I. Course Information
Summer 2017
COMM 1302: 3 Credit hours

<table>
<thead>
<tr>
<th>CRN</th>
<th>Meeting</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>34411</td>
<td>M-TH 9:30 am-12:00 pm</td>
<td>COTT 207</td>
</tr>
<tr>
<td>31391</td>
<td>M-TH 12:10 pm-2:40 pm</td>
<td>COTT 207</td>
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CATALOG DESCRIPTION

<table>
<thead>
<tr>
<th>COMM 1302. Business/Profession COMM (C).</th>
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</thead>
<tbody>
<tr>
<td>Business and Professional Communication (3-0) (Common Course Number SPCH 1321) A course in communication covering both informative and persuasive presentations as these occur in business and professional activities. Instruction and guided practice, informal and semi-formal speaking situations</td>
</tr>
</tbody>
</table>

Required TEXT


OR


II. Instructor Information

Mike Brooks, MA
Department of Communication
Office location: Cotton Memorial Building, Room 100
Contact information:
Office phone: 915-747-8992
E-mail: mebrooks@utep.edu

OFFICE HOURS
Monday-Thursday: 8:30 am-9:20 am & 2:50 pm- 4:00 pm  
Friday: By appointment

By way of introduction, my name is Michael Brooks and I generally use Mike. I received a Bachelor of Arts degree in Social Work and a Master of Arts degree in Communication at The University of Texas at El Paso. While I appreciate the compliment, I am not Dr. Brooks ;). I like to keep things professional and informal, you can call me professor or Mr. Brooks, both work fine for me.

Summer courses are condensed by necessity. The majority of the text readings are grouped in the opening weeks of the course. The purpose of this scheduling is so that the student can learn, as early as possible in the term, working information relating to applied theoretical concepts to their own communication interactions. We will be working on text-readings and class projects concurrently, it’s important that you keep up with the weekly assignments.

Communication 1302 sections will utilize Blackboard and/or other online tools throughout the semester. It is important that the device you use to access the course has all the current updates especially Java and Acrobat--issues with technology will not be an acceptable excuse for late or missing work.

Feel free to contact my UTEP email address but do maintain professional dialogue. At the very minimum, your message should contain an accurate Subject Line. Please, don't ask a new question (or introduce a new topic) by returning one of my mass emails using an old subject line. Your message should include some identifying information like the meeting time or CRN of the course and enough information that I know what your concerns might be.

I cannot discuss grades via email, if you want to discuss your progress in the course feel free to make an appointment or stop by the office during office hours.

Rationale and overview
This course, Business and Professional Communication, is an analysis of the networks and methods of communication found in organizations and small groups; including, the qualities necessary for good communication as both an employer and employee. Emphasis will be on intrapersonal, interpersonal, group, cultural, and public communication as it relates to the business and professional environment. Exercises and assignments will encompass many areas of business communication, including oral presentations.

Course objectives
At the end of the course, the student will:

- Know basic theories of communication and how they apply to personal and professional interactions
• Recognize the barriers that may occur in interpersonal communication
• Recognize the importance and impact of nonverbal and cross-cultural communication
• Participate effectively as a member of a small group
• Understand the importance of communication in an organization
• Make an assessment of leadership skills
• Design and present effective oral presentations to a group

Electronic Communication and Mediated Communication
When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or as an insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance i.e., online. Hence, it is vitally important that we are conscious of how we communicate while communicating electronically.

Please observe the following:

• You need to check the Blackboard course shell daily for messages, updates, and assignments.
• I use Blackboard Announcements, which means you also should check your UTEP email.
• Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. No harassment or inappropriate postings will be tolerated.
• Be professional and careful in what you say about others.
• When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
• Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

Communicating Effectively

Here are some simple tips to follow to ensure your participation and engagement in the learning process:

• **Ask questions**: If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems, related to the class, you are having. Make sure that you have clearly indicated the subject of your message.

• **Reach out to others**: Offer a fact, article, link or other item that can help others learn something you can share.
• **Be appropriate**: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.

• **Be diplomatic**: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before rereading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

• **Stay focused**: Stay on topic to increase the efficiency of your learning.

**We need to create a positive environment**

Our classroom and discussion boards will be a safe place for all ideas. Interpersonal communication is based on the concept that we are all unique individuals entitled to our own opinions and beliefs. If we want others to respect our individuality and uniqueness, we must respect theirs.

Therefore, any comments, jokes, or remarks that denigrate the worth of an individual's physical or mental ability, body size, genetic information, veteran's status, religion, race, creed, ethnic background, sexual orientation, or gender identification are inappropriate and detract from your effectiveness as a speaker/writer and from your credibility as a member of society. Our in-class and online interactions must be conducted in a courteous and professional manner.

Consider adopting an “ethic of reciprocity” for your interpersonal communication, whatever the medium. Be courteous to others.

“If we accept being talked to in any kind of way, then we are telling ourselves we are not quite worth the best. And if we have the effrontery to talk to anybody with less than courtesy, we tell ourselves and the world we are not very intelligent.” Maya Angelou

**Academic Integrity**

According to the UTEP Handbook of Operating Procedures, academic dishonesty includes committing (or attempting to commit) the following:

• **Plagiarism** – taking credit for work that is not your own (e.g., copying and pasting from the internet, failing to cite sources of information, failing to attribute direct quotes to their original author, or submitting your work from another course without prior permission).

• **Cheating** – This includes copying another student’s work during an exam; using notes, books, or electronic devices during an exam without prior permission;
taking an exam for another student; and communicating with or helping another student during an exam.

• **Collusion** – any collaboration with another student without the permission of the instructor.

Part of the class requirements includes the research and development of a persuasive speech. You must cite your research throughout the speech; failure to tell the audience where the research and information you used to develop the speech is plagiarism. We will be discussing the importance of accurate and ethical citations throughout the semester.

Please be familiar with university policy regarding academic dishonesty. [http://sa.utep.edu/osccr/academic-integrity/](http://sa.utep.edu/osccr/academic-integrity/)

**Attendance**

Attendance is not optional. Any unexcused absence will have a negative impact on your final grade. If for some reason you know you cannot attend class on a required day, let me know about it before the class (email is fine) and you will probably have an excused absence. Undocumented absences on test or presentation days are not excused.

From UTEP catalog: Regulations/curriculum and classroom policies

**Class Attendance**

The student is expected to attend all classes and laboratory sessions and attendance is mandatory for all freshman-level courses (1XXX). It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course drop deadline and with a grade of F after the course drop deadline.

[http://goo.gl/3lxQ3J](http://goo.gl/3lxQ3J)

**Full Drop/Withdrawal Deadline**

Summer 1: June 29, 2018

**CHAPTER OVERVIEWS & DISCUSSION**

Students in groups will present an overview of the material covered in each chapter. These discussions are intended to part of the warm-up exercises designed to help you to relax while speaking in public, and to serve the purpose of focusing the attention of the class on the assigned readings in the textbook. You are asked to lead a class discussion from the textbook chapters. The educational philosophy behind this assignment and others like it is simple: people learn more when they are actively engaged in absorbing and practicing the messages contained in class materials than when they are passive listeners. Additionally, the chapter presentations will allow you to assess your levels of communication apprehension in a safe context.
Speakers: Students will be assigned a topic/chapter and a due date. Please be sure to be prepared to speak when scheduled! Students may be asked to work in groups, dividing chapters into sections.

Audience: All must listen actively and interact with the speaker. You may be required to answer questions, participate in surveys, or make comments at the end of the presentation.

Speakers will need to plan an informal outline to help in remembering important ideas. Also, this is an “open book” presentation—feel free to quote from the text.

Remember, as a discussion leader, you have the right to plan questions or an activity related to the discussion to ask the class. We do need to cover all the information in the chapter, but please, don’t read the chapter out loud, introduce the main topic in the chapter and offer us analysis with examples.

This is an informal exercise. You should speak clearly and distinctly and make an effort to share the important ideas from the chapter with the class. If you are able to elicit discussion from the class, this is a mark of success, so plan strategies to get the class talking!

GENERAL CRITERIA FOR WRITTEN ASSIGNMENTS

Written communication in a business environment tends to be more formal than in other venues. Individuals and employers use your written communication to assess your intelligence, skills, and ability, your “fit,” in the organization. In the classroom, written communication receives an assessment (a grade). Your comments and responses to a discussion thread are not like informal text messages or status updates to Facebook—they should be academic in nature and well thought out.

- We will make extensive use Blackboard for graded assignments. Many submissions to Blackboard will specify the use of an attached, Word-compatible, double-spaced file.
- Most on-line discussions will require a response to a minimum of two other students to receive full credit. Discussion responses will be completed in the textbox, and will not use an attached file.
- Your name needs to be on ALL attached-file written assignments.
- There is a minimum required response criteria for each type of assignment that includes word count/word choice, appropriate format, and the inclusion of course-related content for the assignment. You need to elaborate; your response should indicate your mastery of the concepts described in the prompts.
- It is imperative that you submit your assignment in the proper section of Blackboard to insure you receive credit.
Content, organization, grammar, insight, and style are taken into consideration. Please, make the effort to proofread your submissions- including your discussions responses.

Do consider--electronic media has influenced our communication. Many of us have unwittingly modified our writing style to conform to a 140 or 160-character maximum. The shortest written assignment in this course is the discussion response at 150-200 WORDS. Make sure you adequately expand on the discussion assignments. Additionally, short message service (SMS) abbreviations are not acceptable for business/professional communication. No “text-speak” in reports, assignments, or email correspondence.

We will use Blackboard for all graded assignments. Alternate methods of submission (paper copies or submissions to my UTEP email) will not be graded, but I will review your work by request. Responses/Submissions, other than discussions, that are posted in the dialog box will receive a grade of 0.

All attached file submissions must be “Word-compatible;” I will not be responsible for converting files. “Pages ™” is a wonderful proprietary program used on Apple computers, but I cannot open this wonderful program on a PC. If you have an Apple product without Office, make sure you save your submission as a “Word” document. Likewise “Open Office” has many admirers but the program is not Word-compatible (the files convert to RTF). Similarly, cloud-based documents i.e., Google Docks and Word 365, should be downloaded rather than “shared.” You should be able to see your submission in the preview pane for the assignment.

Technology problems are not an acceptable excuse for work that is late or missing. Make sure you can successfully send and receive attached files on Blackboard. You should insure Java and Adobe are up to date, that is one of the main reasons BB fails to operate.

DISCUSSIONS AND QUIZZES ON BLACKBOARD

Course content is divided into learning modules. Each module will contain lecture notes, and additional material relating to the associated chapter(s), and/or a quiz.

Discussions are based on readings or ideas taken from the textbook as they relate to various communicative exchanges. I will use additional discussion questions to help develop the oral presentation. Your initial post should be about 100-150 words long and your responses to others about 50-75 words long. Instructions for any posting will be included in the assignment. Your responses should develop the dialogue. “Me too” or “I agree” are not viable responses, you should provide examples and your response should expand on the concepts we examine. Late responses are not considered for credit after the discussion is closed. The discussions are an assessment of your understanding of course materials. Thoughtful answers will receive the highest evaluation.
We will work on developing acceptable outlines in class and online through discussion board exercises. The acceptable outline style is based on MLA publication guidelines; we will discuss the modified outline required for this class throughout the semester (see format below). If you are unfamiliar with outlining you might check this link https://goo.gl/EFfz73

Quizzes
All quizzes and the final exam are posted on BlackBoard. Quizzes can be repeated multiple times and your highest grade will be recorded, but you must begin the quizzes before their due date.

CRITERIA FOR ORAL PRESENTATION ASSIGNMENTS
Your group presentation and persuasive speech are graded based on the following standards: originality of thought, clarity of structure, adequate supporting material, conformity to the prescribed time limit, topic appropriateness for the audience, and communicative delivery.

Your group presentation will be 20 minutes; five member groups should allot approximately five (5) minutes for each group member to speak to the audience. Your group may decide to have each member speak 5 minutes continuously or broken into segments. Speaker-time must be reasonably balanced. One person in the group is responsible for a presentation overview before the presentation. The overview will include the full names of each group member and their speaking responsibilities for the presentation. Your group presentation should be 20 minutes, with 10 minutes allowed for questions or comments.

Persuasive Speech: A 5-7 minute persuasive speech in a policy format (the main points in the body will be problem, cause, and solution); no alternate organizational pattern is acceptable for this assignment. Your speech will include a minimum of four research citations: your citations should be in an “oral citation” format that we hear during the speech.

The persuasive speech assignment will include a final outline that is uploaded to Blackboard. You will have the opportunity to submit a preliminary draft for feedback and a corrected final draft. If you do not take advantage of submitting a preliminary draft for feedback, you will receive a final grade for your submission and receive the grade without the ability to revise. You must have a completed outline in order to present the speech.

You cannot present from your outline or read from a manuscript (or from your electronic device). I will stop the presentation and apply the appropriate grade of C, D, or F and call the next speaker. You can use a single page presentation outline or note cards to present your speech. Note cards are not font-reduced copies of your outline; we will cover note card specifics in class. Additionally, you can use a single page of paper that
remains on the podium—you don’t want to distract the audience by waving the sheet of paper. All notes used during the speech are due after you give your speech.

**LATE WORK AND MAKEUP WORK**

- No late work accepted without prior approval, no exceptions
- Work is due on the day assigned. No assignments, extra credit, or make up accepted after the last day of class.
- All work submitted electronically must be in the correct format (i.e., Word-compatible) and submitted to the proper location in order to receive credit.

**CLASSROOM ACCOMMODATIONS**

Section 504 of the Vocational Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, mandates the University’s support for students with access and accommodations issues. UTEP requires students needing accommodation to contact the Center for Accommodations and Support Services. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence the Center for Accommodations and Support Services (CASS). You may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the office of the Center for Accommodations and Support Services (CASS), Room 106, Student Union East, (915) 747-5148, as soon as possible to ensure that any necessary accommodations are implemented in a timely fashion.

**GRADING**

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>Class participation includes chapter presentations</td>
<td>10%</td>
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<tr>
<td>Discussions</td>
<td>10%</td>
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<tr>
<td>Nonverbal report</td>
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<tr>
<td>Group Presentation</td>
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<tr>
<td>Individual Assessment</td>
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<tr>
<td>Outline</td>
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<tr>
<td>Oral Presentation</td>
<td>10%</td>
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Quizzes 10 %
Final Exam 10 %

Note: Course content subject to change pending classroom performance, I will submit written changes to the syllabus, should the need arise.

GROUP WORK

Groups will be finalized during the first days of class. There is a group project that includes a 20-minute presentation and an individual assessment that will include a performance evaluation for each group member. The evaluation by members of the group will be considered in establishing the individual score for each group member.

PERSUASIVE OUTLINE AND SPEECH FORMAT

The INTRODUCTION of the speech will include:
- An attention-gaining device (AG)
- A reason why you feel the topic is important (credibility statement or CS)
- A reason for the audience to continue listening (motivational link or ML),
- A clear thesis or central idea and a preview (that indicates you will be discussing a problem, its causes, and solution/s)

The BODY of the speech will include:
- A problem that is established with research:
  - Your research must be cited in the context of the presentation. Citations should be part of the speech. You cannot show a list, or tell the audience that “all” your research came from x, y, and z sources.
  - A transition that guides the audience from the problem to the cause
  - A cause that is established with research that is cited in context
  - A transition that guides the audience from the cause to the solution
- Solution(s)-established with research

The CONCLUSION of the speech will include:
- A restatement of your central idea and of your main points
- A logical concluding statement that may include a call to action
In no case should you end a prepared speech with, “That’s it” or “That’s all I have.”

FINAL EXAM

We will have a comprehensive final based on all course material. The final will be posted on BlackBoard.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Due June 17</th>
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<tbody>
<tr>
<td>6/11</td>
<td>Syllabus/CH 1 Brooks Public Speaking</td>
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<tr>
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<td>Discussion 1: Course Expectations</td>
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<tr>
<td>6/12</td>
<td>CH 2- GP 1 &amp; CH 3- GP 2</td>
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<td>Nonverbal Report</td>
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<tr>
<td>6/13</td>
<td>CH 4- GP 3 &amp; CH 5- GP 4</td>
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<td>Quizzes CHs 1, 2, 3, 4 &amp; 5</td>
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<td>6/14</td>
<td>Flex Day: Review CH 3 for Nonverbal Assignment Speech topic workshop</td>
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<td>Discussion 2- Topic framed as problem, cause, solution Try to add supporting evidence (a citation or two)</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Due 6/19: In-class draft outline</th>
<th>Due June 25</th>
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<tbody>
<tr>
<td>6/18</td>
<td>CH 6 - GP 5 &amp; CH 7 - GP 1</td>
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<td>Discuss 3: Bias</td>
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<tr>
<td>6/19</td>
<td>CH 8- GP &amp; CH 9- GP 4: Draft outline due in class</td>
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<td>Quizzes 6, 7, 8, 9, &amp; 10</td>
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<tr>
<td>6/20</td>
<td>CH 10- GP 1. Release Group Presentation Topics</td>
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<td>Post to BB: Draft 1 outline</td>
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<tr>
<td>6/21</td>
<td>Flex Day: Review Outlines Work on Group Presentations</td>
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<table>
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<tr>
<th>Week 3</th>
<th>Due July 1</th>
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<tbody>
<tr>
<td>6/25</td>
<td>Speech prep &amp; Group Work</td>
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<td>Individual assessment</td>
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<td>6/26</td>
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<td>Group Presentations</td>
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<td>6/28</td>
<td>Group Presentations Speech workshop</td>
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<td>Draft 2 Outline on BB</td>
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<td>Discussion 4: Conflict</td>
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<th>Due July 8</th>
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<td>7/2</td>
<td>Individual Presentations</td>
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<td>7/4</td>
<td>INSTITUTIONAL HOLIDAY</td>
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<td>Discussion 4</td>
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<td>Individual presentations</td>
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- CH= Chapter
- GP=Group
- BB=Blackboard

NOTE: Calendar subject to change pending class progress assessment