

Seattle University's Albers School of Business & Economics
Fall Quarter 2018 – Business Communications 2800-2
Sept. 26-Dec. 10; Professor Jimm Brown, Instructor
Class Days/Hours: Monday, Wednesday, Friday; 9:20-10:45a; Pigott 200

Office Hours: Following Class

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**Text: *BCOM 9th Edition*, by Carol M. Lehman, Debbie D. DuFrene, Robyn Walker.
Cengage Learning**

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OVERVIEW

This syllabus outlines the topics to be covered in BCOM 2800. The purpose of the course is to prepare you for business communications in the world of work, be it private, public, or non-profit sectors. We will also touch on the impact of company cultures, and employee interaction.

Upon successfully completing the course, you will know how to prepare business memos, emails and letters. We will also deal with inappropriate emails, texts and social media messages that may seem innocent, but have led to complications, complaints and/or lawsuits that threaten not only the organization but the employees who wrote them.

Additionally, you will prepare a resume and a cover letter addressed to a prospective employer, as well as go through mock employment interviews.

The class will take advantage of unforeseen current events as they occur. *Thus, this syllabus is a guide and may be revised to accommodate those opportunities as warranted. The hope is that the learning process will be enhanced examining these real-life situations through a Socratic prism.*

CLASS PARTICIPATION

Class participation will be expected and encouraged. Open and honest discussion of curriculum and current events will enhance topics and help you understand and appreciate opinions which may be contrary to your own. You will be expected to engage in class discussions. Failure to do so may impact your grade. Also, it is not uncommon to find that some of the best ideas come from some of the least verbal members of a group.

Attendance will be taken at the beginning of class. You will be expected to arrive on time. If you are more than 10 minutes late, it will be noted and you will be docked.

After all, attendance is an essential and intrinsic component of the education process and your professionalism. Being present is necessary to achieve course objectives. Absences may be excused at the discretion of the instructor.

PLAGIARISM

Seattle University is committed to the principle that academic honesty and integrity are important values in the education process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Seattle University Academic Integrity Policy. The policy can be found at: www.seattleu.edu/registrar/policies.aspx.

GRADING

Grading will be determined based on attendance, discussion, writing assignments, mid-term and final exams. In addition to the job preparation projects, the class will research and write a summary of a controversial or awkward situation that a company/organization finds itself in during the quarter. Expect to write a bad-news message for public distribution; and a good-news message for internal use within an organization. Written assignments are due on the date assigned. Late assignments may be accepted with a penalty of 50 percent of the on-time score. Excused absences will be determined by the instructor.

The grading scale is as follows:

Attendance & Class Participation	25%
Writing Assignments	25%
Mid-Term	25%
Final Exam	25%

The grading breakdown is listed below:

A = 94 – 100	4.00
A- = 90 – 93	3.70
B+ = 87 – 89	3.30
B = 84 – 86	3.00

B- = 80 – 83	2.70
C+ = 77 -79	2.30
C = 74 – 76	2.00
C- = 70 – 73	1.70
D+ = 67 – 69	1.30
D = 64 – 66	1.00
D- = 61 -63	0.70
E = 0 – 60	0.00

LEARNING OBJECTIVES:

Successful completion of BCOM 2800 is designed to benefit you greatly as you start your career. Learning objectives will include the ability to:

- ✓ write appropriate messages in the workplace
- ✓ determine which media to use in a given situation
- ✓ listen to messages aware of your bias, if not free of bias
- ✓ tailor your message to a given audience
- ✓ present brief and medium length speeches
- ✓ conduct yourself appropriately in a job interview
- ✓ read stress-filled situations
- ✓ become a good listener

ELECTRONICS:

Although some students feel they are capable of multi-tasking, and that the use of electronic devices in class is not a distraction, they *will not be allowed* in class, unless instructed to use them. Please take notes in class by hand.

Your assignments, however, must be done on a computer.

BCOM 2800-2 Mon-Weds-Friday; 9:20-10:45AM PIGOTT 200

DATE	CONTENT	ASSIGNMENT
Wednesday, Sept 26	<p>Introductions; why & how we communicate.</p> <p>Factors that interfere with listening.</p>	<p>Read <i>BCOM 9</i>, Chapters 1 & 2 with emphasis on listening, nonverbal communication and the Johari Window.</p> <p>Overview of quarter.</p>
Friday, Sept 28	<p>How to “read” co-workers and supervisors; the value of self-awareness and E.Q. Working in team.</p>	<p>Read <i>BCOM 9</i>, Chapters 3 & 4 with emphasis on knowing your audience; perception and which medium or media to employ; and bias-free language.</p> <p>In preparation for your mock job interview, go to Redhawk Network to review and select an internship/job.</p>
Monday, Oct 1	<p>Proper and improper use of electronics: People engage in a variety of ways.</p> <p>Words have power. You cannot “un-ring” a bell. Using bias-free language and “fake news.”</p>	<p>Read <i>BCOM 9</i>, Chapter 5, Communicating Electronically. Class discussion to include corporate/government policies on digital communication; social media benefits and mistakes. Employee right to free speech differs from 1st Amendment.</p> <p>How would you modify those policies? Be prepared to defend your position. Comedian Kathy Griffin, Chinese activist Ai Weiwei, author Reza Aslan – who’s right, who’s wrong?</p>
Wednesday, Oct 3	<p>Persuasive strategies, messages, and requests.</p> <p>How executives process your messages.</p>	<p>Read <i>BCOM 9</i>, Chapters 6-7-8, Delivering good-news, bad-news and persuasive messages, respectively.</p> <p>Writing tips to keep in mind – know your audience, know your media, keep perspective in mind.</p>
Friday, Oct 5	<p>Evaluating scandals and awkward situations: What would mitigate negative situations?</p>	<p>Bring list of scandals to be evaluated by class based on ethical and legal implications, et. al.</p> <p>Expect to defend your position as though you were advising the individual or corporation.</p>
Monday, Oct 8	<p>Seeking Employment: Writing resumes and cover letters. Bring completed/ APC approved resume & cover letter to class by Monday, Nov. 19</p>	<p>Read <i>BCOM 9</i>, Chapters 13, Preparing Resumes & Application Messages and Chapter 14, Interviewing for a Job & Preparing Employment Messages. Prepare your resume and cover letter to apply for an internship/job selected from Redhawk Network.</p> <p>Bring your current resume (hard copy) to class Weds, October 10.</p>
Wednesday, Oct 10	<p>Resume & Cover Letter - Albers Placement Center Presentation</p>	<p>Special Presentation by Megan Spaulding, Mgr. APC. Make appointment with APC in class to refine your resume. <i>Failure to honor your appointment will impact your grade.</i> Due in class Monday, Nov. 19 (hard copy).</p>
Friday, Oct 12	<p>“Ready-Fire-Aim!” Recognizing different personality types & styles</p>	<p>Management Styles & Cultures Ethnocentric bias and perceptions can tangle you up. How Great Leaders Inspire; Simon Sinek’s TED TALK</p>
Monday, Oct 15	<p>Crisis Management</p>	<p>It’s not a matter of “if” but “when.” All organizations experience crisis and change. Some changes are small and seemingly inconsequential, others are monumental. What is important is your reaction to them.</p>
Wednesday, Oct 17	<p>The Problem of Motivation. The Candle Problem. Writing Tips</p>	<p>Dan Pink explains why sometimes it helps to look at problems from a different perspective. (TED TALK) Megan Phelps-Roper: How to Listen to Opposition Thoughts</p>
Friday, Oct 19	<p>Navigating Change: Mandela, Merkel & Mulally</p>	<p>Be prepared to offer examples of your experiences with change, and the experiences of others. How was the change communicated to members of your group? How did you respond? How could it have been handed differently to make you feel comfortable with the change?</p>
Monday, Oct 22	<p>MID-TERM</p>	

Wednesday, Oct 24	Ethics in the workplace	Bring examples of ethical behavior when the situation could have easily gone the other way.
Friday, Oct 26	A) Body language – the value of power posing. B) Scandal Exercise #2	Harvard Prof. Dr. Amy Cuddy explains her work on mind/body connections (TED TALK). And additional information on the influence of mind/body connections
Monday, Oct 29	Organizational Change	Organizational change [with Sheryl Sandberg, Steve Jobs, Bill Gates, Mary Barra, Martha Stewart and Oprah] Networking and small talk exercises.
Wednesday, Oct 31	Doing well by doing good. Bring examples.	Corporate Social Responsibility: Benefits and Perils. Ask Amazon, Starbucks, Target, etc. Come prepared to give examples and evaluations of CSR projects.
Friday, Nov 2	Small Talk at Work. The Political Divide.	How to start a conversation with strangers. The perils of discussing politics at work.
Monday, Nov 5	Scandal Exercise	
Wednesday, Nov 7	Hostile Work Environments: Harvey Weinstein for example	Determine what constitutes a hostile work environment. It is not always as clear and obvious as conditions in the Weinstein Group.
Friday, Nov 9	Failing Forward	Meet 15 people who failed before becoming successful and well-known
Monday, Nov 12	Veteran’s Day	No Class
Wednesday, Nov 14	Implicit Bias	The dangers of implicit bias and how to recognize it
Friday, Nov 16	Ethics in the workplace	Guest speaker: You – Bring examples of ethical solutions to problems in your field of interest. Free-Writing exercise - per (Megan Phelps-Roper) subject
Monday, Nov 19	Job interview techniques and tips	Resume and cover letter due. Bring hard copy to class.
Wednesday-Friday, November 21 - 23	Thanksgiving Break	No Class
Monday, Nov 26	The best type of boss and team for you?	The differences between leaders and managers; those who provide great details vs. minimal instructions.
Wednesday, Nov 28	Alan Mulally’s Open Communication Style & Tips	Note the differences between leaders and those who fall short.
Friday, Nov 30	Leaders Who Inspire	Simon Sinek’s research on leaders’ approaches
Monday, Dec 3	Seeking Employment: The Interview	Mock job interviews in class
Wednesday, Dec 5	Seeking Employment: The Interview	Mock job interviews, Day II (as needed)
Friday, Dec 7	Your Elevator Pitch; Scandal Exercise	Last Class Day
Monday, Dec 10;	BCOM Final Due by 11:50AM	

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Critical Factors for Tests & Papers

Papers and tests will be evaluated based on these critical elements:

- Turned in on time using Canvas (unless instructed otherwise)
- Well organized and thought-out; demonstrating the ability to convince me your argument is sound, containing critical thinking
- Respect for grammar, syntax, spelling and punctuation
- Use of APA style, and proper credit to sources
- Typo-free

University Resources & Policies

Academic Resources:

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

Academic Policies on Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in **Loyola 100, (206) 296-5740**. Disability-based adjustments to course expectations can be arranged only through this process.

Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oiie@seattleu.edu; phone: 206.296.2824) University Resources and Policies