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Spring 2-1-2008

### C&I 287.01: Business Communication

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*University of Montana, Missoula*

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**C&I 287**  
**Business Communication**  
Spring Semester 2008  
Monday & Wednesday, 9:40-11 a.m., ED 315

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**Sandra Williams, Ed.D**  
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243-4073  
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**Office Hours:**  
TBA  
and by appointment

Blackboard Class Support Site: <http://umonline.umt.edu>

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**Required Texts**

Guffy, M.E. (2003). *Business communication: Process and product* (5<sup>th</sup> edition). Cincinnati, OH: South-Western College Publishing. Text Website: <http://www.meguffey.com>

O'Connor, P. T. (2003). *Woe is I: The grammarphobe's guide to better English in plain English*. New York, NY: Riverhead Books.

**Required Materials**

Blue Book for daily oral language

**Recommended References**

Standard English dictionary  
A current office reference manual, such as *How 10*  
or *The Gregg Reference Manual*

**Course Purpose**

Business communication is designed to help you develop and refine the skills necessary to communicate effectively in a professional business environment. The focus of this course will be on communicating clearly, concisely, considerately, and correctly, both orally and in writing.

**Course Learning Outcomes**

Through their performance on assignments, presentations, and quizzes, students will:

- Understand the process of communication from the positions of “receiver” and “sender” in a variety of business and professional contexts.
- Learn communication skills that can be applied to achieve professional goals now and throughout their careers.
- Apply specific reasoned, practical, and ethical business communication principles to composing and delivering typical business and professional messages.
- Become familiar with conflict resolution strategies that promote teamwork.
- Learn effective public speaking skills.
- Enhance cross-cultural awareness and communication skills required for a globalized workplace.
- Practice using PowerPoint in delivering business presentations.
- Learn specific writing techniques and organization strategies for composing clear, concise, and purposeful business messages and reports.
- Practice composing routine letters, memos, email messages, goodwill messages, negative messages, persuasive messages, application letters, and various types of business reports.
- Recognize the importance of revising and editing in professional communication through the creation of a portfolio.
- Apply acquired business writing skills through a final team project.
- Cultivate professionalism.

### **Attendance:**

Your attendance and active participation are vital to your success in this class. Lectures and class activities extend your understanding of the subject matter. If you are not in class, you may miss information and activities that are difficult to make-up. Please be on time and well-prepared for class. In cases of serious illness or emergencies, you are still responsible for any missed assignments or handouts. Email me as soon as possible for instructions. Grades for late assignments will be **reduced**. **More than three unexcused absences will result in grade reductions.**

### **Course Requirements:**

- **Classwork and participation:** Participate in class discussions and projects. Your presence and active involvement is important to the success of these projects and will be factored into your grade.
- **Reading:** Read assigned chapters in our textbook in order to prepare for quizzes and to facilitate participation in class discussions and completion of in-class assignments.
- **Chapter assignments and presentations:** Complete the assignments as specified for each chapter.
- **Quizzes:** Take three quizzes on information from the text. Each quiz will also feature a section on grammar and mechanics.
- **Portfolio of written assignments:** Write and revise approximately four sets of chapter assignments over the course of the semester. All written assignments must be word-processed in 12-point standard font.
- **Final team assignment:** Write and present a business report based on the chapter case studies.

### **Grading Scale:**

A	90-100
B	80-89
C	70-79
D	60-69

### **Class Policies:**

**Attendance and Participation.** This class is highly participatory, attendance and high levels of participation are mandatory. Please telephone or email the professor BEFORE the absence if you cannot make a class, this is common courtesy and a good professional habit to develop.

**Tardiness.** Class will begin promptly at 12:40 p.m. Please value your class members and arrive on time. Excessive tardiness may be subject to a reduction of your participation grade.

**Respect.** Each student will make multiple presentations. Treat each member of the class with respect by attending the presentations and giving the student presenting your full attention.

**Assignments.** Assignments are to be turned in on the specified due date. Should you find it necessary to miss class, you should make arrangements to borrow another class member's notes. You are responsible for knowing what happens in class even when you cannot attend. Late assignments will be accepted only with prior approval of the professor and may be subject to a reduction in grade. Assignments may be adjusted at the professor's discretion.

## **Disability Statement**

If you have a disability for which accommodations are needed please contact me in the first week of the semester. We will discuss what accommodations you need and will receive in this course. Also, please contact:

Disability Services for Students (DSS)  
Lommasson Center 154  
The University of Montana  
Missoula, MT 59812

(406) 243-2243 (Voice/Text)  
FAX 406-243-5330

**Cell Phones and Pagers.** Please turn OFF all cell phones and pagers during class.

## **Academic Integrity**

Cooperative or collaborative learning is encouraged! However, all students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://ordway.umt.edu/SA/VPSA/index.cfm/name/StudentConductCode>

## **EMERGENCY PREPAREDNESS AND RESPONSE**

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be down the east stairs through the east main doors. If that route is blocked, our secondary route will be down the west stairs through the west main doors.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is **south of the Education Building** – at least 300 feet from the building. Our indoor rally point is in **McGill Hall**. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the professor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- As soon as the class roster stabilizes, I will route a sign-up sheet for students to identify whether or not they possess current first aid and/or CPR certification. This information

will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

The School of Education complete Emergency Operations Plan and Emergency Preparedness For Individuals With Special Needs are available at

<http://www.soe.umt.edu/about/emergency.shtm>

## Dynamic Course Schedule:

### Week 1: Chapter 1 & 2

- January 22: Course overview.
- January 24: Chapter PPT/discussion.
- January 26: Chapter PPT/discussion.

### Week 2: Chapter 1 & 2

- January 29: Chapter PPT/discussion. CLUES due.
- January 31: Chapter PPT/discussion. Blackboard discussion due.
- February 2: Chapter PPT/discussion.

### Week 3: Chapters 3 & 4

- February 5: Chapter PPT/discussion. CLUES due.
- February 7: Chapter PPT/discussion. Blackboard discussion due.
- February 9: Chapter PPT/discussion.

### Week 4: Chapters 3 & 4

- February 12: Webthink lab.
- February 14: Webthink lab.
- February 16: **Webthink presentations.**

### Week 5: Chapters 5 & 6

- February 19: **Holiday!**
- February 21: Chapter PPT/discussion. CLUES due.\*
- February 23: Editing: Documents for Analysis #5/6. Blackboard discussion due.  
**Quiz (Chapters 1-4).**

### Week 6: Chapter 7

- February 26: Chapter PPT (Grammar/ Writing) /discussion. CLUES due.
- February 28: Editing: Documents for Analysis #7. Blackboard discussion due.
- March 2: **Portfolio Set #1 due.**

### Week 7: Chapter 8

- March 5: Chapter PPT/discussion. CLUES due.
- March 7: Editing: Documents for Analysis #8. Blackboard discussion due.
- March 9: **Quiz (Chapters 5-9).\***

### Week 8: Chapter 9

- March 12: Chapter PPT/discussion. CLUES due.
- March 14: Editing: Documents for Analysis #9. Blackboard discussion due.
- March 16: Chapter PPT/discussion.

### Week 9: Chapter 10

- March 19: Chapter PPT/discussion. CLUES due.
- March 21: Editing: Documents for Analysis #10. Blackboard discussion due.
- March 23: **Portfolio: Set #2 due.**

Week 10: **Spring Break**

- March 26: **Spring Break!**
- March 28: **Spring Break!**
- March 30: **Spring Break!**

Week 11: Chapter 11

- April 2: Chapter PPT/discussion. CLUES due.
- April 4: Editing: Documents for Analysis #11. Blackboard discussion due.
- April 6: **Quiz (Grammar).**

Week 12: Chapter 12

- April 9: Chapter PPT/discussion. CLUES due.
- April 11: Editing: Documents for Analysis #12. Blackboard discussion due.
- April 13: **Portfolio Set #3 due.**

Week 13: Chapters 13 & 14

- April 16: Chapter PPT/discussion. CLUES due.
- April 18: Chapter PPT/discussion. Blackboard discussion due.
- April 20: Lab for portfolios and team presentations.

Week 14: Chapters 15 & 16

- April 23: Lab for portfolios and team presentations.
- April 25: Lab for portfolios and team presentations.
- April 27: Lab for team presentations. **Final Portfolio due.**

Week 15: Team Presentations

- April 30: Lab for team presentations.
- May 2: **Presentations.**
- May 4: **Presentations.**

Week 16: Finals Week

- May 8: **Final 10:00-12:00 AM.**

\*Instructor reserves the right to make adjustments to syllabus.