

UF MANAGEMENT
COMMUNICATION CENTER

WARRINGTON COLLEGE *of* BUSINESS

Course Packet for GEB6229

Dr. M. Sean Limon

Dr. Dorothy McCawley

GEB 6229 ♦♦ Professional Communication for Accountants ♦♦ 2 cr
Dr. M. Sean Limon and Dr. Dorothy McCawley
Section 198B, Module 1, Fall 2017

August 21 – October 4
Monday and Wednesday
3 & 4 Periods
GER 228

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REQUIRED TEXTS

- 📖 *Effective Writing: A Handbook for Accountants*, **10th edition**. Claire B. May and Gordon S. May. ISBN-10: 0-13-357949-2 • ISBN-13: 978-0-13-357949-9 ©2015 • Prentice Hall
- 📖 Securities and Exchange Commission. *A Plain English Handbook: How to Create Clear SEC Disclosure Documents*. Available at www.sec.gov/pdf/handbook.pdf --OR-- www.sec.gov/news/extra/handbook.htm
- 📖 Course Packet at Target Copy

ADDITIONAL RESOURCES

- 📖 Additional resource for *International Students*. **Send me your UFID for access**
- 📖 **UF Writing Studio in Tigert Hall:** <http://writing.ufl.edu/students/writing-help/>

COURSE OBJECTIVES

GEB 6229 is a **presenting** and **writing course** for accounting graduate students, building on the basic principles from your previous business communication and writing courses. You will review the basic persuasion principles, polish you skill at explaining complex topics to a variety of audiences, and hone your professional job-seeking skills.

All of these skills will help ensure your success as managers in the workplace.

REQUIREMENTS and GRADING SCALE

Your performance is graded based on the relevant assignment grading rubric. All rubrics are in the course materials. If any part of the rubric is unclear to you, communicate with your professors at least a week before the assignment is due.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	S
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0
Total Points	300-279	278-270	269-261	260-249	248-240	239-231	230-219	218-210	209-201	200-189	188-180	Below 180

REQUIRED ATTENDANCE

Class participation is a significant part of this course. Participation includes asking questions in class about readings, answering questions, offering suggestions, and completing peer and self-evaluations. You must do in-class work in class on the assigned day and may not make it up another time.

Your instructors discuss the information in class once. If you are absent, you are responsible for getting the information discussed in class from another student.

You are considered absent if you:

- are not in your seat within 15 minutes of the scheduled start of class
- leave class early

You don't need proof of absence; point deductions:

First absence	5-point deduction from final grade
Second absence	20-point deduction from final grade
Three+ absences	Failing grade

Your instructors will **not** provide a summary of the class content.

LATE ASSIGNMENT POLICY

You must submit assignments by the specified deadline. Late assignments will be reduced by one letter grade for each day late.

ASSIGNMENT REWRITES

Once the assignment has been submitted, no re-writes are permitted, unless you receive a C+ or below on the assignment. You may submit a re-write within 7 days of receiving your grade, for a maximum of 10 additional points on a 100-point assignment, depending on the quality of your rewrite.

OFFICE MEETINGS

Your instructors are happy to discuss class content with you one-on-one. Your instructors are also available to coach you on the writing and speaking skills you need to succeed with your assignments. Such coaching sessions are no guarantee of a specific grade, but may prove helpful in honing your communication skills.

E-MAIL ETIQUETTE

Consider your email communication as practice for the style you will adopt in business settings. In other words, your communication should be formal in the beginning (*Dear Dr. McCawley –or-- Dr. Limon*), and can become more informal as we continue our communication. Include the following information when you communicate with your instructors:

- Your cohort, section number or day/time of class meeting (we teach multiple sections each module)
- Your purpose for writing, frontloaded (don't forget a concise, yet descriptive, subject line)
- Your availability: two or three days and times, if requesting an appointment
- Your name

NOTE: Coaching for writing or speaking is *in person* only, not via e-mail. Use e-mail to arrange an appointment.

ASSURANCE OF LEARNING

Each program at the Warrington College of Business Administration has developed goals and objectives that express the most valued skills and knowledge that students should be able to demonstrate upon completion of the total learning experiences in that program. The following goals and objectives are specifically mapped to **GEB 6229**.

The **MACC** program goals and objectives that apply to this course are:

Learning Goal 2: Our graduates will be effective communicators.

- 2A. Students will demonstrate the ability to write business documents clearly, concisely, grammatically, and with convincing analysis. ...
- 2C. Students will recognize and employ a variety of rhetorical styles, written and oral, appropriate to the goal and audience.

ACADEMIC HONESTY GUIDELINES

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

University policy requires me to remind you of the common sense values embodied in the University Honor Code. Please become familiar with the policy on academic honesty as stated on the following web page: http://www.reg.ufl.edu/01-02-catalog/student_life/. The following pledge is included on all Sakai assignment links: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*" Your instructors will provide details on "authorized" aid as needed during the course. Needless to say, plagiarizing the work of others or of online documents is not only a sign of inadequate character, but unnecessary insecurity about one's writing and speaking ability.

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, but is not limited to, copying graded homework 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.

STUDENT COUNSELING AND MENTAL HEALTH

You are always welcome to see your instructors, if you have any problems. However, resources are available on campus 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 or Sexual Trauma/Interpersonal Violence Education
- [Career Resource Center](#): First floor, Reitz Union, 392-1601, career development assistance and counseling

SPECIAL ACCOMMODATION

Please inform your instructors if physical circumstances get in the way of your work. Our classrooms in Hough, Stuzin and Gerson Halls should prove accessible. UF's official statement on ADA issues includes: "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."

SOFTWARE POLICY

All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Students are expected to use computers, tablets and cellphones only when instructed by the instructors. At all other times, turn off your devices.

Schedule of Classes and Assignments



schedule is subject to change

Before the first writing class (Dr. Mac): Read the e-mails on pages 13-15 of the course packet

		TOPIC	Before Class: Read, Watch, Write
Week 1 <i>Aug. 21</i>	Mac	<ul style="list-style-type: none"> • Introduction • Communication Matters • In class exercise (ICE): Rank the e-mails 	BEFORE August 28: Watch "Word Choice" video. Read Chapters 1, 3, 9, 10, and 12 Post to discussion board
<i>Aug. 23</i>	Limon	<ul style="list-style-type: none"> • Presentation Skills 	
Week 2 <i>Aug. 28</i>	Mac	<ul style="list-style-type: none"> • Making the complex simple • Negative News Communication • Business Letters (Ch. 9) • ICE: Letter on p. 185 • ICE: quiz on video 	BEFORE August 30: Read Chapters 2, 8, 11, and 13 Read entire SEC: <i>A Plain English Handbook</i> Watch "Visuals" video Write draft of assignment and post to Canvas
<i>Aug. 30</i>	Mac	<ul style="list-style-type: none"> • E-mail and Voicemail (Ch. 12) <ul style="list-style-type: none"> ○ ICE: Peer review writing assignment ○ ICE: Bad news rewrite • Sign up for individual appointments 	Before September 19: Review Chapters 4, 5, 6, and 7 Meet with Dr. Mac about writing assignments
Week 3 <i>Sep. 4</i>	HOLIDAY	• HOLIDAY	
<i>Sep. 6</i>	Limon	<ul style="list-style-type: none"> • Presentation Skills 	
Week 4 <i>Sep. 11</i>	Limon	<ul style="list-style-type: none"> • Presentation skills 	
<i>Sep. 13</i>	Mac	<ul style="list-style-type: none"> • Executive Summary 	DUE: Final version September 13 @ 11:55 p.m. BEFORE September 18: Watch "LinkedIn" & "Executive Summary" videos Write draft recommendation and post to Canvas
Week 5 <i>Sep. 18</i>	Mac	<ul style="list-style-type: none"> • CPA/CMA Writing <ul style="list-style-type: none"> ○ ICE: Peer review writing assignment 	
<i>Sep. 20</i>	Limon	<ul style="list-style-type: none"> • Client Conference 	
Week 6 <i>Sep. 25</i>	Limon	<ul style="list-style-type: none"> • Presentation skills 	DUE: Final version September 27 @ 11:55 p.m.
<i>Sep. 27</i>	Mac	<ul style="list-style-type: none"> • Web Presence • Job Search 	DURING CLASS: Course evaluations: bring laptops
Week 7 <i>Oct. 2</i>	Mac	<ul style="list-style-type: none"> • Final Writing Exam 	BEFORE OCTOBER 4: Post to final discussion board
<i>Oct. 4</i>	Limon	<ul style="list-style-type: none"> • Info-session Presentations 	

Writing Assignments

Email & Attached Letter.....50 points.....September 13 @ 11:55 PM
 Recommendation Memo.....50 points.....September 27 @ 11:55 PM
 Final Exam/Discussion Boards.....50 points.....during class

Speaking Assignments

Client Conference.....50 points.....week of September 20
 Info-Session Presentation.....100 points.....October 4

WRITING

Writing Project: Email with Attached Letter

Communicating at Work Assignment Prompts and Context

Understanding how arguments work in the real world is the first step to creating our own effective writing. Thus, for this writing project, you will (1) choose from the exercises listed below and (2) use the information in your chosen scenario to create two documents. You will have the opportunity to refine your business letter formatting, analyze your word choice to be appropriate for your audience, and provide effective peer feedback.

Overview of Scenario Options

Before you begin planning your documents, you first choose **only one** scenario from this list:

To Be Announced

Research your response and then:

1. Compose a response to the client in business letter format
2. Compose a transmittal email to your supervisor requesting corrections and permission to submit

For your reference, the rubrics for each assignment are posted to the assignment link on Canvas.

Formatting for “GEB6229, Inc.”

- ◇ **Word** document: max. 1 page
- ◇ 1-inch margins on all sides, 8.5 x 11 inch
- ◇ 11- or 12-point businesslike font
- ◇ Ragged right margin (left justified only)
- ◇ Block formatting (no indented paragraphs)
- ◇ Single spaced, with an extra space between paragraphs
- ◇ Paragraphs → spacing → before (0 pt.), after (0pt.)
- ◇ Saved as yourlastname_assignment1 and submit to Canvas

Page	Topic
99, 143	Citing/Plagiarism
116-117	Lists (set-off material)
Lists	Surround with text
116	Formatting headings
121	In-text interpretation
Numbers	One-nine, 10, 11, 1K, 1M, \$1,000
171	Letter format
195	Memo format
Dates	No ordinals, spell month, Month Day, YYYY
percent	In text
%	In tables

Writing Project: Recommendation Memorandum

Assignment Prompts and Context

Communicating persuasively is common in business communication, whether you are persuading your audience to accept your recommendation or contract for your services. For this assignment, you will compose an internal document in memo format persuading your audience.

Overview of Assignment

Review the information in Chapter 10. Use the memorandum format on page 195, Figure 10-2 as the model for this assignment. You will write 1-2 pages of text and incorporate one original graphic.

Scenario. As a new hire, you’ve been tasked with revising the current intern recruitment program. After you research the situation, you determine that changes are needed. Compose a memo to your supervisor, *briefly* explaining the problem and persuasively arguing for the changes you have identified. Use the direct style, since your supervisor is in favor of your proposal.

Parts of the memorandum:

1. Header with descriptive, yet concise and persuasive, subject line
2. Introductory paragraph that explains the problem and previews your solution
3. One cited source of information (Chapter 8)
4. An original graphic element in the body of the memo supporting proposed solution
5. Conclusion paragraph that restates the problem/solution (NO new information here)
6. An action step (asking for authorization/corrections/invite to attend/meet)

Use appropriate terminology and word choice for your audience (your supervisor). Use the direct style.

Formatting for “GEB6229, Inc.”

- ◇ **Word** document: max. 1 page
- ◇ 1-inch margins on all sides, 8.5 x 11 inch
- ◇ 11- or 12-point businesslike font
- ◇ Ragged right margin (left justified only)
- ◇ Block formatting (no indented paragraphs)
- ◇ Single spaced, with an extra space between paragraphs
- ◇ Paragraphs → spacing → before (0 pt.), after (0pt.)
- ◇ Saved as yourlastname_assignment2 and submit to Canvas

Page	Topic
99, 143	Citing/Plagiarism
116-117	Lists (set-off material)
Lists	Surround with text
116	Formatting headings
121	In-text interpretation
Numbers	One-nine, 10, 11, 1K, 1M, \$1,000
171	Letter format
195	Memo format
Dates	No ordinals, spell month, Month Day, YYYY
percent	In text
%	In tables

PRESENTING

Presentation: Client Conference

Assignment Prompts and Context

Reporting the findings of your analysis and research is an important skill. Oftentimes, you are sitting across from your boss or client and delivering the results you obtained. The ability to deliver this information clearly, confidently, and concisely are important skills. For this assignment, you will present the information from the “Writing Project: Communicating at Work” assignment.

Overview of Assignment

The purpose of this assignment is to demonstrate your ability to clearly, confidently, concisely, and personably deliver important and technical information to your client. This message should be presented in a way that clearly communicates your thoughts to the person with whom you are speaking in a way that is understandable to him or her.

Scenario. You are visiting your client in his or her office and delivering important information from your research and analysis. Your goal is to make sure your client understands and is convinced of your report and/or desired course of action.

Guidelines

- ◇ You have five minutes to deliver the information.
- ◇ Provide a handout for the client that helps them to understand what you are discussing.
- ◇ Business casual dress is appropriate. Up to 10 points can be deducted from your presentation grade for failing to do so.

Presentation: Information Session

Assignment Prompts and Context

At some point in your professional career, you will have to deliver a presentation as a function of your job. The ability to deliver a presentation clearly, confidently, and dynamically will be advantageous for your career. For this assignment, you will deliver an external presentation promoting a company of your choice.

Overview of Assignment

This assignment serves as a vehicle for you to demonstrate your presentation competency. It is expected that you adroitly and professionally execute the skills and knowledge discussed in class. The main focus is to identify how well you structure different pieces of information and how effectively you present the information using the different delivery components we discussed in class.

Scenario. You've been tasked by your immediate boss to deliver an information session on a college campus. The goal of the information session is to recruit top notch and high potential accounting students. Your purpose is to create, structure, and deliver a dynamic presentation that makes audience members want to be part of your company.

Guidelines

- ◇ Follow the Extended Introduction Structure.
- ◇ Presentation is **5-6 minutes**. No shorter, no longer. At 6 minutes you must stop speaking and for any portion(s) of the presentation you did not present, you receive a zero.
- ◇ You cannot use any notes during the presentation!
- ◇ PowerPoint is required for this presentation.
- ◇ **A THOROUGH, TYPED OUTLINE IS TO BE GIVEN TO ME IN CLASS BEFORE YOUR PRESENTATION.** A thorough and detailed outline is one that is informative enough so that any questions I may have about information in the presentation can be answered by reading the outline.
 - Failure to submit a typed and thorough outline before you present results in 10 points off your presentation grade.
 - Failure to submit a thorough outline can result in up to 10 points off your final grade.
- ◇ Wear professional business attire (suits, ties, etc.). Up to 10 points can be deducted from your presentation grade for failing to do so.
- ◇ On the day of your presentation, you need to be seated with your PowerPoint slides loaded on the desktop before, or by the time presentations are scheduled to begin. If not, 20 points will be deducted from your final grade for being ill-prepared and making the audience wait. You are responsible for making sure you are ready at the scheduled time.
- ◇ You may briefly (no more than 15 seconds) announce the context and to whom you are presenting. This announcement does not count against your time.

