



# **CM 313 - 03 (HYBRID)**

**MW 8:00 - 9:20 AM  
SALMON LIBRARY 206**

# **BUSINESS & PROFESSIONAL COMMUNICATION**

**Spring 2020**

## **CONTENTS**

---

Overview & Grading Scale	p. 2
Assignments	p. 3
Hybrid Learning	p. 5
Course Policies	p. 6
University Policies	p. 7
Course Tentative Schedule	p. 8

**DR. PIYAWAN  
CHAROENSAP-KELLY**

Office: CTC 212A

Office Hours: : T 9 AM - 1 PM or by appt

Virtual Office Hours: R 9 AM -1 PM

***pk0044@uah.edu***

## COURSE DESCRIPTION

CM 313 Business and Professional Communication Course is designed to highlight the role of communication in the world of work and to equip students with communication skills necessary for transitioning confidently and successfully from college to the professional workplace. The course examines communication theories and practices relevant to the business context within three content areas: 1) oral presentation, 2) group communication, and 3) professional development. Topics include communication and ethics, organizational management, interpersonal relationships, listening, nonverbal communication, job interviews, informative speaking, persuasive speaking, visual aids, team communication, and leadership. (This course prepares business administration students to meet the oral communication requirement in upper division and graduate business courses).

## COURSE OBJECTIVES

By the end of this course you should be able to:

1. Deliver oral presentations that effectively inform and persuade a live audience with appropriate visual aids. This objective will be measured through the speeches and exams.
2. Demonstrate effective interpersonal communication and problem-solving skills while working collaboratively in teams. This objective will be measured through the group presentation, peer evaluation, and exams.
3. Apply communication principles necessary for developing professional persona, seeking a job/internship position, and enhancing interviewing skills. This objective will be measured through the mock job interview, assignments, and exams.

## REQUIRED TEXT

Hamilton, C., & Kroll, T. L. (2018). *Communicating for results: A guide for business and the professions*. (Eleventh Ed.) Cengage Learning: Boston

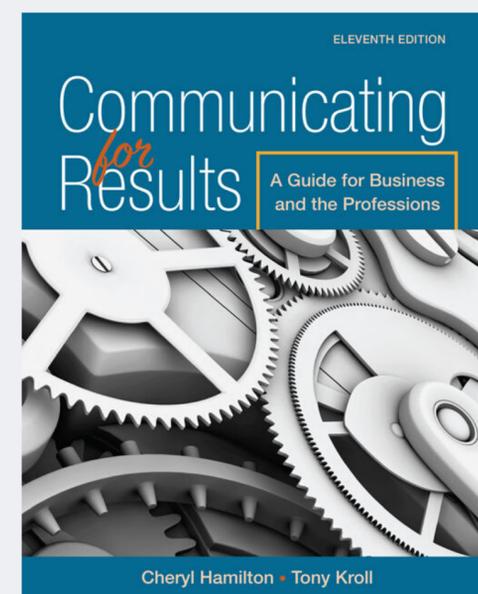
E-Book (MindTap) Information:

Course Link URL:

<https://login.cengagebrain.com/course/MTPNXBPNS7LN>

Course Key: MTPN-XBPN-S7LN

**\*You are free to use the print or e-book version.**



## GRADING SCALE

<b>98% – 100%</b>	<b>A+</b>
<b>93% – 97%</b>	<b>A</b>
<b>90% – 92%</b>	<b>A-</b>
<b>87% – 89%</b>	<b>B+</b>
<b>83% – 86%</b>	<b>B</b>
<b>80% – 82%</b>	<b>B-</b>
<b>77% – 79%</b>	<b>C+</b>
<b>73% – 76%</b>	<b>C</b>
<b>70% – 72%</b>	<b>C-</b>
<b>67% – 69%</b>	<b>D+</b>
<b>63% – 66%</b>	<b>D</b>
<b>60% – 62%</b>	<b>D-</b>
<b>59% and below</b>	<b>F</b>

# ASSIGNMENTS

## GROUP PRESENTATION | 170 POINTS (17%)

3

In groups of 4-5, students will work together to create an 8-10-minute persuasive presentation. You will work together to find an on-campus problem, research the problem, research a solution, and create a plan to implement that solution. You will then propose your solution to your classmates as if they were SGA meeting attendees which include the SGA committee and interested faculty, staff, and students. You must also submit a group contract, a group progress report, and a presentation outline (totaling 30 points). You may use visual aids such as a PowerPoint presentation but are not required to do so. Every team member must contribute and speak. Your team presentation will be graded by your audience (i.e., classmates (50 points) and me (50 points)). Lastly, you will be graded by your group members on your team contribution for 40 points.

## PROFESSIONAL DEVELOPMENT | 150 POINTS (15%)

### LINKEDIN PROFILE & JOB/INTERNSHIP POSTING | 10 POINTS

You will be creating, or updating, your LinkedIn profile. You will be expected to have, at the very least, a professional headshot, captivating headline, eye-catching profile summary, and well-written job responsibilities. Together with your LinkedIn profile, you must submit an actual internship or job posting for an entry-level professional position in your field. This assignment is due a few weeks after the semester starts. You are encouraged to start working on this right from the beginning of the semester. Your LinkedIn profile and job/internship posting will be used for your mock job interview.

### ELEVATOR PITCH | 20 POINTS

Many job and network opportunities occur spontaneously. You happen to be in the elevator with the CEO of your dream organization and now have an opportunity to promote yourself. Are you ready to take advantage? You will craft a pitch selling yourself to be delivered in 30 seconds to a minute. This pitch will help you tackle the simple yet tough job interview question "Tell me about yourself."

### MOCK JOB INTERVIEW | 100 POINTS

You will assume the role of interviewee and engage in a mock interview with a business professional from Huntsville. Each job interview will last approximately 7-10 minutes. About 1-2 weeks before the mock interview assignment, I will forward your LinkedIn profile and job/internship posting to your interviewer who will tailor their interview questions to the qualifications you list on your LinkedIn profile and the type of job you are supposedly applying for. They will act like a hiring manager from that company in your job/internship posting. You will give the interview as yourself if you select an internship OR as a senior/fresh college graduate if you select a job. You are encouraged to pick a job you are really interested in pursuing for your career.

### THANK YOU EMAIL | 20 POINTS

In your professional life, you will be writing a lot of email messages. Particularly, it is a best practice to email your interviewers, thanking them for their time. After your mock job interview, you will submit an email message thanking your interviewer.

## INDIVIDUAL PRESENTATIONS | 450 POINTS (45%)

### INFORMATIVE PRESENTATION | 200 POINTS

An informative presentation is one in which you attempt to inform an audience about a topic or a situation so that the audience can make an informed decision. In this assignment, you will research a local Huntsville business or an out-of-state company you dream to work for and provide a 3-5-minute report on that company. To be time-efficient with your research effort, you are encouraged to use the same company you selected for your job interview assignment but are free to select a different company. You will be giving this speech as yourself to your classmates as who they are – college students, and you have freedom to choose what aspect of the company to inform your classmates on. For example, your presentation may focus on the amazing life of the company's founder, the history of the company, an interesting product the company offers, the strengths and weaknesses of the company, a critical event (positive or negative) the company went through, or the company's impact on the US or global culture. Select a narrow enough topic for your presentation that will be relevant and interesting to your audience.

### PERSUASIVE PRESENTATION | 250 POINTS

Now, imagine you have got the job and are working for your dream company from the informative assignment. Think of the kind of persuasive presentation (i.e., one that convinces your audience to think or act in a certain way) that you would be delivering as a member of that company and give that presentation, in 6-8 minutes, to your classmates. This time you are speaking as your "future" self, not as a student in this class. You are free to select your audience and context that are relevant to your chosen company. For example, you may recruit senior college students to join your company, encourage students in your alma mater to take your specific piece of advice, convince your clients to buy your product, persuade investors to fund your startup company, persuade your coworkers to join the company's new wellness program, or propose a policy change to your department manager and members. Your challenge is to effectively tailor your presentation to your selected audience and context.

# ASSIGNMENTS



## EXAMS | 100 POINTS (10%)

You will be taking three online exams to help you recognize course concepts and relate them to your own professional life.

## ONLINE & CLASS PARTICIPATION | 130 POINTS (13%)

### CANVAS DISCUSSION | 80 POINTS

Discussion board activities are assigned for every online learning week unless otherwise noticed. I invite you to offer your own experiences, personal and professional backgrounds, and viewpoints. An active discussion and your enthusiastic participation can enhance your understanding of the course concepts. They are important to your learning experience, to your grade, and to the success of your fellow students. See Canvas for discussion prompts and due dates.

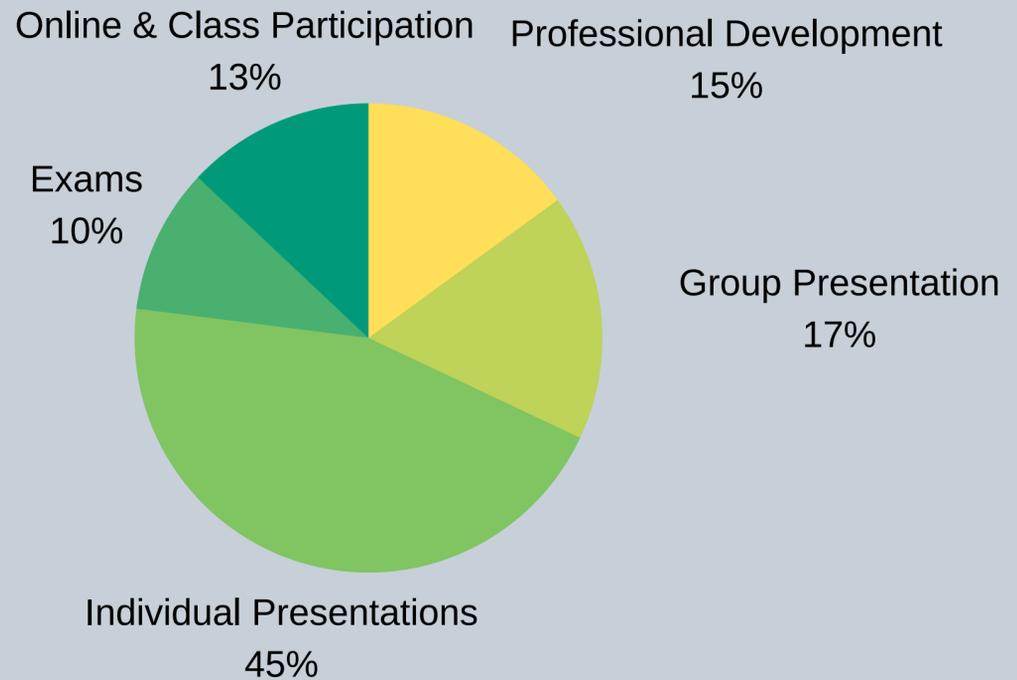
### PARTICIPATION | 50 POINTS

Your participation in the course will be graded as an individual throughout the semester. Regular attendance, professionalism, punctuality, class engagement, completion of pop-up assignments, etc. are all part of these 50 points.

## NOTES!

- Detailed information for all assignments and specific grading rubrics will be provided on Canvas and discussed in class.
- All Canvas discussions require that you answer a discussion prompt and respond to at least two classmates. Unless otherwise noticed, your initial response is due on Thursday night at 11.59 PM and your peer feedback is due on Sunday night at 11.59 PM.
- For all documents submitted electronically, use this file name format: PiyawanC-Assignmentdetails. (Replace my name with yours and assignment details with appropriate information.)

## ASSIGNMENT BREAKDOWN



## PCK RULES

**P**ROFESSIONALISM

**C**OMMUNICATION

**K**EENNESS

*"By enrolling in this class, you agree to follow the PCK Rules which stand for Professionalism, Communication, and Keeness. PCK are my initials so these rules will be easy to remember. With professionalism, I expect you to approach this course like a professional. Your behavior should reflect maturity and your assignments should be carefully and skillfully put together. With communication, I expect you to communicate positively and constructively with each other and me. Ask when you don't understand something. All questions are good questions. By keeness, I expect you to be proactive and enthusiastic in your learning. Stay on top of things so you can get the most out of this course and earn your desired grade."*

*- Dr. Piyawan Charoensap-Kelly*

# HYBRID LEARNING

P  
5

In this hybrid course, we combine face-to-face class meetings with online learning in a roughly 50:50 ratio. You will meet in class on the designated dates about half the semester for face-to-face lectures, discussion, and speech delivery. For the other half of the semester, you will learn the materials as well as complete assignments online. You can access recorded lectures, PowerPoint presentations, audio-visual aids, assignments, grades, and all other important course information in the weekly modules on Canvas. You are responsible for completing various written assignments, speeches, discussion board activities, readings, and exams. Due dates for assignments and exams are strictly enforced. **Please see Course Schedule at the end of this syllabus for assignment due dates, the dates you are expected to be in class, and the dates you will be studying online. Make sure to check Canvas at least 2-3 times a week and turn on Canvas notifications** to keep up with all learning materials and assignments. Note that changes may occur as the course progresses. It is in your best interest to be proactive in your learning. Do not wait until the last minute of each week to start on your course work.

## INTERNET ACCESS

As online learning is a critical component of this class, you must have regular access to a working computer and the Internet, as well as access to your UAH email account. Locate other Internet access areas such as a library or Internet café if your computer or Internet is not working. Failure to have regular access to the required technology could result in a poor or failing grade for the course. You will turn in all assignments under each corresponding week on Canvas unless otherwise noted.

## LOCKDOWN BROWSER REQUIREMENT FOR ONLINE EXAMS

This course requires the use of LockDown Browser for online exams. Watch this [brief video](#) to get a basic understanding of LockDown Browser.

## DOWNLOAD INSTRUCTIONS

Download and install LockDown Browser from [this link](#).

## ONCE INSTALLED:

- Start LockDown Browser
- Log into Canvas
- Navigate to the exam

**Note:** You won't be able to access an exam that requires LockDown Browser with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue. Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

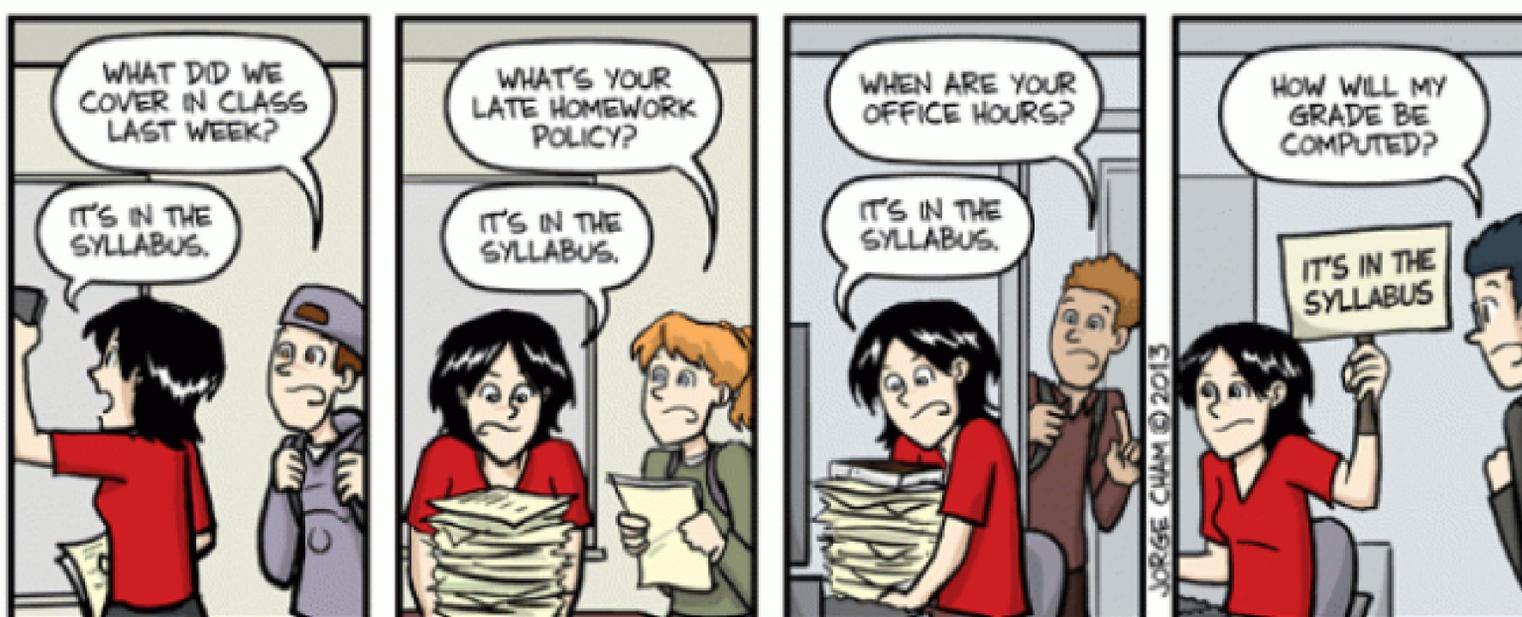


# COURSE POLICIES

## P 6

- ATTENDANCE:** Because this class seeks to improve practical communication skills, regular attendance and active participation are crucial. You will have missed a class if you stay for only half of the class, come in five minutes before the end of class, or consistently come in 5-10 minutes late.
  - You have **three absences as “vacation days”** after which your grade will be reduced. **Absences beyond this amount will need to be accompanied by appropriate documentation** (e.g., medical certificate or letter from an authority). **An email with no accompanying written document doesn’t count as a valid excuse.** These three unexcused absences are allowed on the assumption that occasionally problems getting to class may occur that otherwise are not excused; so you should not skip class lightly in the event that you accidentally sleep late or have an unexcused personal conflict later in the term.
  - Athletes** must present a letter from their coaches to be excused on game days. However, coaches are expected to adapt practice schedules to student schedules to the extent possible (and student schedules are adapted to practice schedules where possible).
- LATE WORK:** If you do not submit an assignment or are not present when scheduled to give your presentations without a legitimate reason, you will receive a zero for that assignment/presentation. All arrangements for late work must be made **at least two days prior** to the time the assignment is due. If such arrangements are not made, then you may not be allowed to make up the speech and you will receive a zero for that presentation. All medical excuses or extreme emergencies must be accompanied by appropriate documentation. **There are no make-up speeches for unprepared speakers.** Even if you make arrangements, your grade on a late assignment may be reduced by **at least** two letter grades.
- ATTIRE:** Public speeches are given in appropriate attire. Students are required to dress professionally for their presentations.
- ELECTRONIC DEVICES:** Cell phones, tablets, and any other electronic devices are to be turned off or silenced in class. This is particularly true while students are giving speeches and during exams. Failure to do so may result in a reduction of your grade.
- CLASSROOM ETIQUETTE:** As college students I expect you to be respectful of each other, yourselves, and me. This includes, but is not limited to: silencing your phones/computers, arriving on time, listening to others, being professional, expecting to stay the full class period, etc.
- NETIQUETTE:** Be polite and respectful in your postings. Negative, hurtful comments will not be tolerated. You can disagree civilly, give your reasoning, and offer constructive feedback. Use good grammar, correct spelling, and full sentences. Do not write in all caps (it is interpreted as shouting). In short, present your best Internet self.
- PRESENTATION ETIQUETTE:** If you show up after a presentation has already started, wait until the presentation is over before entering the classroom so that you do not disrupt their presentation. During presentations, listen to the speaker. Do not text, do other work, have side discussions, or do anything that would be disruptive to the speaker. You would like the audience to be attentive and listen during your presentation, so you should be attentive and listen during theirs.
- EMAIL ETIQUETTE:** When emailing me, use a specific subject including your class number. Include a formal greeting (e.g., “Dear Dr. Kelly”) and a salutation (e.g., “Sincerely”) followed by your full name. Write a clear and concise message using correct grammar and spelling. Do not simply send an attachment with no text. Tell me what your attachment is for. I answer emails within 24 hours during regular work hours (i.e., Mon-Fri 8-5 pm). Ask me early if you want a timely answer.
- COURSE EVALUATION:** Per the Communication Arts Department policy, if the entire class completes the teacher evaluations, every student will receive two (2) percentage points added to the final speech grade (persuasive presentation). At the end of the semester, you can complete the online teacher evaluation on Canvas by going to the Student Instructor Evaluation (SIE) tab.

- **ACADEMIC HONESTY:** Academic misconduct of any form will not be tolerated in this class. Your written assignments, speeches, and examinations must be your own work. Using the ideas of another person – whether the author of a book or a friend – without giving proper credit *for every specific use of that source* (i.e., plagiarism) constitutes academic dishonesty and is strictly forbidden. Themes and papers the student has prepared for other courses should **not** be used to fulfill the requirements for this course. Unless otherwise specified by the instructor, please include supporting sources and cite them appropriately in your speeches. Engaging in any academic misconduct or supporting others who do so will result in academic penalties and/or other sanctions. To ensure that you are aware of what is considered academic misconduct, review carefully the definition and other examples provided in Chapter 7, Code of Student Conduct, *Student Handbook* (<https://www.uah.edu/dos/student-conduct/handbook>). If you have any questions in this regard, please contact me without delay.
- **CONSENT TO USE TURNITIN.COM:** UAH is committed to the fundamental values of preserving academic honesty as defined in the *Student Handbook*. The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents.
- **DISABILITIES:** The University of Alabama in Huntsville will make reasonable accommodations for students with documented disabilities. If you need support or assistance because of a disability, you may be eligible for academic accommodations. Students should identify themselves to Disability Support Services (128 Wilson Hall, 256.824.1997) and their instructor as soon as possible to coordinate accommodations.
- **UALERT:** UAH has implemented the UAlert emergency notification system. UAlert allows you to receive time-sensitive emergency messages in the form of e-mail, voice mail, and text messages. Everyone who has a UAH e-mail address will receive emergency alerts to their campus e-mail address. In order to also receive text and voice message alerts, you are asked to provide up-to-date phone contact information. Participation in UAlert text and voice messaging is optional, but enrollment is strongly encouraged. **You can't be reached through UAlert unless you participate.** The information you supply is considered confidential and will not be shared or used for purposes other than emergency notification. To review your UAlert account, add or update phone and alternate e-mail addresses, and set the priority for your contact methods, please visit the UAlert web site: <http://ualert.uah.edu>.
- **STUDENT SUCCESS CENTER:** UAH has an excellent Student Success Center (located in Salmon Library) that can provide additional assistance with outline creation, speech practicing, or just a quiet place to study. For more information about the Student Success Center visit <http://www.uah.edu/ssc>.



## IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

[WWW.PHDCOMICS.COM](http://WWW.PHDCOMICS.COM)

# TENTATIVE COURSE SCHEDULE

P  
8

**Important Notes:** Please keep in mind that this schedule is subject to change. Any changes made by the instructor take precedence over this schedule. It is your responsibility to keep abreast of all changes and to come to class prepared. Unless otherwise noticed, class will meet on those starred dates. For the rest of the times, class materials and discussion prompts will be posted online.

Week	Dates	Topics and Assignments	Chapters
1	6-Jan*	Course Overview/Communication & Ethics at Work: What Should You Know?	Ch 1
	8-Jan*	Communication & Ethics (cont.)	Ch 1
2	13-Jan*	Organizations in the Workplace [ <b>Last Day to Add/Drop</b> ]	Ch 2
	15-Jan	Small-Group Communication/Participation and Leadership in Teams	Ch 9 & 10
	19-Jan	<b>Sign up for Interview, Informative, Persuasive, and Group Presentations</b>	
3	20-Jan	<b>Martin Luther King Jr. Holiday – No Classes</b>	
	22-Jan	Handling Conflict, Cultural Diversity, and Relationships	Ch 3
	26-Jan	<b>Group Topic &amp; Contract Due/Exam 1: Chapters 1, 2, 3, 9, 10</b>	
4	27-Jan	Anxiety, Technology, and Other Communication Obstacles (Part I)	Ch 6
	29-Jan	Anxiety, Technology, and Other Communication Obstacles (Part II)	Ch 6
	2-Feb	<b>LinkedIn Assignment &amp; Job/Internship Posting Due</b>	
5	3-Feb	Effective Listening	Ch 4
	5-Feb	Nonverbal Communication	Ch 5
	9-Feb	<b>Group Progress Report Due</b>	
6	10-Feb*	Elevator Pitches	Supplements
	12-Feb*	Basic Information for All Types of Interviews/The Employment Interview	Ch 7 & 8
	16-Feb	<b>Elevator Pitch Due on Canvas</b>	
7	17-Feb*	<b>Interview (Interviewees 1-8)</b>	
	19-Feb*	<b>Interview (Interviewees 9-16)</b>	
	23-Feb	<b>Group Presentation Draft Outline Due</b>	
8	24-Feb*	<b>Interview (Interviewees 17-24)</b>	
	26-Feb	Written Communication	Ch 14
	1-Mar	<b>Thank You Email Due/Exam 2: Chapters 4, 5, 6, 7, 8</b>	
9	2-Mar*	Basics of Speech Development	Supplements
	4-Mar	Workshop Day: Preparing for Group Presentations	
10	9-Mar*	<b>Group Presentations</b>	
	11-Mar	Informative Presentations	Ch 11
11	16-Mar	Visual Aids - <b>Last day to Withdraw</b>	Ch 12
	18-Mar*	Workshop Day: Preparing for Informative Presentations	
12	23-Mar*	<b>Informative Presentations (Speakers 1-12)</b>	
	25-Mar*	<b>Informative Presentations (Speakers 13-24)</b>	
13	30-Mar	<b>Spring Break</b>	
	1-Apr	<b>Spring Break</b>	
14	6-Apr	Persuasive Presentations: Individual or Team	Ch 13
	8-Apr*	Workshop Day: Preparing for Persuasive Presentations	
	12-Apr	<b>Exam 3: Chapters 11, 12, 13, 14</b>	
15	13-Apr*	<b>Persuasive Presentations (Speakers 1-8)</b>	
	15-Apr*	<b>Persuasive Presentations (Speakers 9-16)</b>	
16	20-Apr*	<b>Persuasive Presentations (Speakers 17-24) - Last Day of Class</b>	

I have read the syllabus for CM 313 and understand its contents:

-----  
Signature & Print Last Name

-----  
Date