**COM 227, Section 001: Organizational and Professional Speaking (aka business and professional communication)**



**Instructor:** Stephanie Duquenne

**Office Hours:** By appointment only (in-person or Zoom)

**Office:** 101A Alumni Center (1101 N Main St in Normal) or Zoom by appointment

**Phone:** (309) 438-3815 **Email:**  saduque@ilstu.edu

**Classroom:** Fell 176 **Meeting time:** T/Th 3:35-4:50 pm



**TEXT**

Quintanilla, K.M. & Wahl, S.T. (2019). *Business and Professional Communication: KEYS for Workplace Excellence, 4th edition*. Thousand Oaks, CA: Sage.

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Access the Student Companion Site here: edge.sagepub.com/quintanilla4e

Available at Milner Library: Floor 2 Course Reserve Desk (building use only)

**ADDITIONAL COURSE MATERIALS   
Required:**

* A computer. More information about computer specifications required by the University is available from Techzone: <https://techzone.illinoisstate.edu/shop/specs/index.php>. Techzone serves the entire University including colleges/departments/areas, in the areas of computer and technology sales, technology and residential hall support, and service. Visit their FAQ page here: <https://techzone.illinoisstate.edu/faq/>
* Access to our Canvas website (through My Illinois State or <http://canvas.illinoisstate.edu>). **I communicate with students frequently over Canvas/email.**

**COURSE OBJECTIVES**

This course is designed to investigate the role of communication in professional life. Attention is given to interviewing, workplace culture, interpersonal and team communication, technology, professional presentations, leadership, and work-life balance. Students will learn practical skills via presentations, research, résumés, interviews, meetings, and professional writing grounded in communication and business theory.

After successfully completing COM 227, students should be able to:

1. Identify the key terms and major theories relevant to business and professional communication.
2. Create a résumé to enhance individual career and/or educational marketability.
3. Use effective interviewing skills and techniques.
4. Integrate communication and research skills to create a professional presentation (informative and persuasive).
   1. Employ appropriate presentation aids effectively to improve the impact of presentations.
5. Produce effective business and professional writing (reports and memos) samples.
6. Apply theory to effectively communicate as both a team member and as a leader.
7. Evaluate the performance of team members based on clearly defined objectives and present that assessment in an honest, yet constructive manner.
8. Demonstrate openness, intellectual tolerance and civility in the exchange of ideas and the resolution of conflict in small group settings.
9. Demonstrate an awareness of and sensitivity to non-verbal communication.
10. Demonstrate appropriate behavior as listeners in class and in other groups and be able to distinguish between empathetic and critical listening skills.
11. Demonstrate an awareness, tolerance and appreciation of the cultural diversity of others.

**ASSIGNMENTS: More detailed information will be provided for all assignments throughout the semester. These are general overviews.**

**Apply for the job!**

**Cover Letter and Resume.** Students will prepare a cover letter and resume for a real full-time job opening at a real organization. Students must submit a copy of the job posting/description along with the resume and cover letter.

**You got an interview!**

**Informative Presentation**. Students will prepare a 6-8 minute presentation as an interview for the job they applied to (see above). Students will craft their presentations to inform the audience why they would make a good candidate for this position, including using details from their up-to-date resume to build a case on why they are qualified to work at this organization. Students will need to include credible research into the organization and position for which they are applying. Presentation slides (i.e., PowerPoint, Prezi, Google Slides) are required for this presentation. Students will be prepared to address questions from the interviewers (the class) for an additional 2-3 minutes. The class will be expected to prepare questions to ask the interviewees (counts toward participation grade, see below).

**You got the job!**

**30-60-90 Day Plan**. Congratulations, you got the job you applied and interviewed for. Now it’s time to plan your goals for the next 30, 60, and 90 days. Using relevant content from the chapters, your resume, and the organization and job information, write your personal 30-60-90 day plan.

**Persuasive Project Proposal & Presentation.** Building upon the 30-60-90 day plan, students will develop a proposal for a new initiative, campaign, program, etc. for the organization where they were recently hired (hint, look at your 90-day goals). Students will incorporate relevant research into their presentation that supports their idea. Students will formally present their project to the class using presentation slides (i.e., PowerPoint, Prezi, Google Slides) and turn in a Proposal for Services (see page 222 for a template) and their presentation slides. Presentation length: 8-10 minutes which *includes* time for audience questions.

**Team Discussion and Forum.** Teams will be provided an article by the instructor that relates to a textbook chapter and concept. Teams will prepare a lesson plan that includes presentation slides (i.e., PowerPoint, Prezi, Google Slides), discussion questions, and an in-class activity to lead the class in discussion. Length: 25-30 minutes. **Please note some of these presentations will take place the final week of classes; some, during our scheduled time during finals week.**

**Final Self-Evaluation and Reflection.** Students will complete a self-evaluation, similar to what you might complete for a job, and reflect back on work completed over the course of the semester via an assignment on the Tests/Quizzes tab of the class ReggieNet site.

**Quizzes.** There will be one in-class quiz for every textbook chapter, as well as quizzes for the additional assigned readings (no quizzes for Team Presentation articles). Quizzes will be worth 7 points each. The quizzes are *open note*, NOT open book. The lowest two quiz grades will be dropped. Quizzes can only be made up if an absence is excused.

**Discussions.** There may be times when we use the discussion forum on ReggieNet to further discuss topics and concepts from class. These will be announced in class and on ReggieNet if/when applicable. Students will be required to respond to prompts posed by the instructor, as well as interact and engage with classmates’ posts.

**Class Participation**. This course addresses communication skills and development, which means that participation is essential. Participation is a function of attendance, discussion contribution (which will require completion of reading assignments), asking questions that further the understanding of all participants, and the demonstration of respect for all contributions of all class participants. Participation grade **will reflect class attendance**, in-class participation (including participation in verbal conversation and small group activities), and overall classroom respect.

**Reading/Activities** Throughout the semester, other activities will be assigned that will be designed to help you synthesize or practice the skills and concepts used in this course. Reading assignments will be synthesized and presented in class discussions and activities. All students should complete readings as they are assigned in order to fully process the information as well as to contribute to the class. At times, class activities will occur that will be worth points. These will be unannounced.

**EVALUATION**

The grading scale is a standard ten percentage point scale:

90-100% = A; 80%-89% = B; 70%-79% = C; 60-69% = D; below 60% = F

**Apply for the job**

*Resume and cover letter 50*

**You got an interview**

*Informative presentation 100*

**You got the job**

*30-60-90 day plan 30*

*Persuasive project proposal & presentation 100*

**Team discussion and forum** *100*

**Self-Eval**

*Final Self-Evaluation and Reflection 30*

**Quizzes**  *98*

**Participation** *100*

**Forums** *TBA*

**TOTAL** ~608

\*\*Assessments and point values are subject to change.\*\*

Grades and feedback on assignments will be provided in a timely manner in order to provide you with the tools needed to improve upon future assignments. Evaluation of presentations will not be returned until all students have completed the assignment (exceptions will be made in case of excused absences). Criteria for grades will be discussed thoroughly with students and every attempt will be made to assign grades objectively. **Students are encouraged to discuss the evaluation process as well as the evaluation criteria with the instructor** in order to gain understanding and facilitate improvements.

**SCHOOL OF COMMUNICATION RESEARCH POOL WEBPAGE**

Additionally, there will be a few extra credit opportunities for research participation. The extra credit points will be added to your final grade, and may not necessarily appear in the gradebook immediately upon your completion of the opportunity. There are no guarantees for extra credit, and it is each student’s responsibility to be aware of and take advantage of such opportunities. You may receive extra credit for participating in any of the studies in the School of Communication’s Research Pool. The Research Pool is updated as research studies are opened/closed, and it is your responsibility to access the Pool and be aware of available opportunities. The Research Pool can be accessed via:

[https://sites.google.com/site/ilstusocstudies/](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsites.google.com%2Fsite%2Filstusocstudies%2F&data=05%7C01%7Ctlwider%40ilstu.edu%7C80110bf7ef99453c663408da7979b721%7C085f983a0b694270b71d10695076bafe%7C1%7C0%7C637955860930477216%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=EJKvJXCGXIf37ErSTOXqZn6W%2Ft5NlrdG3%2Fz3auA3i8k%3D&reserved=0)

On average, each research study you choose to participate in will earn you 2 points of extra credit for up to 10 points total for the semester. Before participating in a study, **please be sure to have your name, ULID** (i.e., the part of your email before @ilstu.edu)**, instructor name, and course and section number ready**, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified otherwise in the Research Pool. A maximum of 5% of your final course grade can be earned from extra credit opportunities via the Research Pool. After the final projects are due there will be no further opportunities for extra credit or to otherwise improve your grade.

Please also be aware that federal guidelines indicate that instructors offering extra credit for research participation must offer a reasonable alternative (such as a research paper) for students who want to earn extra credit but do not want to participate in a study. If you are interested in an alternative extra credit option, please see the instructor.

**COURSE POLICIES AND RESOURCES**

**Attendance**. As responsible adults investing in their future, Illinois State University students are encouraged to take control of their own education, especially when life and health challenges interfere with the planned process. When students need to miss class, **they must be swift and proactive** in working with their instructors to take advantage of learning opportunities, develop mastery of course materials, meet the learning objectives as outlined in the course, and prepare themselves for more advanced learning. Providing no life or health challenges interfere, regular attendance to class is expected. **Communicate with me prior to class, if possible, or within at least 1 week of the missed class if you must be absent due to legitimate reasons**, such as religious holidays, family emergencies, University sanctioned events, extended illness or use the [Dean of Students Office Absence Notification process](https://deanofstudents.illinoisstate.edu/contact/absence/). The University has also established a policy for [Excused Student Absences Due to Communicable Disease](https://policy.illinoisstate.edu/students/2-1-30.shtml). Failure to attend class or to communicate with me will result in a loss of participation points. The important thing here: communicate with me!

**Tardiness**. Attendance will be taken during each class session. Be on time. When individuals arrive late to class they disrupt learning and show disrespect to their classmates and the instructor. Your tardiness will be reflected in your final participation grade. If you are late on a presentation day please wait outside the classroom until you hear applause, signaling the end. The lesson here? Be on time, every time. Please note: arriving 10 or more minutes late will count as an absence for the day. **Quizzes are also given at the start of class and cannot be made up if you are tardy.**

**Zoom**. *These expectations would apply if we have to pivot to Zoom class at any point in the semester:* Cameras on! Much of our course involves communicating with one another during class. Having cameras on will allow for better community-building in our class, something that happens naturally in an in-person class setting, as well as helps the instructor watch for nonverbal cues of understanding, confusion, or contribution. In addition, having your camera on will be an expectation of you in a professional setting--so practice now! For students not wanting to share their background environment, there are [Zoom backgrounds you can download](https://alumni.illinoisstate.edu/gear/zoom/) (<https://alumni.illinoisstate.edu/gear/zoom/>) from the University. I encourage you to use those backgrounds if it helps raise your comfort with having a camera on. If there are days/reasons when your camera needs to be off, communicate with me.

**Assignment Due Dates**: All assignments must be completed by the posted due date unless you have made individual arrangements with me for an extended deadline. Extended deadlines are rare, but I understand they need to happen from time to time. **Late work will not be accepted if you have not communicated with me.** Again, the message here: communicate with me.

**Email Policy.** While I encourage you to email me with questions, don’t let email replace good questions during classes or meeting with me during office hours. If you do choose to email me, please keep in mind that I am not always on email; therefore, I will do my best to get back to you within 24 hours on weekdays and 48 hours on weekends. As a student of higher education, it is expected that all communication be of professional quality. When writing your emails, please identify yourself and the class for which you have an inquiry. Please be sure to address me in a professional manner. ***If you email me via the messages tool in ReggieNet, you will receive a faster response if you check the box “Send a copy of this message to recipients' email address(es)”.***

**Rough Drafts.** While I am always willing to read through rough drafts of assignments for this class, any rough draft must be submitted no later than **one week before the assignment is due**. This allows me to provide you with constructive feedback on the assignment and gives you time to synthesize and incorporate my feedback as well. Any rough drafts submitted less than a week before the assignment is due will not be read unless previous arrangements have been made with the individual student. Students are always encouraged to seek assistance from the Visor Academic Center (012 Vrooman Hall, 309-438-7100, <https://universitycollege.illinoisstate.edu/help/tutoring/>).

**Cheating/Plagiarism.** You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](https://deanofstudents.illinoisstate.edu/conduct/code/). All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on any work, or the presentation of someone else’s work, is plagiarism. In certain circumstances, I may be required to refer violations to the [Student Conduct and Community Responsibilities](https://deanofstudents.illinoisstate.edu/conduct/resolution/), a unit of the Dean of Students Office.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through the Student Conduct and Conflict Resolution Office.

**Permission Required to Record** Students who wish to use audio or video devices to record classroom lectures or discussions must obtain written permission from the instructor. Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. They may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments. Students with disabilities who need to record classroom lectures or discussions must contact the [Student Access and Accommodation Services](https://studentaccess.illinoisstate.edu/). Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University’s [Code of Student Conduct](https://deanofstudents.illinoisstate.edu/conduct/code/).

**Student Access and Accommodation Services**: Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at [StudentAccess.IllinoisState.edu](https://studentaccess.illinoisstate.edu/).

**Mental Health Resources.** Life at college can get complicated. If you’re feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit [Student Counseling Services](https://counseling.illinoisstate.edu/) (SCS). These services are free and completely confidential. SCS is located at 320 Student Services Building, (309) 438-3655.

If you are worried about a friend and don't know how to help, you can call SCS and ask to speak to a counselor. The [Kognito simulation](https://counseling.illinoisstate.edu/outreach/kognito/), available through SCS's webpage, can also help you learn how to assist your friend in connecting to services.

**Redbirds Keep Learning.**Redbirds Keep Learning provides a multitude of resources to help you be successful in your college career: <https://ctlt.illinoisstate.edu/keeplearning/>.

**Illinois State University Bereavement Policy.** If a student experiences a death of an immediate family member or relative as defined in the policy below, the student will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations.  The student will provide appropriate documentation and arrange to complete missed classroom work as soon as possible according to the process outlined below.

Upon notification of the absence and proper documentation, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work.  Ultimately, the student is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work. Details can be found at the following website: <http://policy.illinoisstate.edu/students/2-1-27.shtml>.

**BEHAVIORAL EXPECTATIONS POLICIES**

**Professional Courtesy**. Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

**Presentation Etiquette.** On presentation days, you have dual responsibilities as a speaker and an audience member. When you are an audience member, you will be attentive and ask challenging but constructive questions when the presentation is finished. Because most people are nervous when they present, you will be supportive both verbally and nonverbally.

**Behavioral Expectations Policy.** Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at-risk for failing the course.