OVERVIEW

This course emphasizes superior written, oral, and visual communication for today’s technological, global, and diverse business environment. You will learn to craft accurate, sophisticated, and persuasive messages tailored to appropriate audiences. You will improve vital interpersonal skills: listening, assessing nonverbal messages, and giving and accepting critical feedback. You will master basic business forms (emails, letters, and reports), prepare job placement materials (cover letters and resumes), study successful interview techniques, and give multiple brief oral presentations. You will also explore the importance of creative, flexible thinking.

I’m eager to get to know you and help you develop strong, effective communication skills that carry you far in life. You can read about my professional background and teaching philosophy on my Canvas bio.

COURSE GOALS

♦ Recognize varying approaches for interpersonal and group communication in the business environment.
♦ Understand complex communication forms; audience analysis; and message crafting, revision, and delivery.
♦ Strengthen oral and written communication through attention to accuracy, emphasis, active word choice, coherence, and persuasiveness.

METHODS

♦ Read Business Communication 7 (eds. C. Lehman & D. DuFrene) and supplemental materials.
♦ Complete regular micro-assignments (oral and written) to enhance speed and professionalism.
♦ Collaborate with other class members to gain insights from one another’s diverse backgrounds.
♦ Develop cover letters/resumes (with resume assistance from the Albers Placement Center).
♦ Evaluate examples of business communication (including web pages) to analyze what works and what misses the mark (and why), as well as how to recommend improvements.
♦ Conduct research using the SU Library business databases (http://libguides.seattleu.edu/business).
♦ Give a final business presentation with compelling visuals and clear, effective delivery.

REQUIRED TEXTS

♦ Lehman, C., & DuFrene, D. (Eds.). (2016). Business communication (7th ed.). Cincinnati: Cengage. [You must have this textbook—no ebooks—and bring it to all sessions.]
♦ Other – various articles, websites, and other online sources.
Recommended: Brooks, B.S., Pinson, J.L., & Gaddy Wilson, J. (Eds.). (2012). Working with Words (8th ed.). New York: Bedford–St. Martin’s. Although focused on media, this book remains one of the clearest grammar and writing resources for all communication forms.

**REQUIRED MATERIALS (for every class session)**

- Lehman textbook
- Dedicated notebook for course notes/activities
- Dedicated folder for ALL course materials
- PENCIL & 2 different color pens
- 2-3 color highlighters
- Small pocket stapler
- Post-it small colored flags
- Sense of humor!

**CONTACTING ME**

I check email often during regular business hours, but may not respond until the next business day, depending on when I receive messages. Use only your SU email because Hotmail and Gmail messages often disappear into the Clutter folder. Do not use CANVAS to correspond with me!

**ACADEMIC RESOURCES**

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

**ACADEMIC POLICIES ON REGISTRAR WEBSITE** ([https://www.seattleu.edu/redhawk-axis/academic-policies/](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 RE: 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 mental health condition) that interferes with your performance in this class, please arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations require these arrangements.

**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, visit [https://www.seattleu.edu/equity/](https://www.seattleu.edu/equity/). If you have questions or concerns, you may directly contact the Title IX Coordinator in the Office of Institutional Equity ([oie@seattleu.edu; 206.296.2824](mailto:oie@seattleu.edu;206.296.2824)) University Resources and Policies.

**COURSE PROTOCOL**

I intend to conduct class in a manner respectful of gender/identity, age, race, ethnicity, disability, sexual orientation, socio-economic status, and culture. Please show the same respect to one another. If you ever feel uncomfortable during a class session, see me right away. Also, if you’re the primary caregiver for a relative or close friend who’s critically ill, or if you’re an expectant birth partner, please let me know.
COURSE GUIDELINES

♦ Preparation, Contribution, and Attendance: Instead of “lecture, study, exam,” we will work together to create knowledge through active learning. You’ll prepare materials for each class session; then we will more deeply explore topics together. You’ll often work collaboratively on case studies, mock business scenarios, and other activities to encourage cooperation, inspire new ideas, and strengthen oral communication. Because this active format requires your presence, you will jeopardize your grade by missing any class sessions. Except in emergencies, stay in the class until break or end of session.

In this course, “preparation” does not count for “contribution.” You may be 100% prepared every class, but how will we know? Contribution means active engagement: answering questions about homework, asking questions for clarification, offering examples from outside of class, participating in small groups, and creating space for all voices to speak.

Your success depends on your investment. Past students report that this course raises other course grades, improves internship and scholarship candidacies, and assists selection for other programs (plus, future employment and advancement!) ... but only if you put in your best effort.

♦ Homework, Exams, and Submission Policies: This course moves quickly with numerous graded assignments. All course content—including class activities—are fair game for quizzes and exams. If you will miss a class, or if you encounter difficulties, contact me immediately. (Always obtain notes from someone who takes good ones.) Late materials may be penalized for each day late. Quizzes occur at the start of class and may not be made up; thus, I will drop the lowest score when calculating grades. All presentations and exams must be delivered or taken as scheduled.

Use Microsoft Word, unless directed otherwise. No RTFs, Google Docs, PDFs, JPGs, OneDrive links, etc.

Instructions may seem “picky,” but they train you to pay attention to detail—a skill you don’t acquire magically upon graduation. In a career, failing to follow instructions or missing deadlines may jeopardize your job or a promotion. Develop those skills now, when the stakes are lower.

♦ Grace Period: You may submit one Microessay (no oral presentations, quizzes, or exams) two days late, no questions or penalties.

♦ CANVAS: Check at least a week ahead for readings/materials, assignments, due dates, etc. Read details on session modules carefully, not just the Assignments overview page. (To ensure learning outcomes, I may alter sessions, material covered, or due dates.)

♦ Laptops and mobile devices: Using any technology except as part of designated activities will lower your “Professionalism” grade. (If you are expecting an emergency call, tell me in advance.) You may not audio/videotape class sessions without my prior written approval.

♦ Teamwork: As in the workplace, you will engage in regular group discussions and tasks. Exchange contact information, offer your best collaborative work, and seek to tap into each individual’s expertise. (Your individual grade will never depend on anyone else’s performance.)

♦ Writing Expectations: I provide detailed rubrics for major assignments. Check all work against assignment details and rubrics. Always proofread your work/communication (including emails to me and other faculty/staff) for grammar, punctuation, and tone before submitting or hitting send. (Ask, “What does this message convey about me and my professionalism?”) We will review key writing points and revision strategies to develop strong, concise writing. But this course assumes strong competency in basic language skills and grammar. Seek outside help if you struggle. Non-native speakers of English might consider working with English Language and Culture Bridge (ELCB) tutors (www.seattleu.edu/academics/bridge/).
**Your Ongoing Feedback:** After multiple sessions, you will complete brief evaluations on course organization, level of challenge, comprehension, etc. If I receive your feedback during the term, I can make adjustments that help you, whereas end-of-course evaluations don’t benefit your experience.

**Academic Integrity:** “Seattle University asserts that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty or fraud will be addressed according to the Academic Integrity Policy.” [Full policy in CANVAS Resources Module.]

Cheating of any kind will result in consequences— from a failing assignment or course grade to suspension, depending on the violation. [If you have taken this class before, you may not re-use BCOM materials.] Take pride in your work to ensure your grade reflects your abilities and contributions. Cutting corners now sets you up to be exposed later as inept or a fraud. At best, you may be embarrassed—at worst, fired.

SU Writing Center & ELCB tutors—all trained University writing representatives—can help your writing while protecting your academic integrity. Such consultations do not constitute academic dishonesty.

**NOTE:** This intense course gathers momentum every week. You’ll need to put in the necessary attention from the start, or you’ll struggle later. Be organized, follow instructions, and ask me for help at any time.

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**Grading Breakdown** (All categories explained in detail on CANVAS according to due dates/relevance.)

- 12% = Variable in-class and homework assignments*
- 4% = Microessay & Micropresentation 1 (2% each)
- 10% = Microessay & Micropresentation 2 (3% each), Microessay 3 (4%)
- 5% = Unscheduled quizzes
- 8% = Resume (2%) & Cover letter (6%)
- 12% = Midterm exam
- 15% = Final exam
- 18% = Final project [written report & presentation]
- 10% = Class Contribution
- 6% = Professionalism [description on CANVAS]

*I provide varying “lead times” on deadlines to help you develop critical real-life skills: working under pressure, handling competing expectations, and managing your time.

**Grading Scale**  
**Note:** Final letter grades will reflect weighted averages. Instructor judgment prevails in all borderline cases.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98–100%</td>
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<tr>
<td>A</td>
<td>93–97%</td>
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<tr>
<td>A-</td>
<td>90–92%</td>
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<tr>
<td>B+</td>
<td>88–89%</td>
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<tr>
<td>B</td>
<td>83–87%</td>
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<td>B-</td>
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<td>C+</td>
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<td>D+</td>
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<td>D-</td>
<td>60–62%</td>
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<td>F</td>
<td>59.9% and below</td>
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**The SU grading system does not allow an A+, and 98+ will remain “A” on your transcript. But if you show such exceptional performance, I will write a commendation for your employment portfolio (and cc your department chair).**