

# California Lutheran University

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## Bachelor's Degree for Professionals

### **BUS 301, Communication for Managers**

**Spring 2016, February 29<sup>th</sup> to May 13<sup>th</sup>**

**Instructor:** Drew Foley, PhD  
**E-mail:** dfoley@callutheran.edu  
**Telephone:** (805) 334-0007  
**Office:** Available before class and by appointment

**Course Meetings:** Mondays 6:00 PM – 9:30 PM (*bi-weekly*)  
**Location:** Oxnard Center, Room 129  
**Drop Dates:** March 14: Last day to add; last day to drop (without a “W” or financial penalty; April 11: Last day to withdraw without academic penalty

#### **Required Textbook(s)**

Locker, K. (2015). *Business and Administrative Communication*, 11th ed.  
New York, NY: McGraw Hill.  
**ISBN:** 978-0-07-340325-0

#### **Course Description**

BUS 301 is the study of business communications methods with emphasis on planning, organizing, preparing, and presenting major reports. Significant use of computer skills will be included, as well as design and structure of communication materials for the highest levels of impact.

#### **Course Learning Outcomes**

At the end of this course students will be expected to:

- 1) Understand key communication processes and functions in the contemporary work setting
- 2) Be able to determine and effectively use the most appropriate method of written or oral communication
- 3) Demonstrate the ability to produce quality and accurate work through both oral and written practices
- 4) Solve a business problem and communicate the solution through use of both oral and written communication skills
- 5) Synthesize information from different sources

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- 6) Prepare power point slides and give a professional presentation

### **Assessments and learning outcomes**

- 1) Ethical and Professional Judgment
- 2) Interpersonal & Teamwork Skills, Principled Leadership
- 3) Information Literacy and Computer Skills
- 4) Field-specific Knowledge and Experience
- 5) Planning and Organization
- 6) Understanding of Cultural and Global Diversity
- 7) Written Communication
- 8) Oral Communication and Listening Skills

### **Class Format**

This is a blended class that includes six face-to-face class meetings. The other five class sessions are conducted asynchronously in an online environment. The blended format is intended to provide students with the benefits of learning in a traditional classroom environment with the flexibility of online learning. The course makes use of recorded lecture as well as asynchronous online interaction, such as discussion boards, throughout the term.

For the *odd-numbered weeks* (1, 3, 5, 7, and 9) that include face-to-face meetings, students will watch approximately 30 minutes of recorded lecture as part of the class preparation. Each face-to-face meeting will make extensive use of class activities and student participation.

For the *even-numbered weeks* (2, 4, 6, and 8) in which the course is delivered online, students will watch approximately 60 minutes of recorded lecture to complement course reading and assignments. Instructor-led activities will provide opportunities to enhance learning through asynchronous interaction. This allows students with the flexibility to complete the online components during the two weeks in-between face-to-face meetings.

For this course, effective communication in a digital format is both a method used to deliver course learning as well as a subject of study. Students will reflect on topics such as developing social presence in online communication and the use of social media as a tool for professional communication. Through the blended experience, students may gain important perspective on adapting their communication to various communication channels.

A detailed course outline and schedule of readings, assignments and activities is provided. Assignments are distributed on Black Board (BB) and are submitted to BB prior to class on the due date unless otherwise noted. Additional information for each assignment, including grading rubrics, will be provided on BB.

## **Assignments:**

There are **3 major projects** scheduled for the term. Detailed instructions and a scoring rubric will be provided for each class assignment. A list of major projects and short description for each is provided:

### Personal Communication Skills (Weeks 1 – 5)

Personal Communication Skills: Professional Presentation – due March 28

*Students will conduct a short presentation for a professional audience. The purpose of this activity is to gain presentation skills and to understand how to effectively adapt verbal messages to an audience.*

*Presentations will be 5 to 8 minutes in length with a focus on adapting the message to the audience. Presentations will be evaluated based upon audience engagement, influence, call to action and overall effectiveness.*

### Interpersonal Communication Skills (Weeks 6 – 8)

Interpersonal Communication Skills: Professional Interview – due April 25

*Students will conduct an interview (both as a Human Resources professional who is conducting the interview and from the perspective of the candidate who is being interviewed). The purpose of this activity is to gain interview skills and understand how to critically evaluate a candidate and how to respond effectively to interview questions.*

*From the perspective of the Human Resources professional, students will write a candidate evaluation memo to the Hiring Manager in which they assess the candidate's skill, experience, and personal attributes relative to the requirements for the position.*

### Group Communication Skills (Weeks 9 – 11)

Group Communication Skills: Business Proposal and Presentation– due May 9

*Student groups will prepare and present a proposal to address a business challenge. The purpose of this activity is to diagnose a business problem and communicate recommendations for solution through use of both oral and written communication skills.*

*Group presentations will be 8 to 10 minutes in length and will*

*include time for audience questions and discussion.*

### **Online Activities:**

There are **5 online activities** scheduled for the term. Each activity involves asynchronous interaction with the instructor and peers over a two-week period.

Online assignments will make use of the Blackboard journal and discussion board to facilitate interaction and instructor-led dialogue. Activities will include instructor-led assessment, practice exercises, student reflection and discussion. Guidelines and rubrics will be provided for each activity.

#### **Blackboard journal** (20 points for each activity)

During the first week, you will complete assessments and practice activities. You will post responses to three to five instructor questions in the form of journal entries. Each response will be in the form of a paragraph (3 to 5 sentences with a central focus).

Within 24 to 48 hours of your journal posting, the instructor will reply with a set of follow-up questions for you to complete the activity. Your follow-up responses will also be in paragraph form.

#### **Blackboard discussion forum** (20 points for each activity)

During the second week, you will be assigned to a small discussion group of 3 to 6 students. You will post individual responses to three to five instructor questions in the form of discussion forum entries. Each response will be in the form of a paragraph (3 to 5 sentences with a central focus).

Within 24 to 48 hours of your discussion forum posting, the instructor will reply with a set of follow-up questions for the group to complete the activity. The group will engage to reach consensus in order to submit a group response that incorporates elements from the individual responses.

### **Criteria**

Evaluation of journal (20 points) and discussion forum postings (20 points) will be based upon the following criteria:

*Satisfactory* responses are timely, clear and complete.

*Good* responses incorporate all the elements of satisfactory responses as well as demonstrating attention to proofreading and use of specific examples.

*Excellent* responses include all the qualities of good responses as well as demonstration of critical analysis and meaningful application of course concepts.

A list of online activities and short description for each is provided:

#### Activity 1 (Week 2)

Self-Assessment – due March 7

*Students will complete a short online assessment to determine their personality type. Based upon the results, students will reflect on their personality type and preferred communication style.*

#### Activity 2 (Week 4)

Influencing Others – due March 21

*Students will analyze a short TED talk video to consider both what is said (the content of the communication) and how it is said (the ways in which the speaker informs, entertains and influences the audience).*

#### Activity 3 (Week 6)

Personal Branding – due April 4

*Students will discover, describe and share their personal brand.*

#### Activity 4 (Week 8)

Observational Research – due April 18

*Based upon a guiding question, students will conduct a brief (not to exceed one hour) observation in a public location.*

#### Activity 5 (Week 10)

Team Charter (Group) – due May 2

*Student teams for the Group Communication Skills project will create a team charter that reflects the teams shared identity, purpose, plan and work process for the project.*

## **Cal Lutheran Online or Blended Course Technology Requirements**

1. Computer
2. If you need or want portable hardware, you can check out a laptop or iPad at the library for the entire semester.
  - a. A first-generation iPad is sufficient for participating in this course.
3. To watch Pre-recorded lectures
  - a. Windows or Mac operating systems
  - b. Applications Microsoft Silverlight or Windows Media Player
  - c. Bandwidth
    - i. 50Kbps: Audio-only recording
    - ii. 300Kbps: Recording consisting of screen capture, audio, and video
    - iii. 500Kbps: Recordings with multiple video streams
  - d. Speakers or headphones
4. To access the course site
  - a. Firefox browser (usually the best, do NOT use Internet Explorer)
  - b. Java 7 (Mac OS) or Java 8 (Windows or Linux)
5. Optional: Blackboard Learn App
  - a. Download from your devices' app store, select California Lutheran University as the school and sign in via myCLU

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### **Grading**

Grades are based on meeting the criteria in the associated rubric. All assignments will be reviewed in class prior to due date.

Your overall grade will be a calculation of points earned as a percentage of the available points using the following scale:

<b>Letter Grade</b>	<b>Percentage</b>	<b>Points</b>
A	93 – 100%	465 - 500
A-	90 – 92%	450 - 464
B+	87 – 89%	435 – 449
B	83 – 86%	415 – 434
B-	80 – 82%	400 – 414

C+	77 – 79%	385 – 399
C	73 – 76%	365 – 384
C-	70 – 72%	350 – 364
D	60 – 69%	300 – 349
F	0 – 59%	0 – 299

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## **Grade Composition**

### *Projects – 300 points (60%)*

Project 1 - Personal Communication Skills	100 points
Project 2 - Interpersonal Communication Skills	100 points
Project 3 - Group Communication Skills	100 points

### *Online Activities – 200 points (40%)*

Activity 1 – Self-Assessment - Journal	20 points
Activity 1 – Self-Assessment – Discussion Forum	20 points
Activity 2 – Influencing Others - Journal	20 points
Activity 2 – Influencing Others – Discussion Forum	20 points
Activity 3 – Personal Branding - Journal	20 points
Activity 3 – Personal Branding – Discussion Forum	20 points
Activity 4 – Observational Research - Journal	20 points
Activity 4 – Observational Research – Discussion Forum	20 points
Activity 5 – Team Charter - Journal	20 points
Activity 5 – Team Charter – Discussion Forum	20 points

**Total Points Possible:** **500 points**

## Student Workload/Carnegie Hours

The expectation is that a 4-credit course will meet for 50 hours of instructional time and will have 100 hours of out-of-class work (homework). As our 4-credit hybrid courses meet for about 20 hours in-person, the remaining 30 hours of instructional time need to be handled via online instructions (flipped classes, discussion boards, etc.). There should be approximately 9 hours of homework per week (of course, this may vary depending on the week)

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of required text & assigned articles				40	Over 11 weeks
Bi-weekly Classes (6)		20			
Online Lectures (48)		10			
Online Journal Activities (5)		10			Average, varies by student
Online Discussion Forum Activities (5)		10			Average, varies by student
Personal Skills Project				20	Average, varies by student
Interpersonal Skills Project				20	Average, varies by student
Group Skills Project				20	Average, varies by student
<b>Total</b>		<b>50</b>		<b>100</b>	

The following resources are available to assist you in the Professionals program:

### **Course Evaluations Statement**

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseeval.callutheran.edu>

### **Pearson Library**

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>. There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at [ywilber@callutheran.edu](mailto:ywilber@callutheran.edu)
- General Library email: [CLUlibrary@callutheran.edu](mailto:CLUlibrary@callutheran.edu)
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

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### **CLU Writing Center**

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at [www.callutheran.edu/writing\\_center](http://www.callutheran.edu/writing_center) or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

## **Veterans Resources**

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> . Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, [veterans@callutheran.edu](mailto:veterans@callutheran.edu) or 805.493.3648, for more information.

## **Help Desk**

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to [helpdesk@callutheran.edu](mailto:helpdesk@callutheran.edu), click on the following link for more information [http://www.callutheran.edu/iss/technology\\_services/helpdesk.php](http://www.callutheran.edu/iss/technology_services/helpdesk.php) or call: 805.493.3698

The following University policies apply to students in the Professionals program:

## **Disability Statement**

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing [wjimene@callutheran.edu](mailto:wjimene@callutheran.edu)

## **Sexual Misconduct**

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

## **University Harassment Policy**

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:** [Student Life Handbook](#)

## **Academic Honesty**

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus.

Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior that will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

Word for word copying without using quotation marks or presenting the work as yours

Using the ideas or work of others without acknowledgement

Not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

Course Outline			
Wk	Date	Topic	Read & View
1	Feb. 29	<p><a href="#">Personal Communication Skills</a></p> <p>Introductory Discussion and Syllabus Review</p> <p>Succeeding in Business Communication</p>	<p>Read: Chapter 1</p> <p>View Lecture 101</p> <p>View Lecture 102</p> <p>View Lecture 103</p>
2	Online	<p><i>Activity 1 – Self Assessment (due March 7)</i></p> <p>Sharing Positive Messages</p> <p>Crafting Persuasive Messages</p>	<p>Read Chapter 9</p> <p>Read Chapter 11</p> <p>View Lecture 201</p> <p>View Lecture 202</p> <p>View Lecture 203</p> <p>View Lecture 204</p> <p>View Lecture 205</p> <p>View Lecture 206</p>
3	March 14	<p><a href="#">Personal Communication Skills</a></p> <p>Making Oral Presentations</p>	<p>Read Chapter 19</p> <p>View Lecture 301</p> <p>View Lecture 302</p> <p>View Lecture 303</p>
4	Online	<p><i>Activity 2 – Influencing Others (due March 21)</i></p> <p>Adapting Your Message to Your Audience</p> <p>Delivering Negative Messages</p>	<p>Read Chapter 2</p> <p>Read Chapter 10</p> <p>View Lecture 401</p> <p>View Lecture 402</p> <p>View Lecture 403</p> <p>View Lecture 404</p> <p>View Lecture 405</p> <p>View Lecture 406</p>
5	March 28	<p><i>Personal Communication Skills Project (due March 28)</i></p> <p><i>In-Class Presentations (Individual)</i></p>	<p>View Lecture 501</p> <p>View Lecture 502</p> <p>View Lecture 503</p>

6	Online	<p><i>Activity 3 – Personal Branding (due April 4)</i></p> <p>Building Resumes</p> <p>Interviewing... and Succeeding in the Job</p>	<p>Read Chapter 12 Read Chapter 14</p> <p>View Lecture 601 View Lecture 602 View Lecture 603 View Lecture 604 View Lecture 605 View Lecture 606</p>
7	April 11	<p><a href="#">Interpersonal Communication Skills</a></p> <p>Navigating the Communication Environment</p> <p>Communicating Across Culture</p>	<p>Read Chapter 4 Read Chapter 7</p> <p>View Lecture 701 View Lecture 702 View Lecture 703</p>
8	Online	<p><i>Activity 4 – Observational Research (due April 18)</i></p> <p>Working and Writing in Teams</p>	<p>Read Chapter 8</p> <p>View Lecture 801 View Lecture 802 View Lecture 803 View Lecture 804 View Lecture 805 View Lecture 806</p>
9	April 25	<p><i>Interpersonal Communication Skills Project (due April 25)</i></p> <p><a href="#">Group Communication Skills</a></p> <p>Researching Proposals and Reports</p> <p>Writing Proposals</p>	<p>Read Chapter 15 Read Chapter 17</p> <p>View Lecture 901 View Lecture 902 View Lecture 903</p>
10	Online	<p><i>Activity 5 – Team Charter (due May 2)</i></p> <p>Analyzing Information and Writing Reports</p> <p>Creating Visuals and Data Displays</p>	<p>Read Chapter 18 Read Chapter 16</p> <p>View Lecture 1001 View Lecture 1002 View Lecture 1003 View Lecture 1004 View Lecture 1005 View Lecture 1006</p>

11	May 9	<p>Group Communication Skills (Continued)</p> <p><i>Group Communication Skills project (due May 9)</i></p> <p><i>In-Class Presentations (Group)</i></p>	<p>View Lecture 1101 View Lecture 1102 View Lecture 1103</p>
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**Final Note**

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

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