LEAD INSTRUCTOR & COMMUNICATION COACHES

Lead Instructor for GEB3219, all sections
Dr. Dorothy McCawley  dorothy.mccawley@warrington.ufl.edu
233C Bryan Hall  352-273-3213

Communication Coaches (note your section number)

<table>
<thead>
<tr>
<th>Section #</th>
<th>Communication Coach</th>
<th>Section #</th>
<th>Communication Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>7704</td>
<td>TBA</td>
<td>7696</td>
<td>TBA</td>
</tr>
<tr>
<td>7775</td>
<td>TBA</td>
<td>7743</td>
<td>TBA</td>
</tr>
<tr>
<td>7779</td>
<td>TBA</td>
<td>7798</td>
<td>TBA</td>
</tr>
<tr>
<td>7799</td>
<td>TBA</td>
<td>74CB</td>
<td>TBA</td>
</tr>
<tr>
<td>737C</td>
<td>TBA</td>
<td>7608</td>
<td>TBA</td>
</tr>
<tr>
<td>74A6</td>
<td>TBA</td>
<td>7689</td>
<td>TBA</td>
</tr>
</tbody>
</table>

A major course component is the Communication Coach assigned to each section. Your Coach will:
1. evaluate the graded assignments
2. respond, within two business days, to emails
3. hold office hours each week

Your Communication Coach holds an advanced degree and has extensive experience teaching business communication. Your coach is your resource, so consult your Communication Coach often! Make note of his or her email.

Course Set-up: All sections share the same Canvas site, but have a separate “group” for assignments, discussion boards, and announcements. So please note your section information to find your group.
Email Etiquette – Think “Professional”

As part of professional business communication, you need to be familiar with email etiquette. Your approach and style can make the difference between success and failure in this class and in your career. The communication coaches may deduct points from your participation grade for an unprofessional email.

Getting Started Writing and Email: (1) know your audience and (2) know your purpose. Craft an informative, yet concise, subject line. In the body of the message, include your full name. Know why you are writing, and then choose the appropriate audience:

<table>
<thead>
<tr>
<th>ADMINISTRATIVE MATTERS</th>
<th>QUESTIONS ABOUT ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>For general administrative matters, contact Dr. McCawley (exam problems, textbook issues, technical glitches) via the Discussion Board on Canvas. You may also email Dr. McCawley if you have a personal question:</td>
<td>For questions about assignments, contact your Communication coach. Please follow these practices for communicating with your Communication coach:</td>
</tr>
<tr>
<td>1. Use <a href="mailto:dorothy.mccawley@warrington.ufl.edu">dorothy.mccawley@warrington.ufl.edu</a></td>
<td>1. Use the email address in the table on page 1</td>
</tr>
<tr>
<td>2. Start with a salutation (Dear Professor McCawley or Dear Dr. Mac)</td>
<td>2. Start with a salutation (Dear Professor/Dr./Ms./Mr. Last Name)</td>
</tr>
<tr>
<td>3. Include section number and communication coach’s name (in subject line or under your name)</td>
<td>3. Frontload your request</td>
</tr>
<tr>
<td>4. Frontload your request</td>
<td>4. Be specific and concise</td>
</tr>
<tr>
<td>5. Be specific and concise</td>
<td></td>
</tr>
</tbody>
</table>

For all correspondence, keep the body of your message short. If we need additional details, we will ask you. In closing, provide an alternative means of communication (perhaps the topic warrants a phone call or online session?), and a “Thanks” or “Best regards” in concluding. Your participation points include the professionalism of your emails.

Use every opportunity to practice what you are learning about grammar, punctuation, spelling, tone, style, audience consideration, and purpose. Oh, and concision.

As always, don’t send an email when you are upset. Save your email to your draft folder, and then review it when you are calm. You may find that you need to adjust your wording to accomplish your goal.
Course Texts

**Required**


Textbook is also available for rent and in a Kindle version.

**Required**

GoReact access at on Canvas ($20 fee for registration)

_wait to register until you receive an invitation from your Communication Coach_

**Required**

A microphone and webcam/video camera

**Recommended, but not required**

*The Reader’s Brain: How Neuroscience Can Make You a Better Writer* by Yellowlees Douglas

Course Description
In business, communication needs to be clear and convincing, so, you must be an effective writer and speaker if you wish to succeed. We’ve designed GEB 3219 – *Speaking and Writing in Business* to teach you the communication fundamentals to prepare you to:

- argue persuasively when writing and speaking
- master basic presentation skills
- learn the types of writing used in business communication
- understand how to write clearly, specifically, and concisely

You will learn communication principles through assignments drawn from business situations.


<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>.67</td>
<td>0</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000-930</td>
<td>929-900</td>
<td>899-870</td>
<td>869-830</td>
<td>829-800</td>
<td>799-770</td>
<td>769-730</td>
<td>729-700</td>
<td>699-670</td>
<td>669-630</td>
<td>629-600</td>
<td>&gt;600</td>
</tr>
</tbody>
</table>

The Run-Down

**GRADED ASSIGNMENTS**
1. eight written documents
2. two presentations with outlines, one with PowerPoint
3. three quizzes: one on grammar and clarity (Pre & Post), one multiple choice exam midway through, and one multiple choice exam at the conclusion of the course (non-cumulative)
4. one team assignment with two parts
5. six synchronous sessions, one of which is mandatory (course orientation)

**Expectations**
To succeed in this class, you need to

- Check your Canvas email every day
- View videos and read 1-2 chapters per week
- Complete exams and assignments on time
- Review instructions for assignments and ask questions early

*Filename for all assignments: yourlastname_assignmentname. Format: Microsoft Word. Be sure to check the Assignments Link to review the grading rubric before you submit your assignment.*

*NOTE: Late assignments are accepted, but your grade is reduced by one letter grade for each 24 hours late.*

**GORDON RULE WRITING REQUIREMENT (4,000 words)**
The Writing Requirement (Gordon Rule) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive writing credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course and meet 4,000 words. Instructors will evaluate and provide feedback on your written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
ACADEMIC HONESTY GUIDELINES

University’s Honesty Policy Regarding Cheating and Use of Copyrighted Materials

The University Honor Code embodies some common-sense values: [http://www.reg.ufl.edu/01-02-catalog/student_life/](http://www.reg.ufl.edu/01-02-catalog/student_life/).

The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students are expected to pursue knowledge with integrity. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to act with integrity. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions in paragraph XI of the Student Conduct Code. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule 6C1-4.017).

**Cheating.** “The improper taking or tendering of any information or material which shall be used to determine academic credit.” Taking of information includes copying graded assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student’s paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. The tendering of information includes, but is not limited to, giving of your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

**Plagiarism.** “The attempt to represent the work of another as the product of one's own thought, whether the work is published or unpublished, or simply the work of a fellow student.” Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

Needless to say, plagiarizing the work of others is a sign of inadequate character and insecurity about one’s writing ability. Bottom line: *all work must be original.*

STUDENTS WITH PHYSICAL DISABILITIES

We don’t meet in classrooms, but let me know if you require any special accommodations. The official statement on ADA issues states: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.” Moreover, we will do everything we can to support your individual needs and concerns.

STUDENT COUNSELING AND WELLNESS CENTER

Campus resources are available for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

- **UF Counseling & Wellness Center** (CWC): (352) 392-1575 for documentation, stress and wellness, mental health screening, concerns about a classmate, self-help, sexual or physical abuse

- **University of Florida Police Department** (UFPD): (352) 392-1111 or 911 for emergencies

Be sure to consult these resources as you need them.
May 9 - May 15

Learning the Basics of the Course

OBJECTIVES: During the module you will become familiar with the course, the Canvas course site layout, and your writing coach. You will have the chance to practice clear, concise writing while getting to know your section mates.

GETTING STARTED
The Canvas course has limited accessibility until the mandatory orientation sessions are completed. We are waiting for drop/add to finish before we can organize you into sections. Your section number and communication coach may change during the first week.

MANDATORY ORIENTATION SESSIONS
To orient you to the course, we hold a synchronous orientation session using Adobe Connect. The same session is offered three times in an effort to match your schedule. If you cannot make any of the three sessions, contact Dr. McCawley (Dr. Mac) at <dorothy.mccawley@warrington.ufl.edu> before the first session.

<table>
<thead>
<tr>
<th>Session Day</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, May 12</td>
<td>Noon – 1 p.m.</td>
<td><a href="http://warrington.adobeconnect.com/orientation3219/">http://warrington.adobeconnect.com/orientation3219/</a></td>
</tr>
<tr>
<td>Friday, May 13</td>
<td>7 – 8 p.m.</td>
<td><a href="http://warrington.adobeconnect.com/orientation3219/">http://warrington.adobeconnect.com/orientation3219/</a></td>
</tr>
<tr>
<td>Saturday, May 14</td>
<td>10 – 11 a.m.</td>
<td><a href="http://warrington.adobeconnect.com/orientation3219/">http://warrington.adobeconnect.com/orientation3219/</a></td>
</tr>
</tbody>
</table>

Choose the session that best fits your schedule. You need to attend just one of the three. The link for the orientation meeting will be in the Canvas menu (on the left-hand side). You can click the link at any time to test the connection. You may need to download additional software.

If are unable to attend any one of these sessions, and fail to make other arrangements with me, you will lose 50 points off your final grade (and miss out on some great information!).
May 16 - May 22

Learning the Basics of Business Communication

OBJECTIVES: During this module you will become familiar with the foundations of effective business communication: (1) know your audience and (2) know your purpose. You will also practice writing clearly and concisely.

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>“Communication Matters”</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>“Communication Basics 1 &amp; 2”</td>
</tr>
<tr>
<td>Appendix A</td>
<td>“The Writing Process”</td>
</tr>
<tr>
<td>Appendix C/D</td>
<td>“Refining Your Writing 1 &amp; 2”</td>
</tr>
</tbody>
</table>

DISCUSSION BOARD #1: Getting to Know You
Once enrollment is settled, we will open the Canvas site and you will have access to your own section group. Find your section group and go to the discussion board entitled “Getting to Know You.”

Content. Be sure to craft a descriptive subject line. In 200 words or fewer, write your biography.
Grading Criteria. Relevant content, professionally presented, 200-word (or fewer) length, and proper mechanics.
Due. May 20 @ 11:59 p.m.
Points. 25

EXTRA CREDIT OPTION
Comment on your fellow classmates’ posts. Note similarities you share and the differences you find interesting. Limit your post to 100 words. Post must be grammatically correct and display thoughtfulness and clarity.
Due. May 23 @ 11:59 p.m.
Points. Each post earns you two points. MAX: 20 points.

As with all your writing in this class, use properly formatted sentences, correct spelling and grammar, and professional tone and word choice.
May 23 - May 29
Routine Messages and Goodwill

OBJECTIVES: During this module, you will demonstrate your understanding of effective business writing and “reader-centered writing” by composing an informative email and by completing a pre-test.

<table>
<thead>
<tr>
<th>Attend</th>
<th>Read</th>
<th>Watch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adobe Connect Session</strong></td>
<td><strong>Chapter 4</strong></td>
<td><strong>Chapter 5</strong></td>
</tr>
<tr>
<td><strong>Topic.</strong> Using Microsoft Word</td>
<td><strong>“Reader-Centered Writing”</strong></td>
<td><strong>“Memo Writing”</strong></td>
</tr>
<tr>
<td><strong>Date &amp; Time.</strong> Wednesday, May 25 @ 6:30 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Points.</strong> 5 participation points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You access the session through the link on Canvas course site.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E-MAIL YOUR COMMUNICATION COACH
Send a professionally written email to your communication coach listing any section-mates you know and would like to have on your team for the team assignment. Explain your philosophy of teamwork.

**Content.** Outline your experiences with teams in the past: Were you the leader or a follower? Are you driven by a grade? Do you like to finish early or just on time?

**Grading Criteria.** Clear purpose, effective subject line, proper grammar and mechanics, and professional style

**Due.** May 25 @ 11:59 p.m.

**Points.** 25

GRAMMAR AND CLARITY QUIZ
After watching the videos and reading Appendix C, take the Grammar and Clarity Quiz on Canvas course site, under Quizzes or Week 2 Module page. This test is a pre-test to check your knowledge and understanding of professional writing and mechanics.

You have such a long block of time because you will be asked to construct a cohesive, clear and concise paragraph. You need to engage all you know about paragraphing. Remember that you need a topic sentence, 3-four body sentences, and a resolution sentence. You may need some time to write and revise your paragraph. Be sure to spellcheck!

You will see one question at a time, but you may move through the exercise at your own pace and return to questions as you wish. You may use your textbook and the video lectures to assist you in completing the exercises. You may **not** use the assistance of another individual.

**Content.** Ten grammar and clarity multiple choice questions, one paragraph re-write, and two sentence rewrites.

**Grading Criteria.** Proper grammar and mechanics, display of concision and clarity principles.

**Due.** The quiz will be open from May 29 @ 1 a.m. through May 30 @ 11 p.m. Take the quiz at a time of your choosing. You will have a 150-minute window to take the quiz.

**Points.** 25

*If you are unable to attend the live session, you may watch the posted recording.*

The recording will be posted the next day, under “Announcements.” Watch the recording and then post three thoughts, in under 200 words, to the ADOBE CONNECT DISCUSSION BOARD on the Canvas course site, under “ Discussions.” Your post must be submitted to Canvas by **48 hours** after the close of the live session.
May 30 – June 5
Crafting Your Communication

OBJECTIVES: During the module you will learn and execute the techniques that create effective business communication. During this lesson you will also learn the similarities and differences between written and oral communication.

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 2</td>
<td>“Word Choice”</td>
</tr>
<tr>
<td>Chapter 7</td>
<td>“Delivery”</td>
</tr>
<tr>
<td>Chapter 10</td>
<td>------</td>
</tr>
</tbody>
</table>

INFORMATIVE MEMORANDUM

TOPICS Found in Chapter 4, p. 141 (Writing exercises). Apply the business writing principles (audience, purpose, context) you learned through the first few videos to write a professional informative memo. Be sure to frontload information most relevant to your readers. Avoid passive voice, and instead rely on action-oriented verbs and concrete nouns. Also, use concision, clarity, and cohesion principles and the principles of effective business writing (ACE).

FORMAT
Use the memo format on p. 563.


Guidelines
- **single**-spaced with a white space between paragraphs
- **block** format (no indented paragraphs)
- **left** justified/aligned (ragged right margin)
- **one-inch** margin on all sides (top, bottom, left, and right)
- no more than one page long
- businesslike font (for example, Times New Roman 11 or 12-pt. font or Arial 11-pt. font)

Content. Option 1: EXERCISE 19 Requesting information OR Option 2: EXERCISE 21 Writing an Informational Memo OR OPTION 3: Suggest your own topic. You must have permission from your communication coach first

Length. One page, maximum
Due. June 6 @ 11:55 p.m.
Points. 100
June 6 – June 12

Document and Speech Design

OBJECTIVES: During the module you will realize the power of the properly formatted document that strategically employs design elements for visual appeal. During this week you will also design your extemporaneous speech. Additionally, you will practice good collaborative behaviors.

<table>
<thead>
<tr>
<th>Attend</th>
<th>Read</th>
<th>Watch</th>
</tr>
</thead>
</table>
| Adobe Connect Session*  
  Topic. Structuring Your Presentation  
  Date & Time. Wednesday, June 8 @ 6:30 p.m.  
  Points. 5 participation points  
  The session should last about an hour  
  You access the session through the Canvas course link | Review Appendix C/D  
  “Persuasion” | “Document Design” |

TEAM ASSIGNMENTS

During this week, your communication coach will assign you to a team. As a team, you have the responsibility for communicating effectively. Think of your team as a work group and organize your meetings professionally. You should:

- provide contact information to your teammates
- share any scheduling commitments
- decide on shared technology (will you use Google docs?)
- create agendas for your meetings
- create a timeline for your assignment
- accept responsibility for your part in the project

You could think about supporting one another in preparing your individual elevator pitches, as well. Since you miss out on the in-class collaboration, this team-formation process is intended to fill in for that lack. Your team will be an invaluable resources as the course progresses.

**Content.** Copy your email/text correspondence into a Word document. Create a timeline or Gantt chart to lay out the steps you will take in the team assignment (see week of July 1 for description).

**Due.** June 13 @ 11:59 p.m.

**Points.** 25 (everyone on the team receives the same number of points)
June 13 – June 19

Elevator Pitch

Objectives: During the module, you will have the opportunity to practice good oral communication skills. You will create and record an elevator pitch, gaining skills with technology and the direct style of an extemporaneous speech.

Elevator Pitch & Written Analysis/Outline

Topic: You find yourself in an elevator with one other occupant.

<table>
<thead>
<tr>
<th>Option 1:</th>
<th>Option 2:</th>
<th>Option 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your companion in the elevator is a job recruiter you are to meet. You had met, briefly, at a recruiting fair, so you recognize each other. Your companion turns to you and says, &quot;Tell me about yourself -- let’s start your interview a bit early.&quot;</td>
<td>Your companion in the elevator is your supervisor’s supervisor. You have met, several times, at various work functions and meetings. Your companion turns to you and says, &quot;Tell me what project you are working on now.&quot;</td>
<td>Invent your own scenario. You must have your communication coach’s permission BEFORE you record your speech.</td>
</tr>
</tbody>
</table>

Written Analysis and Outline. As you prepare your speech, write an analysis for your communication coach. Start with the title of your speech and your name. Write a short paragraph covering (1) the purpose of your speech, (2) vision of your audience (knowledge level, interest, education level), and (3) A-C-E steps.

Next, begin your outline. You will have three main points: (1) Introduction, (2) Body, and (3) Conclusion. Under each of these three points you will have as many sub-points as you need. For example, under the Introduction you may have two points: (a) objective of speech (interest getter) and (b) agenda (preview of speech). Be sure to include a transition from one point to the next (“now, let me tell you about the next step”).

Your outline is just a tool for organizing your speech and informing your communication coach. The outline is not the script for your presentation.

Recording your pitch. Arrange for a second person to be with you (over the age of 12). Set up GoReact on your laptop to record your pitch. Arrange to have as much of your body visible as possible. Mount your laptop on a high table, ladder, or bookcase. Press record, and then join your companion in the “elevator.” Have your companion ask you the question. Your companion may engage with you by asking questions or reacting to your speech.

Format. GoReact (use webcam & microphone or smartphone/table app). No PPT (but you may have a handout, for example, your résumé). You must stand when speaking and have another human being with you.

Dress. Business casual

Content. An extemporaneous speech is conversational, but prepared. Not very formal, but not totally improvised. NO READING.

Length. You have 2-3 minutes for your pitch. Use a persuasive frontloaded style (your audience has a positive attitude). Outline should be 1-2 pages long.

Points. Analysis/outline: 50 points; speech: 50 points

Due. Your outline and speech are due by June 19 @ 11:59 p.m.

Don’t be over-prepared so that your speech sounds memorized or as if you were reading.

Remember, you have the option to record a practice session and ask your coach for some advice. Just be sure to allow some time for your coach to review your practice (at least 48 hours).
**OPTIONAL Adobe Connect Session.** On June 15 @ 6:30, I will hold an optional Adobe Connect session to answer questions about the first exam. You will access the session through the Adobe Connect link on the Canvas course site.

*Points.* 0

---

June 20 – June 24

Summer Break

*OBJECTIVES: Take a break and refresh yourself. Also, you should review the material covered so far and plan for the second half of the course.*
June 25 – July 3

Exam #1

OBJECTIVES: The first exam covers the material from the first part of the course. The exam is multiple-choice with questions from the lecture videos and textbook chapters we have covered so far. The exam is open book and open notes, but NOT open neighbor. The exam is an individual assignment.

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>“Communication Matters”</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>“Communication Basics 1 &amp; 2”</td>
</tr>
<tr>
<td>Appendix A</td>
<td>“The Writing Process”</td>
</tr>
<tr>
<td>Appendix C/D</td>
<td>“Refining Your Writing 1 &amp; 2”</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>“Reader-Centered Writing”</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>“Memo Writing”</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>“Word Choice”</td>
</tr>
<tr>
<td>Chapter 7</td>
<td>“Delivery”</td>
</tr>
<tr>
<td>Chapter 10</td>
<td>“Persuasion”</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Chapter 7</td>
<td>“Document Design”</td>
</tr>
</tbody>
</table>

Content. The exam will cover the chapters from the textbook and the pre-recorded video lectures. The exam is on Canvas course site and is open-book, open-note, but NOT open-neighbor!

Due. You may take the exam during a two-hour window in your schedule, June 26-June 28.

Points. 100
July 5 – July 10 (July 4th is a holiday)

The Indirect Approach and Bad News

OBJECTIVES: During the module you will learn and execute the techniques that can help you deal with a resistant audience or help you deliver a negative message and maintain your relationship with your audience. You will also practice collaborative writing.

<table>
<thead>
<tr>
<th>Attend</th>
<th>Read</th>
<th>Watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Connect Session*</td>
<td>Chapter 6</td>
<td>“Bad News Messages”</td>
</tr>
<tr>
<td>Topic. Portfolio and PPT Assignments</td>
<td>“Team Presentations”</td>
<td></td>
</tr>
<tr>
<td>Date &amp; Time. Wednesday, July 6 @ 6:30 p.m.</td>
<td>“E-Mail”</td>
<td></td>
</tr>
<tr>
<td>Points. 5 participation points</td>
<td>“Business Letters”</td>
<td></td>
</tr>
</tbody>
</table>

You access the session through the Canvas course link

TEAM RANK THE E-MAILS

Five e-mails are posted on Canvas. As a team, you are to rank the e-mails from best to worst according to the CAP (concision, accessibility, purpose).

Scenario
You are a committee assigned to improve in-house communication. You spent several months meeting and evaluating the sample employee emails. Now you are ready to teach your managers about effective email communication skills. You are still in the evaluation stage, but you know enough to point to some of the best, worst, and mediocre examples you have. You need to have a supporting handout that provides some tips for effective e-mails. You may quote from the sample emails to illustrate your tips.

Format. As a team, you will present your results in an informative/panel style. Each member of the team will prepare a 2-3 minute explanation of one point, recorded on GoReact. Your individual segments must fit with your teammates’ presentations. For example, one team member could introduce the team and the process. The second team member could cover the “best practices.” The third team member could cover “errors to avoid.” If you have a four-member team, the last person could provide a wrap-up. Prepare a one-to-two-page written handout to support your presentation. Submit your handout via the assignment link on Canvas (one handout per team).

Content. Your handout should provide your criteria for evaluating the emails and explain why you chose the “winner” and the “loser.” Also, discuss the other three emails and their relative strengths and weaknesses. Summarize good email practices and provide contact information or plans for further informative sessions.

Audience. Other managers in your workplace, all college educated and interested in the topic

Purpose. Educate, inform, and persuade

Length. GoReact speech: 2-3 minutes each, Handout: 1-2 pages support document, timely email

Due. July 1 @ 11:59 p.m.

Points. Presentations, 20 points, individually assigned. Handout, 50 points, team-based. Additionally, each person will earn up to 25 points for their team participation, based on peer feedback. Confidential Team Member Evaluation form submitted, 5 points, individually assigned.

Confidential Team Member Evaluation. In addition, you will evaluate the contributions of your teammates. You will find the document under Canvas assignments.
OBJECTIVES: During the module you will learn how to deploy graphics effectively to support your communication.

Read | Watch
--- | ---
Chapter 8 | “Effective use of Graphics”
Chapter 9 | ------
Appendix B | ------

PORTFOLIO OF DOCUMENTS

TOPIC. Choose one Scenario

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
<th>Scenario 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have been the chief compliance and training officer of a small firm, Garver Paint Supply, for seven years now. Your job is to visit the three different company locations and ensure that all employees are aware of new policies, trained on all equipment and software, and in compliance with procedures like random drug testing. You are now faced with a difficult situation: one of the locations, #123, is out of compliance with several procedures.</td>
<td>You are the HR manager for a production company that plans to open a location in another country. Your department will be responsible for training the managers who will be re-located to the new country. You are also responsible for notifying the managers who have been selected to make the move and others who have been rejected. You may find this link helpful: <a href="http://www.kwintessential.co.uk/resources/business-culture-quizzes">http://www.kwintessential.co.uk/resources/business-culture-quizzes</a>.</td>
<td>Your customers are clamoring for you to increase your social media presence. One of your reports has requested the role of social media guru, but you need this individual to handle the new software update for business processes. As the CIO, you do not have the time or resources to support any sort of company-based social media plan. After reading the following article <a href="http://www.socialmediaexaminer.com/social-support-team/">http://www.socialmediaexaminer.com/social-support-team/</a> you decide on a social media team.</td>
</tr>
</tbody>
</table>

You could write to:
- The manager of the location, and inform him or her about the lack of compliance.
- employees at that location reminding them about the company’s policy.
- laboratory responsible for the testing and request additional information/remind them about your testing standards.
- company CEO informing him or her about the results of your review and request additional funding for any necessary extra work.

You could write to:
- a contact you have in the new country requesting additional information for your training.
- the CEO explaining the training program and requesting any additional funding needed.
- a manager who is moving and provide some useful information.
- your staff and tell them their responsibilities with this move.

You could write to:
- the employee you rejected
- the employees explaining the new social media strategy
- your social media followers to explain the company social media policies
- your CEO requesting additional funds, or an additional staff member, to handle the process.

Use your imagination to decide what you would do, if you were in the situation in the “real world.”

FORMAT. Consider the situation carefully and decide how and with whom you will communicate. Produce three "scenario" documents (one of which must be a negative message) that will begin to address the situation appropriately. The three documents may be of any combination you deem necessary (see list below), but you must use at least two different document types. You should decide if the messages will be informative, negative, and/or persuasive in purpose, and apply the appropriate strategies to their composition. You may use your imagination to fill in any details.

Possible Document Types: Letter *** Memo *** Proposal *** Email *** Other
FIRST, you must write a professionally formatted message to your Communication Coach: a memo explaining your choice of scenario, context, audience, purpose.

Audience analysis: education level, knowledge, and attitude
Context: size of organization, your relationship with audience, and any "political" issues
Purpose: explain goal for each document
Your coach will use this document to make sure you will be successful with this assignment.

Format. Appropriate for the communication
Content. Appropriate for the communication, but one must be a negative news message
Length. Each document should be approximately one page long

Due Dates and Points

<table>
<thead>
<tr>
<th>Document</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memo to Communication Coach</td>
<td>July 11 @ 11:59 p.m.</td>
<td>50</td>
</tr>
<tr>
<td>Document #1</td>
<td>July 24 @ 11:59 p.m.</td>
<td>50</td>
</tr>
<tr>
<td>Document #2</td>
<td>July 28 @ 11:59 p.m.</td>
<td>50</td>
</tr>
<tr>
<td>Document #3</td>
<td>July 31 @ 11:59 p.m.</td>
<td>50</td>
</tr>
</tbody>
</table>

Be sure to apply all the communication principles we have discussed in the class. If you wish to substitute an oral communication for a written one, be sure to explain your strategy in your memo to your communication coach.
OBJECTIVES: During the module you will learn more about formal business presentations including techniques for effective PowerPoint techniques.

### FORMAL PERSUASIVE PRESENTATION

You will prepare a formal persuasive presentation using PowerPoint slides. The topic will be of your choosing. You may base your presentation on the portfolio assignment, Exercise 36 (Distributing presentations through social media “channels”) on p. 447 of the textbook, or on your own work-based scenario.

Write a short memo to your communication coach explaining your purpose, audience, and main persuasive points. You may organize your memo using an outline format for your speech, but you need paragraphs to explain your audience and purpose.

**Format.** Formal presentation (standing) using PowerPoint slides, recorded on GoReact. No audience is necessary.  
**Content.** Introduce yourself, provide an overview, frontload your recommendation, two-three persuasive points, address reservations/limitations, conclude with a summary and an action step, if appropriate. Be sure to clearly transition from one point to the next.  
**Dress.** Business formal  
**Length.** Communication coach memo should be one page. Presentation 4-5 minutes with fewer than 10 PowerPoint slides.  
**Due.** July 19 @ 11:59 p.m.  
**Points.** 50 for the presentation, 25 for the PowerPoint slides, 25 for the explanatory memo

---

**DO NOT READ YOUR PRESENTATION**
July 25 – July 31

Wrap-Up

OBJECTIVES: During the module you will complete the last few assignments and review course information. You will also explore the strategies for developing your own personal brand during the job search.

<table>
<thead>
<tr>
<th>Read</th>
<th>Watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 12</td>
<td>“eCommunication”</td>
</tr>
</tbody>
</table>

TO DO. Complete Course Evaluations (once completed course evaluations for a section reach 75% for both Dr. Mac and your communication coach, an additional extra credit option will open for that section).

August 1 – August 4

Exam #2

OBJECTIVES: The second exam covers the material from the second part of the course. The exam is multiple-choice with questions from the lecture videos and textbook chapters we have covered since the first exam. The exam is open book and open notes, but NOT open neighbor. The exam is an individual assignment.

EXAM #2 and GRAMMAR AND CLARITY POST-TEST

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 6</td>
<td>“Bad News Messages”</td>
</tr>
<tr>
<td>Chapter 8</td>
<td>“Business Letters”</td>
</tr>
<tr>
<td>Chapter 9</td>
<td>“Effective use of Graphics”</td>
</tr>
<tr>
<td>Chapter 11</td>
<td>“E-Mail”</td>
</tr>
<tr>
<td>Chapter 12</td>
<td>“eCommunication”</td>
</tr>
<tr>
<td>---------</td>
<td>“PowerPoint”</td>
</tr>
<tr>
<td>---------</td>
<td>“Handling Q&amp;A”</td>
</tr>
<tr>
<td>---------</td>
<td>“Team Presentations”</td>
</tr>
</tbody>
</table>

Content. The exam will cover the chapters from the textbook and the pre-recorded video lectures. The exam is on Canvas course site and is open-book, open-note, but NOT open-neighbor! You will also see a repeat of the original Grammar and Clarity Quiz.

Due. You may take the exam during a three-hour window in your schedule, July 31 – August 3.

Points. 100 for exam #2, 50 points for Post-test of Grammar and Clarity Quiz.