

DAVID ECCLES SCHOOL OF BUSINESS/DEPARTMENT OF MANAGEMENT
MGT4810: BUSINESS & PROFESSIONAL COMMUNICATION
DR. KATHRYN A. CAÑAS/FALL 2009

Day and Time: Tuesday & Thursday 9:10am to 10:30am
Room: WEB 1248
Instructor: Kathryn A. Cañas, PhD (Kate)
Office: BuC 33
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Purpose

MGT 4810 Business & Professional Communication is an advanced business communication course focused on public speaking and writing in a business context. The purpose of this course is to blend communication theory with intensive skill building as a way to help students improve their ability to communicate successfully in the business world.

Learning Objectives

- To increase your awareness of your strengths and weaknesses as a communicator.
- To enhance your proficiency as a communicator, regardless of current skill level.
- To improve your ability to help others evaluate and develop their communication effectiveness.
- To demonstrate the ability to apply the principles of effective public speaking and writing in a business context.
- To engage in meaningful self analysis by examining videotaped presentations, reviewing written and verbal feedback, and participating in the revision process.
- To begin building your career management portfolio including value proposition, résumé, cover letter, and networking skills.

Required Text

Analytical thinking and integration are important elements of the educational process. To maximize your learning, you are expected to read and process materials on your own as well as in class.

- Philip C. Kolin, *Successful Writing at Work, 8th Edition*, Boston: Houghton Mifflin, 2007.
- Reading Packet, *Harvard Business Review* articles (Dr. Cañas will provide information on how to purchase the reading packet).
- Recommended: Christine A. Hult and Thomas Huckin, *The Brief New Century Handbook 4th Edition*, 2007.

Pedagogical Philosophy

My pedagogical philosophy is based on the significance of dialogue in the classroom. In other words, through the conversations and discussions that we have in the classroom, knowledge is created. Within this pedagogical framework, the creation of a safe space is critical; students should feel comfortable articulating their opinions. If your opinion differs from mine or from those of your classmates, please feel free to express it—such freedom will facilitate the creation of a productive, meaningful learning community.

Student Absences

Excused Absences: Students absent from class to participate in an officially sanctioned University activity (e.g., band, debate, student government, intercollegiate athletics) or religious obligation, or with instructor's approval, shall be permitted to make up both assignments and examinations. The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of the student's orderly completion of course requirements. Such units must provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students must deliver this documentation to their instructors, preferably before the absence but in no event later than one week after the absence (PPM 9-7 Sec 15).

The Americans with Disability Act

The University of Utah David Eccles School of Business seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services (<http://disability.utah.edu/>) 160 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Scholastic Behavior

All students are expected to uphold standards of academic honesty. Failure to do so (plagiarism, cheating, etc.) may result in: failure of the assignment, failure of or expulsion from the class, or expulsion from the University.

According to the "Code of Student Rights and Responsibilities," Section 1 General Provisions and Definitions, "Academic misconduct" includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

Grading Policy

A - Excellent Performance/Superior Achievement

An A student is one who understands the content and learning objectives thoroughly, completely, and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams, and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.

B - Good Performance/Substantial Achievement

A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams, and class projects, and will have participated constructively in class discussion. A B student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.

C - Standard Performance and Achievement

A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.

D - Substandard Performance/Marginal Achievement

A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future endeavor. A D student will not have completed all assignments in a satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.

E - Unsatisfactory Performance and Achievement

An E student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An E student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An E student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.

Requirements

Graded Exercises

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| • Exercise: Tell Us a Story | 5 |
| • Exercise: Expression Through Narrative | 5 |
| • Exercise: Crafting an Effective Negative Message | 5 |
| • Exercise: Email Analyses and Revisions | 5 |
| • Exercise: Networking Activity | 5 |

Graded Assignments

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| • Assignment 1: Career Management | |
| - Résumé | 5 |
| - Cover Letter | 5 |
| - Elevator Speech | 5 |
| • Assignment 2: Informative Memo | 5 |
| Informative Presentation | 5 |
| • Assignment 3: Persuasive Letter | 5 |
| Persuasive Presentation | 5 |
| • Assignment 4: Persuasive Report | 10 |
| Persuasive Presentation | 10 |
| • Assignment 5: Communication Skills Self Assessment | 20 |

Course Calendar

(Note: The reading assignment listed on a specific day is due on that day.)

WEEK 1	INTRODUCTION & SELF ANALYSIS
August 25	<ul style="list-style-type: none">• Topic: Introduction to course and to each other• Topic: Detailed discussion of syllabus, assignments, & expectations
August 27	<ul style="list-style-type: none">• Topic: Public speaking & writing as essential career building skills• Exercise: Self analysis—examining your strengths and weaknesses as a communicator

Part One: Advanced Public Speaking & Persuasion

WEEK 2	ETHOS, PATHOS, & LOGOS
<i>September 1</i>	<ul style="list-style-type: none">• Topic: Aristotle's three means of persuasion• Topic: Developing ethos through audience-centered communication• Exercise: Styles analysis• Reading/HBR article: Conger, "The Necessary Art of Persuasion"
<i>September 3</i>	<ul style="list-style-type: none">• Topic: Developing ethos through audience-centered communication• Exercise: Analysis of Bill Clinton's Memorial Day Speech

WEEK 3	ETHOS, PATHOS, & LOGOS
<i>September 8</i>	<ul style="list-style-type: none">• Topic: Developing pathos through emotional appeal• Topic: Using storytelling as rhetorical strategy• Reading/HBR article: McKee, "Storytelling: That Moves People"• Reading/HBR article: Guber, "The Four Truths of the Storyteller"
<i>September 10</i>	<ul style="list-style-type: none">• Topic: Developing pathos through emotional appeal• Exercise: "Tell us a story—My scariest, funniest, or most embarrassing moment"

WEEK 4	ETHOS, PATHOS, & LOGOS AND DELIVERY
<i>September 15</i>	<ul style="list-style-type: none">• Topic: Developing logos through organization & argument• Exercise: Organizing a presentation and crafting a clear argument
<i>September 17</i>	<ul style="list-style-type: none">• Topic: Mastering a kinesthetic, authentic delivery• Reading/HBR articles:<ul style="list-style-type: none">Morgan, "The Kinesthetic Speaker"Morgan, "How to Become an Authentic Speaker"

WEEK 5	DELIVERY
<i>September 22</i>	<ul style="list-style-type: none">• Topic: Mastering a kinesthetic, authentic delivery• Exercise: "Expression through narrative"

Part Two: Business Writing

WEEK 5	ENHANCING CLARITY IN YOUR WRITING
<i>September 24</i>	<ul style="list-style-type: none">• Topic: Enhancing clarity in your writing<ul style="list-style-type: none">- Paragraphs, sentences, & words- Documenting sources- Planning, drafting, revising, editing• Exercise: Paragraph and sentence revisions• Reading: Kolin, <i>Successful Writing at Work</i> Chapter 2 and pgs.: 352-382; 723-739

WEEK 6	GENERAL TOPICS ON EFFECTIVE BUSINESS WRITING
<i>September 29</i>	<ul style="list-style-type: none">• Topic: Business writing<ul style="list-style-type: none">- Dimensions of effective business writing- Three basic models of persuasive business writing- Characteristics of job-related writing- Ethical writing in the workplace• Reading: Kolin, <i>Successful Writing at Work</i>, Chapter 1
<i>October 1</i>	<ul style="list-style-type: none">• Topic: Business writing<ul style="list-style-type: none">- Creating goodwill in your writing- Writing negative messages• Exercise: Crafting an effective negative message

WEEK 7	MEMOS & LETTERS
<i>October 6</i>	<ul style="list-style-type: none">• Topic: Memos<ul style="list-style-type: none">- Memo protocol and company politics- Functions of memos- Memo format, style, and tone- Strategies for organizing a memo• Reading: Kolin, <i>Successful Writing at Work</i>, pgs.: 117 to 127
<i>October 8</i>	<ul style="list-style-type: none">• Topic: Letters<ul style="list-style-type: none">- Letter formats; parts of a letter- Organizing a standard business letter- International business correspondence- Types of business letters• Reading: Kolin, <i>Successful Writing at Work</i>, Chapters 5 & 6

Week 8: *October 13 & 15: Fall Break*

WEEK 9	CRAFTING PROFESSIONAL EMAILS
<i>October 20</i>	<ul style="list-style-type: none">• Email<ul style="list-style-type: none">- Guidelines for using email- Business email vs. personal email- Email messages are legal records- Email vs. other types of business communications• Reading: Kolin, <i>Successful Writing at Work</i>, pgs.: 120 to 140
<i>October 22</i>	<ul style="list-style-type: none">• Exercise: Email analyses and revisions

Part Three: Career Management

WEEK 10	CAREER MANAGEMENT
<i>October 27</i>	<ul style="list-style-type: none">• Topic: Articulating your value proposition• Topic: Crafting an effective, persuasive résumé• Reading: Kolin, <i>Successful Writing at Work</i>, Chapter 7
<i>October 29</i>	<ul style="list-style-type: none">• Exercise: Value proposition worksheet• Exercise: Revise most recent résumé

WEEK 11	CAREER MANAGEMENT
<i>November 3</i>	<ul style="list-style-type: none">• Topic: Crafting an effective, persuasive cover letter• Exercise: Revise most recent cover letter
<i>November 5</i>	<ul style="list-style-type: none">• Topic: Developing networking skills• Exercise: Networking activity

Part Four: Skill Building

WEEK 12	ASSIGNMENT 1: CAREER MANAGEMENT
<i>November 10</i>	<ul style="list-style-type: none">• Workshop: Work on résumé, cover letter, and elevator speech
<i>November 12</i>	<ul style="list-style-type: none">• Due: Résumé, cover letter, and elevator speech

WEEK 13	ASSIGNMENT 2: INFORMATIVE MEMO & PRESENATION
<i>November 17</i>	<ul style="list-style-type: none">• Workshop: Work on informative memo on ethical communication and related presentation
<i>November 19</i>	<ul style="list-style-type: none">• Due: Memo and presentation

WEEK 14	INDIVIDUAL VERBAL FEEDBACK FROM DR. CAÑAS
<i>November 24</i>	<ul style="list-style-type: none">• Workshop: Dr. Cañas will provide each student with verbal feedback on specific skills that she would like the student to work on for assignments 3, 4, and 5.
<i>November 26</i>	Thanksgiving Break—No Class

WEEK 15	ASSIGNMENT 3: PERSUASIVE LETTER & PRESENTATION
<i>December 1</i>	<ul style="list-style-type: none">• Workshop: Work on persuasive letter (sales, special request, etc.) and related presentation
<i>December 3</i>	<ul style="list-style-type: none">• Due: Letter and presentation

WEEK 16**ASSIGNMENT 4: PERSUASIVE REPORT & PRESENTATION***December 8*

- Workshop: Work on persuasive report and related presentation

December 10

- Due: Report and presentation

FINAL ASSIGNMENT**ASSIGNMENT 5: COMMUNICATION SKILLS SELF ASSESSMENT (due date TBA)**