

Instructor's Course Policies

Sample Syllabus for Professional Communication 318

COMMUNICATION 318
PROFESSIONAL COMMUNICATION
FALL 2002

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*STUDENTS, I VALUE YOUR VOICE, DIVERSE THOUGHTS,
COMMUNITY ATMOSPHERE, APPLICATION & INTEGRATION!*

Instructor: Tara Perry Phone: 650-2308
Class: 12:00-1:50 Office Hours: T&R 2:10-4:10pm
Email: tara.perry@wwu.edu
Instructor's Web site: <http://www.ac.wwu.edu/~perryt/>
Blackboard: <http://mywestern.wwu.edu> (see ATUS for questions)
(For immediate response meet professor during office hours.)
Service-Learning Class Coordinator: Wilson 481, CSL

"Free to be ...you and me," Marlo Thomas

Note: The instructor reserves the right to make changes to the course syllabus throughout the quarter, therefore it is important to attend class regularly. All students are required by WWU to be present throughout the quarter and finals week. I will not permit ANYONE to leave early nor will I give students assignments or exams in place of the final or assigned work.

COURSE DESCRIPTION

This course allows students to practice the learned theory and concepts to professional organizations. Students will develop a partnership with agencies supported by the Center for Service-Learning. Students will also acquire knowledge in job interviewing, diversity, small group problem-solving discussions, teamwork, class discussions, creating projects, and professional organizational speaking. During class students will be challenged to present the professional skills learned through discourse.

COURSE GOAL

Upon completion of the course, students should have acquired the needed professional communication skills to gain a job, present themselves in an interview, ability to work with diverse groups, active team player, and most of all to be more effective professionals in the workplace. Throughout the quarter students will construct a professional product negotiated with the service-learning agency assigned and present the material at the end of the quarter.

LEARNING OBJECTIVES

1. To gain the knowledge and the opportunity to apply human communication principals to a diverse professional setting such as a service-learning organization.
2. To demonstrate understanding of theory and competence in listening, interviewing, agenda setting, problem solving, teamwork, and working with diverse groups in & out of class.
3. To utilize professional communication skills to assist community partners to in acquire skills to complete a service-learning project.
4. To deliver professional oral and written presentations for the business settings.
5. To develop professional Power Point workshop(s) that will be utilized by an organization.

REQUIRED TEXT & MATERIALS

- Adler, R. B. & Elmhorst, J. M. (2002). *Communicating At Work: Principles and Practice for Business and the Professions*, 7th Ed., New York: McGraw-Hill.
- One 3-ring binder notebook and dividers for each major topic
- Assigned articles (on reserve and/or provided by professor)
- 1 manila folder for MOCK INTERVIEWS (print name on folder)
- Business attire: Matching suits, polished shoes, ties, skirt or pant suits, dress shirts & blouses all ironed. No sports socks, Khakis, or dirty shoes. Hair must also be well groomed etc (this will be needed for in class Final and Mock Interview presentations. No EXCEPTIONS). Purchase or borrow an outfit ASAP.
- Semi-professional attire is required for discussion leaders and progress report presentations (no suits).
- Positive attitude :)
- Reasonable accommodations are available for students who have a documented disability. Please notify the instructor and Office of Student Life during the first week of class of any accommodation(s) needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Director of Disability Resources for Students, David Brunner, Office of Student Life, 650-3844.

GRADE DISTRIBUTION (TOTAL POSSIBLE POINTS)

A = 350-322

A- = 321-315

B+ = 314-305

B = 304-294

B- = 293-280

C+ = 279-266

C = 265-259

C- = 258-245

D+ = 244-235

D = 234-223

D- = 222-210

F = 209-0

GRADING

Every effort will be made to grade and return course materials within a week or two of their completion. All assignments given to the instructor need to be stapled. The instructor will not collect unstapled papers. It is the student's responsibility to keep extra copies of all turned in and graded assignments. Each assignment is accompanied by a form that students need to retrieve from the instructor's Blackboard Website (go to My Western). Students will not be able to complete assignments without forms or descriptions of assignments posted. Students must have an account with blackboard after the first day of class.

Discussion Leaders (oral and 1-2pg brief outline per team) 20

SL Business Progress Report 30

Participation 40

SL Complete Workshop Packets 50

Mock Interview (delivery, resume, cover, pkg attire etc.) 80

Individual grade (45pts)

Interview team (35 pts)

Informative Professional PowerPoint Presentation (ch10-14) 130

Professionalism/ Business Attire (20)

PowerPoint Group Presentation (65)

Outline & Log sheets (25)

Individual team evaluation (20)

Total Points: 350

Goals of the Direct Service-Learning Project:

Note: You are to implement professional communication skills learned in every aspect of your service-learning experience. Everything you do at the SL agency must be professional according to the class content. You will notice that professionalism varies from organization to organization so please walk in with an open mind and share with the organization the concepts you have learned. You are providing a service to the organization (developing professional products and sharing class theory & concepts), and the organization is providing you service by allowing you to gain hands on professional experience and develop a completed project. To work within a professional setting to apply professional communication.

- To create a professional communication workshop(s). To gain hands on experience with the community who is supported by the agency.
- To learn about the organization's mission, vision, organizational structural chart, culture of the organization etc.
- To observe communication styles, flow of communication, communication issues (lack of, unclear, not feasible for needs etc.).
- To provide clear communication between yourself, your community partner, the professor, and Center for Service-Learning Coordinator (CSLC) regarding deadlines, goals, and daily concerns.
- To be persistent and professional as an individual and team.
- To develop a useful professional communication product that can be utilized by the agency.

ASSIGNMENT DESCRIPTIONS

Please read the contents of the syllabus as well as the individual forms constructed by the instructor for more descriptive guidelines concerning assignments. Note: Proof read all assignments submitted to the instructor. Points will be subtracted for spelling and grammatical errors.

Reflection Defined: Thoughts, feelings, past/present experiences, group interactions and communication, connection between in-class material and the actual service-learning agency. A key component of service-learning is REFLECTION which is implemented throughout your assignments and course.

Informative Power Point Professional Presentation: You are to give an informative presentation (see text and forms) on the organization you provided service to, what you learned, selected contents of the final project, reflect on several business communication skills that impacted your team project. Professional attire will also be part of the group grade. You have 30 minutes to present therefore be sure that it is well organized and thought. I will evaluate you all as a group, not individually. Consult chapters 10-14 regarding how to present but implement other key chapters in your analysis. See professor in advance to discuss final project presentation. Students are required to invite their community partner to the final presentation. Inform the organization contact person during your initial face to face meeting. This meeting is one of the most important meetings of the quarter. Please dress professionally for your agency meetings. ** Be sure to submit your individual service-learning team evaluation and individual log sheet on the day of your presentation.

Each group will be expected to function autonomously to complete the task given by the organization. As a group, you are expected to set-up an initial meeting with your group's organizational contact, establish clear parameters, expectations regarding the service, and work together as a team. This activity is to allow each group member to increase his or her business communication skills as an effective participant in a non-academic setting, and to be able to apply in-class readings/concepts.

All students will serve 10 hours minimum; arrange out-of-class time. After the first initial meeting, teams can arrange to visit the agency in smaller teams. We will discuss preference for non-profit organizations and other direct service opportunities.

Hours Described: Minimum of 10 hours required PER PERSON

1-hour minimum: 1st initial meeting at the agency

2 hours: One (2-hour) workshop or two (1-hour) workshops- see contact

7 hours: Preparation and development time (eg. group meetings)

Hours per week: At least 1.5 hours a week

It is your responsibility to manage your time accordingly and to develop professional business workshops within the time frame provided. Keep in mind that every meeting is important and must be well organized in advance.

Instructor will be in contact with the S.L.C. & organization contact throughout the quarter.

Note: Service-learning group projects MUST be fully completed with the designated organization by the due date provided. Also submit an individual log sheet at the end of the quarter with the community partner's signature (be sure to have log sheets signed at each visit). Incomplete projects as well as inaccurate log sheets will receive an 'F' for the class. The community partner or the CSLC will notify the instructor of groups who have completed the project.

(See form)

Team Member Problems: Teams are responsible to adjust to group issues just as you would in any job but if a particular member(s) continues to be a problem and social loafer please notify the professor immediately. If the problem continues after the issue has been brought to his/her attention, teams may fire a nonproductive member, state the reasons in writing, conduct a meeting with the member and instructor. The fired member will still need to complete a service-learning project ok by the instructor and agency. This may result in an entirely different project and the student may run the risk of failing the course.

Service-Learning Reflection 'Oral' Progress Report: A group report will be given during the quarter (see form). Each group will be given 15 minutes to update the class on the progress of their direct service-learning project. The report must be presented in a professional and organized fashion. For the update, groups must submit a detailed outline responding to EACH question in full. A copy must be given to the instructor before presenting. Feel free to use an overhead or other forms of presentational materials. The key purpose of the progress report is to REVIEW the project's purpose, discuss the CURRENT STATUS of the project, IDENTIFY issues and problems, and to describe your next "MILESTONE". This report will also prepare you for your final group service presentation at the end of the quarter as well as update the class and instructor of your progress. Students will frequently be asked to relate their S.L. experience and professional communication skills learned along with frustrations. Each will be given the opportunity to strategize in order to make their organization a more effective place to work. Semi-professional attire required (no suit). (See form)

Discussion Leaders (DLs): Students (depending on class size) will be responsible for presenting an organized discussion based on the chapter/article read. In other words, you are responsible for including the class in a discussion. Each leader should discuss how the chapter or article best relates to you, service-learning experience, questions regarding the chapter, three aspects of the chapter that were most interesting, and implement a brief exercise (5-7min). Be sure to clearly identify the purpose of your presentation, discuss text terms and concepts, include introduction and conclusion. Notify the instructor ahead of time of your format if uncertain. DO NOT WAIT UNTIL THE DAY BEFORE TO MEET ME. The DLs will be responsible for providing the instructor with a minimum of a 1 pg typed outline and the graded evaluation form (as a pair please submit one outline and two evaluation forms). Students will not be permitted to present without the correct forms. The DLs are REQUIRED to give classmates a copy of the outline. Have a professional outfit for discussion leader presentation except suits (see class required materials). Presentations MUST be professional. Students will plan a 25-30 minute discussion. You are permitted to bring outside sources that relate to the chapter and be creative J . The instructor and teaching assistant will guide your discussion, pose questions, and go over key points. Semi-professional attire required. (See form)

Mock Interview: Define a job that you and a peer would like to apply for. You and your peer must agree on an organization, the same position, and the articles to be submitted to the group. Research the job thoroughly and locate written information on the specific organization chosen. You should be familiar with the organization's mission, organizational structure, and what specifically they are looking for in a new employee. Professional attire is required including matching suits, pants, skirts etc. (see required materials)

Format: Six person groups to conduct three- 12 min interviews with pairs. Two students will be interviewed for 12 minutes by four interviewers. It will take a total of 36 minutes. Seven- person groups will have a total of 42 minutes. (See form)

Service- Learning Individual Team Evaluation: Each individual team member will assign a point value for each team member as well as yourself. Evaluate yourself and team on the following

categories throughout the quarter: attendance, individual interest of the project, participation, performance in the development of the SL project, creativity (each category is worth four points). The number of points will be an average of the number of points assigned to you. Submit a brief written evaluation of each member and yourself supporting your chosen point value based on the criteria above. The evaluation write up should be no longer than one page including all group members. This is to be handed in on the day of your Informative PowerPoint Professional Workshop. Keep in mind the group goal and the effort it took to complete the final goal. The evaluations will be kept in confidentiality.

Participation: Students are expected to participate daily...in class discussions, group projects, feedback to discussion leaders, past & personal experiences, exercises & activities assigned, role plays, skills, and most importantly...professionally present yourself daily etc. Due to the nature of this class punctual attendance is important both in and out-of-class meetings. Five points, per class will be deducted after the first initial free absent is used. Two points will be subtracted if you are continuously late. (See form)

Workshop Package: Each team will be responsible for developing a professional communication workshop or two, depending on the agency. The workshops will be heavily graded therefore be sure to submit your best work to the instructor by the due date.

COURSE OUTLINE

Complete readings by the first class meeting of each day. Discussion leaders will be responsible for presenting on their assigned day. Students are responsible for all chapters/articles that are not discussed. Each leader should discuss how the chapter or article best relates to you, service-learning, questions regarding the chapter, three aspects of the chapter that were most interesting, and implement a brief exercise (5-7min). Retrieve forms to accompany assignments by the second day of class and familiarize yourself with all class information on my Blackboard Website. Forms are also required for presentations and other class assignments. Students will receive a zero if the appropriate forms are not present at the time of collection or read for background information regarding the assignment. Keep in mind that chapters are not read in order, therefore pay close attention to the schedule. I post announcements often therefore it is the student's responsibility to read Blackboard before each class period.

All cell phone MUST be turned off before entering my classroom

1	9/26	<ul style="list-style-type: none"> • Orientation: course; expectations; get to know Ex • Review: Discussion Leader Responsibility and pairs; Participation
		<ul style="list-style-type: none"> • Sign ups: Discussion Leaders (DLs); select a career/note-card. Assignments due 10/1: Quote; students purchase a 3-ring binder notebook for class portfolio; S.L. site preference; Blackboard account; syllabus and forms retrieved
2	10/1	<ul style="list-style-type: none"> • Collect: career/quote, notebook portfolio; site preferences • Agenda Lecture • Discuss Constructive Criticism • Ch. 1 Communicating at Work & Ch 8 Working in Teams • Discussion leaders begin (students begin to analyze discussion by taking notes for feedback)
3	10/3	<ul style="list-style-type: none"> • Service-Learning Guest Workshop: role of SL as a teaching pedagogy, CSL self guided tour (visit the center by wk3 and complete hunt survey to be collected week 3), announce SL teams • Ch 9 Effective Meetings; Discuss types of impromptu questions (situational, behavioral, educational, organizational) • Assign: Teams contact SL agency by 10/7 (report to instructor in MEMO format the contents of discussion by email with members names included), face to face mandatory group meeting with SL agency by 10/10 (see form for initial meeting agenda). Five points will be subtracted for missed reports. Students construct two business related impromptu questions due 10/10 and read impromptu speaking pg 388-389 (read chapter 13 early if you do not have prior speaking or presentational skills required for this course)
4	10/8	<ul style="list-style-type: none"> • Meet agency contact/ work on service-learning (No in-class meeting)

5	10/10	<ul style="list-style-type: none"> • Impromptus Begin (2 students) • Ch 4 Listening & Ch 5 Interpersonal Skills, Discuss Progress Report • Students should have met with S.L. Agency & Begun Service-Learning Project; Hand-in SL Hunt form (based on your self-tour)
6	10/15	<ul style="list-style-type: none"> • Ch 6 Principles of Interviewing, Ch.7 Types of Interviews (four *discussion leaders combine chapter 6 & 7)
7	10/17	<ul style="list-style-type: none"> • Show interview video & Mock Interview Pres.-format and contents, interviewer/ee, sample resume, and cover letter. • Partnership Agreement Forms Due • Assign: Draft a resume and cover letter for mock organization due 10/31 (see career center job search packet for assistance)
8	10/22	<ul style="list-style-type: none"> • Ch. 2 Communication, Culture, and Work; 1:00pm tour • Career Guided Tour (everyone must collect the job packet and begin their resumes & cover letter for selected organization)
9	10/24	<ul style="list-style-type: none"> • Progress reports due (oral and written outline) • (Students read Appendix 1, 2, and business writing)
10	10/29	<ul style="list-style-type: none"> • Chs 10 Developing the Presentation & 11 Organizing Your Ideas (*four discussion leaders combine the presentation).
11	10/31	<ul style="list-style-type: none"> • Midterm Eval (CSL.); Ch. 3 Verbal and Nonverbal Messages; • *Mock Resumes & cover letters due for critique (be sure to bring job search packet)
12	11/5	<ul style="list-style-type: none"> • Mock interview meeting. Team and individual packets due in class
13	11/7	<ul style="list-style-type: none"> • Mock interview meeting. Team and individual packets continued. • (-10 points subtracted for missing packet contents) • (Students Read Chs 12 & 13 must apply to final presentation)
14	11/12	<ul style="list-style-type: none"> • Class activity TBA; Assign: plan final presentation and discuss format with professor in office.
15	11/14	<ul style="list-style-type: none"> • Interview Presentation #1 & #2 invited professionals TBA (Students Read Ch 14 must apply to final presentation)
16	11/19	<ul style="list-style-type: none"> • Interview Presentation #3 & #4
17	11/21	<ul style="list-style-type: none"> • (NCA); Prep for final service-learning presentation
18	11/26	<ul style="list-style-type: none"> • Last day of SL with organization; Final SL evaluations
19	11/28	<ul style="list-style-type: none"> • Thanksgiving Break NO School
20	12/3	<ul style="list-style-type: none"> • Informative Power Point Professional Presentation • Teams 1 & 2 (individual log sheets, individual team evaluation, team evals due on the day of your final presentation).
21	12/5	<ul style="list-style-type: none"> • Class closure, evaluation, celebration (all bring food and juice) • All team workshop packets due (workshop guideline form)

22	Finals week	<ul style="list-style-type: none">• Informative Power Point Professional Presentation• Teams 3, 4 and 5 (individual log sheets, individual team evaluation, team evals due on the day of your final presentation)
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