MGMT 250 – Professional Communication

Fall 2010– Sections 7, 8, 9, and 10

CONTACT INFORMATION

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Office Hours: Wednesdays 10:45 until 11:45 and 1:45 until 2:45
Other times by appointment

To make a good impression, call your instructor “Dr., “Ms.,” or “Professor,” not “Mrs.” A different name appears on Blackboard and e-mail sent from it, but you should use the name shown here.

CLASS TIMES IN ROOM 204

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Thursday</td>
<td>9:30 - 10:45</td>
<td>Section 7</td>
</tr>
<tr>
<td>Tuesday, Thursday</td>
<td>11:00 – 12:15</td>
<td>Section 8</td>
</tr>
<tr>
<td>Tuesday, Thursday</td>
<td>2:00 – 3:15</td>
<td>Section 9</td>
</tr>
<tr>
<td>Tuesday, Thursday</td>
<td>3:30 – 4:45</td>
<td>Section 10</td>
</tr>
</tbody>
</table>

Two times during the semester you may avoid an absence by attending a different section than the one you are registered in. Go to an alternate class the same day you miss your class.

Textbooks


In addition, you will need an e-book titled Own the Room: Business Presentations that Persuade, Engage, and Get Results ($10.43). Again, to order this e-book, go on Blackboard and click How to. . . .
Why You Need MGMT 250

✓ It’s a required course. You need it to earn a degree from Darla Moore School of Business.

✓ Your upper-level instructors will appreciate and reward business speaking and writing skills more than academic writing and speaking skills.

✓ Superior communication skills qualify you for better part-time jobs and internships while in college.

✓ You will speak and write every day regardless of the level or type of business or profession you enter.

✓ Experience shows that some speaking and writing practices work better than others and can be learned.

✓ Corporate recruiters seek people with proven skills in oral and written communication.

✓ With exceptional communication skills, you will be paid more than those who lack these skills, and you will be promoted over them.

Course Objective

The purpose of MGMT 250 Professional Communication: to enhance your ability to communicate effectively in a professional setting. You will review, increase, and expand your communication skills, including letter, memo, and report writing; presenting; collaborating; and researching. To enlarge these skills, you will submit written assignments, make presentations, and work in groups with other students.

Research shows the best way to improve written and oral communication skills: frequent practice. Therefore this course is taught as a workshop that emphasizes student participation over lecture. Each of you is expected to participate actively in each class session by discussing lecture topics, writing short in-class assignments, providing feedback to other students, and making informal presentations to the class. You will write a document, make a presentation, and / or provide feedback to others almost every day.
Course Policies

This list represents our “corporate culture”—the way we operate day to day.

- **Come to class prepared.** Finish all required reading and assignments before class.

- All written work prepared outside of class must be typed, arranged in the appropriate business format, printed, and submitted in class. **Late work and documents attached to e-mail are unacceptable.**

- **Class attendance is required.** You will complete graded work almost every day. Naturally, one receives a “0” on Daily Work if absent from class. Also, absences are penalized as follows: *half a letter grade at 375 minutes missed, one letter grade at 450 minutes missed, and failure of the course at 525 minutes missed.* NOTE: A three-credit course meets a total of 2,100 minutes.

- **Classroom behavior models proper business behavior.** All students participate fully in each class session (no crossword or Sudoku puzzles, homework for any class, sleeping, texting, or web browsing).

- Business presentation **assignments call for casual or formal business attire.** General guidelines include: **For men**—a tie and dress shirt, a suit or tailored sport coat worn with dress trousers. **For women**—tailored pantsuits, tailored dresses, and coordinated dressy separates (skirt-and-blouse or slacks-and-blouse) with a tailored jacket.

- **Students follow business e-mail protocol:** receiver’s name above message and sender’s name and section number below. Use business English conventions, including (1) correct grammar and punctuation; (2) capital letters and lower case; and (3) each topic in a separate paragraph. Use a **descriptive subject line for every e-mail** (new and reply), and **include at least a brief message when sending attachments.**

- **Students are bound by the University’s Honor Code**, which refers to plagiarism and other violations and penalties, including possible expulsion from the University. See the excerpt on page 4 as well as http://www.sc.edu/academic_integrity/stufaq.html
Assignments & Grading

Grading is based on a point system, with 1,000 points representing 100% (the possible total). Graded factors include daily class participation, reading quizzes, written and presentation assignments for individuals and teams, and team member ratings. The list on page 5 shows assignments and points; the table on page 8 shows the points for each letter grade; and the table on pages 9 and 10 shows the Course Schedule, including assignment due dates.

In-class work (Daily Work) and the assignment called “Out of the Book into the Business World” are graded check (✓) or check-minus ( ✓-). Generally, if you complete the assignment, you will receive a ✓ (100%); if you do most or part of the assignment, you will receive a ✓- (50%). If you are absent or do not turn in the work, you will receive 0 points for that assignment. Also, a missed reading quiz earns 0 points. Other writing assignments are graded more stringently and in more detail, using the Document Grading Guides on pages 6 and 7.
### Assignments List

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Work (in class)</strong></td>
<td>100</td>
</tr>
<tr>
<td>Discussion, writing, peer reviews, presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Quizzes</strong></td>
<td>75</td>
</tr>
<tr>
<td>Five short quizzes on textbook reading assignments</td>
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<tr>
<td><strong>Out of the Book; Into the Business World</strong></td>
<td>100</td>
</tr>
<tr>
<td>Four 1- to 2-page memos or letters, 25 points each</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation: Where I See Myself in 2.5 Years</strong></td>
<td>50</td>
</tr>
<tr>
<td>A 2.5-minute informative talk about your career plans after college</td>
<td></td>
</tr>
<tr>
<td><strong>Annotated Bibliography</strong></td>
<td>75</td>
</tr>
<tr>
<td>List of Springs Library data sources and descriptions related to the research of your team</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Portfolio 1</strong></td>
<td>100</td>
</tr>
<tr>
<td>Your cover letter, employment résumé, drafts, peer review notes, job ad (keywords highlighted)</td>
<td></td>
</tr>
<tr>
<td><strong>Team Project Written Report (two-city comparison)</strong></td>
<td>125</td>
</tr>
<tr>
<td>A formal report with preliminaries, visuals, and APA documentation written collaboratively</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Portfolio 2</strong></td>
<td>100</td>
</tr>
<tr>
<td>Two business documents, plus drafts and peer review notes</td>
<td></td>
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<tr>
<td><strong>Presentation in Business Attire</strong></td>
<td>100</td>
</tr>
<tr>
<td>A six-minute persuasive presentation in business dress delivered &quot;live&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>Team Project Oral Report (written report adapted)</strong></td>
<td>75</td>
</tr>
<tr>
<td>A 20-minute team presentation of research findings to client’s Senior Management Group (simulated)</td>
<td></td>
</tr>
<tr>
<td><strong>Team Member Ratings</strong></td>
<td>100</td>
</tr>
<tr>
<td>Peer assessment of your contributions to team process and the written and oral reports</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>
Document Grading Guides

1. Read the assignment sheet carefully. Make sure you understand what D. Clippinger wants you to do.

2. Observe directions for document length and format and due date. See Syllabus concerning late work.

3. Don’t hand in anyone else’s work as your own. The penalties for doing so are severe: a grade of zero for the assignment and possibly an F for the course.

4. If the assignment seems unclear, ask D. Clippinger to clarify. Likewise, refer questions about grading or other class policies to her.

5. When appropriate, select, use, and cite sources wisely (APA documentation style).

6. Remember, the Center for Business Communication (CBC) is open to all students taking a business course. CBC consultants will work with you at any stage of your assignment.

An A document surpasses requirements of the assignment in a fresh, skillful manner, using precise, effective language that aids readers’ understanding. The document meets needs of the business situation (establishes writer’s stance, attends to audience with you-attitude and positive emphasis, clarifies purposes for writing, and shows sensitivity to context). When appropriate to the assignment, the writer shows proficiency in using persuasive appeals (ethos, logos, pathos).

Proper evidence, examples, and details support a clear, focused main message. The document shows the writer’s good judgment and awareness of the situation’s complexities.

Organization is appropriate for the purpose and situation. The opening paragraph sets up the context, purpose, and audience. A topic sentence (explicit or implicit) controls each subsequent paragraph. Paragraphs are coherent (each word adds meaning and contributes to the flow) and unified (progresses logically toward the closing). The closing paragraph moves beyond a mere restatement of the main message, taking it to a new level.

The text is clear, easy to read, and rather sticky (memorable). It contains few if any errors in grammar, usage, and English mechanics, and none of these undermines the document’s effectiveness. The message shows proficiency with style (subordination, variation in sentence and paragraph length; mostly short, simple, concrete words; mostly active voice; and a degree of originality). The proper business format (all parts present and ordered correctly), a serif font, and appropriate special text effects, enhance readability and save readers’ time.

The B document follows and fulfills all requirements of the assignment. The message establishes the writer’s stance and shows a clear sense of audiences, purposes, and context.

The main message is fairly well defined, focused, and supported; the main point is more than adequate (but still could be sharpened), with sound, thorough reasoning and support. The writer shows awareness of situation complexity and viewpoints besides his or her own.

The document contains an effective opening and closing. Information flows logically, and the reader can follow it because of well-chosen transitions and topic sentences. The writer breaks paragraphs logically and uses precise vocabulary and enough specifics to satisfy the reader’s need to know.
Clear, readable text includes sound sentence structure and some use of subordination, varied sentences, and modifiers. Few grammar, usage, or punctuation errors mar the text. The proper business format may lack a minor part or include an extraneous part, and a serif font and appropriate special effects enhance readability and save readers’ time.

The C document attempts to follow the assignment and shows some sense of primary audience and main purpose. But the message as a whole fails to fulfill expectations because of flaws in planning, drafting, and / or revising.

The main message is defined only generally; the main point is merely adequate. The supporting details, while gathered and used responsibly, are often obvious and easily accessible. The writer demonstrates little awareness of the situation’s complexity or viewpoints besides his / her own, leaving the document with imperfections or inconsistencies in development, organization, and reasoning.

Organization is fairly clear: the reader could outline the text, despite occasional lack of topic sentences. The writer develops paragraphs adequately and breaks them appropriately. Transitions are present, but mechanical.

Sound text includes mostly simple sentences. Word choice is correct though quite limited. The document may contain inflated language, wordy structures, and clichés. The document contains errors in spelling, usage, and / or punctuation, though these do not affect the readers’ ability to understand the message. The proper business format may be compromised by omitted or extraneous parts or parts out of order. The font and special text effects contribute only slightly to readability.

The D document attempts to follow the assignment, but it shows little awareness of the business situation in terms of writer’s stance, audiences, purposes, and context. For example, the message might over- or underestimate (or ignore) the readers’ prior knowledge, assumptions, or beliefs. Or the writer may express little sense of purpose. Finally, the document may greatly exceed the assigned length (i.e., ramble) or be too short and underdeveloped.

The document contains a flawed main message—or none at all. Obvious evidence may be missing, and irrelevant evidence may be present. In addition, the writer does not interpret the evidence adequately. The document shows no understanding of the business situation. Or the message may rely too heavily on evidence from the assignment sheet itself or from published sources without the writer’s analysis added.

Organization is deficient in one or two of the following areas: underdeveloped or missing opener and closer; illogical arrangement or incoherent development of paragraphs; topic sentences missing or murky; missing or flawed transitions.

Text may contain many and consistent errors in spelling, usage, and punctuation that reveal unfamiliarity with the conventions of business writing or a lack of careful proofreading. The format may be inappropriate or seriously flawed, and the font and special text effects add little or no value.

The F document fails to fulfill the assignment. It lacks a clear purpose or direction and shows no awareness of the business situation. The document is seriously underdeveloped, not going beyond the obvious.

More than two of the organizational deficiencies of a D document (see above) plague the document. Numerous and consistent errors in spelling, usage, and punctuation hinder readers’ ability to understand the message—despite a proper format, serif font, and special text effects.
## Final Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98% - 100%</td>
<td>980 – 1,000</td>
</tr>
<tr>
<td>A</td>
<td>90% - 97.9%</td>
<td>900 – 979</td>
</tr>
<tr>
<td>B+</td>
<td>88% - 89.9%</td>
<td>880 – 899</td>
</tr>
<tr>
<td>B</td>
<td>80% - 87.9%</td>
<td>800 – 879</td>
</tr>
<tr>
<td>C+</td>
<td>78% - 79.9%</td>
<td>780 – 799</td>
</tr>
<tr>
<td>C</td>
<td>70% to 77.9%</td>
<td>700 – 779</td>
</tr>
<tr>
<td>D+</td>
<td>68% - 69.9%</td>
<td>680 – 699</td>
</tr>
<tr>
<td>D</td>
<td>60% - 67.9%</td>
<td>600 – 679</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Below 600</td>
</tr>
</tbody>
</table>

## Blackboard Course

Regular announcements, course documents, and students’ grades appear on Blackboard—the **Section 7 site**. In general, new announcements will appear around 3 p.m. Sundays. The website will contain this **syllabus (About Us)**. In addition, Blackboard will contain all **PowerPoint® slideshows** used in class and numerous external links, including the **Sites to See** in your textbook. Blackboard contains a **folder for every assignment**; and each folder contains an assignment sheet, planner, and other helps.

**Grades will appear in the Records folder** on an Excel worksheet. An e-mail and Blackboard announcement will notify you when grades are posted or upgraded.

## Center for Business Communication

The Center for Business Communication (CBC) in **Suite 150**, next to the computer lab, offers assistance for completing any School of Business assignment. CBC services include individual and team writing assignments and presentations, including PowerPoint™ slideshows.

To learn more about the CBC or download the helpful handouts it offers, go to [http://moreschool.sc.edu/](http://moreschool.sc.edu/) and click Faculty & Research (at top). Then click Center for Business Communication (at right).

CBC hours will be announced, and drop-ins are accepted; but for best results, make an appointment a day or two in advance by calling **777-5904** or e-mailing **cbc@moore.sc.edu**. Fifty-minute appointments begin on the hour.
Course Schedule

On the following schedule, due dates appear in bold.

August 19
Course orientation; syllabus distributed

August 24
**Due:** Syllabus presentations assigned 8/19

August 26
Visit Center for Business Communication

**September 2**
BLACKBOARD THURSDAY - CLASS DOES NOT MEET

**September 7**
**Quiz 1** Own the Room Ch. 3 and 4

**September 9**
**Due:** First "Out of the Book; Into the Business World"

September 14
Presenter from Springs Business Library; students form research / report-writing teams

September 16
Students visit University Career Center for presentation of career services

**September 21**
**Due:** Second "Out of the Book; Into the Business World"

**September 23**
BLACKBOARD THURSDAY - CLASS DOES NOT MEET

**September 28**
**Due:** “Where I See Myself in 2.5 Years” Presentation (one-third of class)

**Quiz 2** Modules 5 & 9 (Main Textbook)

**September 30**
**Due:** “Where I See Myself in 2.5 Years” Presentation (one-third of class)

**Quiz 3** Modules 14 & 15 (Main Textbook)

**October 5**
**Due:** “Where I See Myself in 2.5 Years” Presentation (one-third of class)

**Quiz 4** Modules 24 & 25 (Main Textbook)

**October 7**
**Due:** Third "Out of the Book; Into the Business World"

**October 12**
**Due:** Annotated Bibliography

**October 14**
FALL BREAK – CLASS DOES NOT MEET

**October 19**
**Due:** Writing Portfolio 1 (first draft)

**Due:** Writing Portfolio 1 (final draft)

**October 21**
**Quiz 5** Modules 27 & 28 (Main Textbook)
October 26  Due: Last “Out of Book; Into Business World”

October 28  Due: Team Project Written Report (first drafts reviewed and returned [FIFO] through 11/7)

November 2  ELECTION DAY – CLASS DOES NOT MEET

November 4  Due: Writing Portfolio No. 2

November 9  Due: “Own the Room” Presentation (one fourth of class)

November 11  Due: “Own the Room” Presentation (one fourth of class)

November 16  Due: “Own the Room” Presentation (one fourth of class)

November 18  Due: “Own the Room” Presentation (one fourth of class)

November 23  BLACKBOARD TUESDAY - CLASS DOES NOT MEET

November 25  THANKSGIVING DAY – CLASS DOES NOT MEET

November 30  Due: Team Project Oral Report (three teams max.)
Due: Team Project Written Report (final draft)

December 2  Due: Team Project Oral Report (three teams max.)
Due: Team Member Rating Form

December 9 at 5 p.m.  Due: Any revision option announced on Blackboard