive Lecture |
|  | 27 | Chapter 6. Communicating Across Cultures | Interactive Lecture |
|  |  |  |  |
| November | 1 | Chapter 8. Sharing Informative and Positive Messages with Appropriate Technology | Interactive Lecture |
|  | 3 | Chapter 9. Delivering Negative Messages | Interactive Lecture |
|  | 8 | Chapter 10. Creating Persuasive Messages | Interactive Lecture |
| November  | **10** | Essay Exam - Theoretical Framework, Basic Concepts, and Global Business Environment | **Essay Exam** |
|  | 15 | Chapter 13. Creating Visuals and Data Displays | Interactive Lecture |
|  | 17 | Deliver Speech: *Real Life – Job Searching* | **Attendance is CRITICAL** |
|  | 22 | Review | Interactive Lecture |
|  | 24 | Happy Thanksgiving! Please say “thanks” to your loved ones |  |
|  | 29 | Review grades, attendance, etc.  | **Attendance is CRITICAL** |
| December  | 1 | Last Day of Classes!!! |  |

*\* These descriptions and timelines are subject to change at the discretion of the instructor.*

**Please refer to the Common Policies posted to Blackboard for all other University policies.**