This syllabus is subject to change. Please make sure you have the version with the most recent date.

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REQUIRED TEXTBOOK  
BCOM9 – 9th Edition  
Carol M. Lehman and Debbie D. DuFrene  
https://www.cengage.com/c/bcom-9e-lehman/9781337116848

COURSE DESCRIPTION

Understanding how to communicate effectively in the workplace is essential to success. Business communication does not take place in a vacuum, but is impacted by various strategic forces, including legal and ethical constraints, diversity challenges, changing technology, and team environments. Nonverbal communication, listening, and group communication are critical interpersonal skills in today’s organizations. Individuals and groups via both traditional and electronic settings, which must be managed successfully to ensure that organizational goals are met.

Effective spoken and written communication involves a process of careful analysis, planning, adaptation, and organization that precedes the actual delivery of the message. During this course you will learn the different types of business communications and methods used to create the desired outcome. We will review how to prepare written drafts and understand the importance of proofreading for accuracy and grammar. In the process you will prepare letters, memos, and a variety of electronic messages, as well as formal reports and business presentations.

Learning persuasive principles are important in face-to-face business relationships, as well as in written communications. We will focus on knowing your audience and gauging timing of delivery for maximum result. Persuasion is especially important when you need to motivate people to action, such as selling a product, a service, or helping motivate them in a workplace setting; gaining acceptance of an idea; or collecting money.

You will also learn the importance of careful and thorough research for meetings, memos, reports, and presentations.

During this course you will be submitting papers (hardcopy and electronic), doing speeches, working collaboratively in teams, and doing presentations to the class.
You will also take the Seattle University Academic tutorial which is a requirement to complete this course.

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
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| Week 1 | ESTABLISHING A FRAMEWORK FOR BUSINESS COMMUNICATION  
Introductions  
Email Signatures  
Why Business Communication is Important  
Know Your Audience  
Syllabus Review  
Assignments of Business Projects  
Finding Sample Reports, Presentations |
| Week 2 | FOCUSING ON INTERPERSONAL AND GROUP COMMUNICATION  
PLANNING AND DECISION MAKING  
Where Personal and Professional Communication Intersect  
Team Exercises  
Elements of Planning  
When is a Decision, a Decision? |
| Week 3 | PREPARING WRITTEN MESSAGES AND COMMUNICATING ELECTRONICALLY  
General Business Writing Basics  
Grammar  
Choosing the Most Effective Platform  
Social Media |
| Week 4 | DELIVERING GOOD, BAD, AND NEUTRAL NEWS  
Nonverbal Communications  
Perception  
Listening  
Dealing with Difficult People  
Delivering Constructive Criticism (In-Class Exercises) |
| Week 5 | DELIVERING PERSUASIVE MESSAGES  
In-Class Exercises  
How to Sell Your Goal  
MID-TERM |
| Week 6 | UNDERSTANDING, RESEARCHING, AND USING DATA IN REPORTS  
Library Speaker  
Memos and Email Messages  
Researching for Credibility  
Accurate and Appealing Graphics |
| Week 7 | ORGANIZING AND PREPARING REPORTS  
Creating a Policy Memo (Assignment and In-Class Exercise) |
| Week 8 | DESIGNING AND DELIVERING BUSINESS PRESENTATIONS  
Why Give a Presentation? |
Elements of Effective Presentations
Assignments and Team Presentations

Week 9
PREPARING RESUMES AND APPLICATION MESSAGES
My Resume (Assignment and In-Class Exercise)
Guest: SU Placement Center

Week 10
INTERVIEWING FOR A JOB AND FOLLOW-UP
Team Exercise

Week 11
FINALS
Written and Oral Presentations

LEARNING OBJECTIVES

The objectives include developing an appreciation and understanding of the practice of communication in all major forms. Specifically, this course will focus on:

1. Developing skills in presenting short and long speeches. Skills include organizing speech, use of words, use of your voice, use of appropriate body language, and use of voice tone.
2. Writing memorandums, business letters, email, and formal business reports with a specific audience and goal in mind.
3. Using the resources of Seattle University's library to produce a report about select companies and/or organizations assigned by your instructor.
4. Developing a professional résumé and appropriate interviewing skills.
5. Understanding and utilizing some technical aspects of communication such as: Visual Aids, Email, PowerPoint, and Word Processing.
6. Defining communication and describe the value of communication in business.
7. Discussing how information flows in an organization.
8. Explaining how legal and ethical constraints, diversity challenges, changing technology, and team environment act as contextual forces that influence the process of business communication.

LEARNING OUTCOMES

It is expected that upon completion of this course, you will be able to:

- Demonstrate skills in presenting short and long speeches.
- Write memorandums, business letters, email, and formal business reports with a specific audience and goal in mind.
- Develop a professional résumé and have strong interviewing skills.
- Understand and utilize technical aspects of communication such as: Visual Aids, Email, PowerPoint, and Word Processing.
- Be able to define communication and describe the value of communication in business. Be able to explain how legal and ethical constraints, diversity challenges, changing technology, and team environment act as contextual forces that influence the process of business communication.

LEARNING ASSESSMENTS
Your performance will be evaluated based on individual assignments, team assignments, active and consistent class participation, and a final exam.

Grades will be calculated based on the following components:
- Class Attendance
- Class Participation
- Writing
- Midterm and Final Exam
- Assignments
- Project Deliverable
- Final Exam
- Final Report
- Final Presentation

COURSE REQUIREMENTS

Overview
The course will include instructor lectures, instructor-led discussions, case analyses, videos, group/team discussions and exercises, and experiential situations and role-playing for learning.

1. BE PREPARED FOR CLASS AND DO YOUR ASSIGNMENTS: You are expected to do the required reading in advance of each class, prepare for class as assigned, download and/or prepare assignments as assigned, and be prepared to present your thoughts on all assigned material. Your instructor will ask questions in class and you are expected to be prepared to answer thoughtfully.

   All Papers Should Be Submitted via Canvas assignments uploads by the date and time it is due as listed in Canvas Assignments. Papers must be submitted in Microsoft Word or RTF form. Any other formats will not be accepted. This includes Apple Pages, PDF, ODT, text documents, Google Docs, etc.

2. ATTENDANCE: Attendance and respectful participation in class is a way you can positively influence your grade. Late arrival to class is a disruption to your classmates. You are expected to be on time.

   Attendance is taken the first 10 minutes of class. If you arrive at class after 10 minutes for any reason, you are considered absent. If you leave class for more than 10 minutes, or leave more than 10 minutes early, for any reason, you are considered absent. In business, it is critical to be early and on time and "present" during business communications sessions.

   It is your responsibility to sign the roll sheet each day that you attend. If you attend a class but do not sign the roll sheet unfortunately, you will not receive retroactive credit for attendance.

   If you miss a class session you lose points for attendance and class participation.

   You are expected to attend the full length of class.
3. LIBRARY RESEARCH:
   a. As part of this course, you are required to do on-site library research at the Seattle University Library.

4. RESUME REVIEW:
   a. As part of this course, you are required to do an on-site resume review with the Albers Career Center, scheduled by appointment, in advance. If you do not show up for your appointment, you lose points for the assignment.

5. CLASS PARTICIPATION:
   a. Active participation in all class sessions is required and essential. Active participation means visible, vocal, and reflective engagement in your personal learning process as well as that shared by other students in the course.
   b. Visible participation is evidenced by active and positive non-verbal engagement.
   c. Vocal participation is evidenced through the appropriate and insightful posing of questions and thoughtful and meaningful contribution to responses of other students in group activities and class discussions.
   d. Reflective participation is evidenced through the thoughtful, individual introspection of each student and its expression within the classroom.
   e. Evaluation of student contributions to the course will be conducted by the instructor and possibly through a peer rating form. Final determination of the grade assigned for this component of the course is at the discretion of the instructor.
   f. Your class participation score is also based on your attendance.

6. TEAMS:
   a. You will be sitting in pre-arranged teams during some of your class sessions. The goal is to help you meet other students and work together in diversified groups.
   b. You will have many opportunities to work with classmates. If you are working together on a project, please do your share and address problems early in the collaboration instead of at the last minute. If you are commenting on a classmate’s work or ideas, give helpful advice and genuine praise. Ensure that your cell phone or pager is off to reduce distractions. Finally, ours is a classroom where diversity is welcomed.

PAPERS:
All papers, whether submitted electronically or hard copy, must have the following on them:

Your name
BCOM-2800-01
Title of paper or assignment

When sending an email put this in the subject line along with the topic of the email:

SU BCOM-2800-01 [your name] [assignment topic]

When uploading papers please save them with the following file name format:

SU BCOM-2800-01 [your name] [assignment topic]
Please do not send in an email with no name on a paper and/or an email subject line saying something like “Tuesday’s assignment.”

GRADING

95-100% =A
90-94.9%=A-
86.6-89.9%=B+
83.3-86.5%=B
80.0-83.2%= B-
76.6-79.9%=C+

Point Chart in Brief

<table>
<thead>
<tr>
<th>Aspect of Class</th>
<th>Potential Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>150</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>50</td>
</tr>
<tr>
<td>Paper: Formal Memo (Business/Policy Memo)</td>
<td>150</td>
</tr>
<tr>
<td>Written: Formal Emails (signature, greeting, no misspellings, correct grammar, etc.)</td>
<td>30 Based on all email and Canvas messages to Joe Barnes</td>
</tr>
<tr>
<td>Oral: Constructive Criticism</td>
<td>60</td>
</tr>
<tr>
<td>Oral: Persuasive Talk</td>
<td>60</td>
</tr>
<tr>
<td>Written: Cover Letter and Resume</td>
<td>Meeting at SU Placement Center/Resume Review</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
</tr>
<tr>
<td>Final Project: Written</td>
<td>150</td>
</tr>
<tr>
<td>Final Project: Presentation</td>
<td>150</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
</tr>
</tbody>
</table>

Oral Assignments/Class Presentations must be delivered on assigned days. There are no class makeups.

EXTRA CREDIT: There is no extra credit in the course.

SUBMITTING WORK: If you submit work before the deadline, make changes and then submit a revised version after the deadline, the work is considered late.

COURSE RUBRICS

How will your papers be graded?

1. All papers are graded by rubrics in Canvas. Please carefully read the rubric to make sure you fully understand the assignment expectations and how you will be evaluated.

Generally speaking, assignment rubrics have these expectations:

- The content of your paper is well thought out and demonstrates that you have spent quality time
on the assignment.
- The content of the paper accurately addresses the assignment.
- The content is well organized and paragraphs easily flow from one to another.
- The grammar, spelling, and punctuation are correct.
- The paper is submitted on time.
- You have followed APA style, including accurately citing your sources (in text and at the end of the assignment)

2. **ALL PAPERS SHOULD BE SUBMITTED ELECTRONICALLY via Canvas by the date and time the paper is due**, otherwise you the paper will be subject to the late work policy.

### WRITING EXPECTATIONS

To achieve the maximum number of points, please follow these expectations:

1. Answer all assignment questions in a detailed and substantive way. (One sentence is not substantive).
2. Cite your sources and make it clear to the reader what is your writing, and what is the writing of a source.
3. Use correct grammar, spelling, capitalization, and punctuation. (Seattle University has a great writing center that can help you.)
4. On all assignments you submit include: Your name, date, assignment, and class.

**How will your exams be graded?**

1. On open-ended questions/answers you will have thoroughly answered the question (no one sentence answers) demonstrating your knowledge of the topic, and you will have provided the exact answer to the questioned that was asked.
2. Your exam answer is written and/or printed so it can be easily read.
3. **THERE ARE NO MAKE-UPS FOR EXAMS.** You must take the exam on the required day(s) to receive points.

*All papers will be subject to the use of a plagiarism or “purchased paper” analysis system. This detects original writing and the use of other sources. Please make sure you cite all sources using APA style (in-text and using full references at the end of your paper).*

### RUBRIC: Papers

Rubrics are found on Canvas.

**Correct grammar, spelling, punctuation, and capitalization are important in writing.** Once 5+ errors are identified, there will be an automatic deduction of 10%.

### RUBRIC: Final Presentation

**You must be present the day of class. No makeups.**
<table>
<thead>
<tr>
<th>High Standard</th>
<th>At Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presentation is on topic as assigned.</td>
<td>• Presentation is on topic or somewhat on topic as assigned.</td>
<td>• Presentation is not on topic or rambles.</td>
</tr>
<tr>
<td>• Speaker takes full advantage of time allowed but does not exceed time limit.</td>
<td>• Content is moderately organized but may be slightly disjointed.</td>
<td>• Does not stay to time limit.</td>
</tr>
<tr>
<td>• Content is very organized.</td>
<td>• Speaker does not take full advantage of time allowed and/or exceeds time limit.</td>
<td>• Content comes across as disorganized and/or disjointed.</td>
</tr>
<tr>
<td>• Uses voice well to convey most important elements.</td>
<td>• Uses voice to convey most important elements, but needs to improve upon presentation skills.</td>
<td>• Needs to improve significantly in using voice skills to convey most important elements.</td>
</tr>
<tr>
<td>• Speaker has a good open, strong central section of points, and a strong close.</td>
<td>• Has an average open, central section of points, and no formal close or a close that is not as strong as it should be.</td>
<td>• Has a weak or no formal open, central section of points, and no formal close or a close that is not as strong as it should be.</td>
</tr>
<tr>
<td>• Use minimal or no notes.</td>
<td>• Reads from notes or paper bordering on too much.</td>
<td>• Reads notes or paper too much.</td>
</tr>
<tr>
<td>• Has good eye contact with class or instructor in one-to-one exercises.</td>
<td>• Needs to improve eye contact with class or instructor in one-to-one exercises.</td>
<td>• Needs to significantly improve eye contact with class or instructor in one-to-one exercises.</td>
</tr>
<tr>
<td>• Clearly demonstrates that she/he has prepared</td>
<td>• Demonstrates that she/she has not prepared</td>
<td>• Clearly demonstrates that she/he has prepared.</td>
</tr>
<tr>
<td>• Clearly demonstrates she/he knows the content.</td>
<td>• Has not clearly demonstrated she/he knows the content well.</td>
<td>• Clearly demonstrates she/he does not know the content well.</td>
</tr>
<tr>
<td>• Several academic quotations used.</td>
<td>• Some academic quotations used</td>
<td>• Few or no academic quotations used</td>
</tr>
<tr>
<td>• APA style used correctly.</td>
<td>• APA style used but not consistently used</td>
<td>• APA style not used or not used consistently</td>
</tr>
</tbody>
</table>

**RUBRIC: Grading Rubric Final Plan (6-8 Pages)**

*Correct grammar, spelling, punctuation, and capitalization are important in writing.*

Requirements:

| Title Page | 10 Points |
| Table of Contents |  |
| Introduction of Assigned Business |  |
| SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) | 25 Points |
Competitive Analysis (How is your business doing compared to competition?) | 15 Points
---|---
Marketing Assessment and Social Media Assessment (Including website) | 15 Points
Specific Recommendations for improvement (Minimum of 3) | 30 Points
Executive Summary | 15 Points
Use of relevant supporting graphics in report | 10 Points
References: Minimum two sources from library research | 10 Points
Grammar, Spelling, Capitalization, Punctuation, Correct APA Style | 20 Points

COURSE POLICIES

Throughout our course, we will strive to support the mission statement of the Albers School of Business and Economics as follows: Inspired by the Jesuit traditions of academic excellence, education for justice, and service to others, we are committed to providing an integrated business education for ethically and socially responsible leadership. My goal is to create an environment where you feel you have an opportunity to learn and feel safe to express your feelings.

**LAPTOPS, MOBILE TABLETS AND CELLPHONES:**
Education research clearly shows that active memory increases when distractions are minimized. **The use of smartphones, laptops, netbooks, mobile tablets or PDAs in class is not allowed during class.** Any other use of other electronic devices such as texting, emailing, etc., is not permitted except during breaks.

**Audio/Videotaping of Class**
For protection of proprietary knowledge and for a variety of other reasons, audio and videotaping of any class session is strictly prohibited with prior written approval of the instructor. Under extreme circumstances or for a pre-approved class absence, audio taping a class session may be allowed on a case by case basis and with the express prior written permission of the instructor. The student will be responsible for making all necessary arrangements. Students will need to adhere to the appropriate agreed upon use of the content material of these audio recordings.

**Disability Notice**
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 special support services and/or accommodations through Disabilities Service staff in the Seattle University Learning Center. Disability-based adjustments to course expectations can be arranged only through this process.
Written Work:
Written assignments are to be submitted on time and should follow standard rules for college compositions. All work submitted must be keyboarded and printed on a computer printer. While content is the most important part of any assignment, errors in spelling, grammar or punctuation, poor organization of material, lack of supporting details, and careless proofreading make it difficult for your reader to follow your ideas and will, therefore, reduce the grade. It is a good idea to make and keep a copy of your submitted work.

Late Work Policy

Presentations and Oral Class Assignments: You must be present on presentation days. No makeups.

All papers, presentations, etc. are to be submitted on time. Please make sure you submit work well before the deadlines. Please do not count on perfect conditions such as no computer problems, no Internet problems, etc. Develop good career and employment habits now.

Late penalties are as follows:
- 0-2 hours late: 10% penalty
- 2-6 hours late: 20% penalty
- 6-12 hours late: 25% penalty
- 12-24 hours late: 30% penalty

After 24 hours papers and/or other assignments will be accepted but there will be an automatic 50% deduction.

Special Note: Late papers, or papers in lieu of attendance are NOT accepted.

Academic Integrity

The integrity of your degree is important, and, as such, academic dishonesty in any form will not be tolerated. Offenses against the academic community include plagiarism, working on a graded assignment with someone but without faculty permission, and compromising a proctored exam situation. Please take pride in the work you submit by ensuring that it is your own work and a demonstration of your abilities. After all, you and I can work together to strengthen your skills only if we can assess your genuine performance as you develop your skills.

Consulting with those who have already taken this class, without prior written instructor permission, on an assignment that will be graded before you submit it will be regarded as an offense in this class.

If you have taken this class previously, you may not re-use previously submitted material in its original form.

Any hand-written papers or names on papers will not be accepted. The reason is to demonstrate your professionalism. This includes, but is not limited to, putting your name on your paper in handwriting.

Acts of academic dishonesty will be addressed in accordance with the Seattle University Academic Honesty Policy. This policy can be downloaded as a PDF at:
Plagiarism of any kind will not be accepted and academic misconduct of any kind will not be accepted. Any assignments involved in plagiarism or academic misconduct will receive a grade of “zero”. This will jeopardize your final grade for the quarter and may result in a failing grade for the quarter. When in doubt about the standards of academic honesty, please ask.

The same holds true for exams. If you are caught using notes, looking at another student’s answers, or being dishonest in any way during an exam, you will automatically receive a “zero” for that exam and may risk a failing grade for the quarter.

**EXPECTATIONS**

**PLEASE BE PREPARED FOR CLASS AND DO YOUR ASSIGNMENTS:**
You are expected to arrive before class starts and not to arrive late. Now is the time to develop good career/job habits.
You are expected to do the required reading in advance of each class, prepare for class as assigned, download and/or prepare homework as assigned, and be prepared to present your thoughts on all assigned material. If I ask you questions in class, you are expected to be prepared to answer thoughtfully; otherwise it can negatively affect your grade.

It is very important that you attend all class sessions and ACTIVELY participate. If you miss a class session, you lose points.

If you expect to be absent or to be late, please e-mail me beforehand (or as soon as possible) and explain the reason.

**The Classroom Environment**
Please consider our classroom a working model of a professional business team. You are expected to conduct yourself as a full and active participant on the team. You are expected to fully engage at all times and not sit by passively as just a few people dominate the conversations. We learn through active participation and engagement.

The expectation is that you will arrive to class on time, stay in class the full time and to do the following:

1. Active participation in all class sessions is required and essential. Active participation means visible, vocal, and reflective engagement in your personal learning process as well as that shared by other students in the course.
2. Visible participation is evidenced by active and positive non-verbal engagement Vocal participation is evidenced through the appropriate and insightful posing of questions and thoughtful and meaningful contribution to responses of other students in group activities and class discussions.
3. Reflective participation is evidenced through the thoughtful, individual introspection of each student and its expression within the classroom.