I. General Information

- IS531
- Professional Communication
- 3 Units
- Prerequisites: Graduate Standing
- Course Coordinator / SCO Prepared by: Lori Brown
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II. Catalog Description

In-depth study of effective professional communication practices within diverse organizations and professional settings. Techniques and practices of professional etiquette, ethics, interpersonal and collaborative relationships, and targeted writing and presentations are emphasized. Strategies for work-life issues and evolving communication technologies highlighted.

III. Curriculum Justification(s)

Industrialist Charles M. Schwab once said, “I’ll pay more for a person’s ability to speak and express himself than for any other quality he might possess.”

Communication is the skill most sought after by employers, according to the National Association of Colleges and Employers’ (NACE) 2013 Job Outlook survey. In fact, NACE’s results point to communication-related abilities as four of the top seven employer desired attributes on candidate resumes.

In today’s world there is more communication, across more platforms, creating more opportunities in business, than at any other time in history. A graduate level communication program helps advanced degree candidates to master effective speaking, writing, and interactions, to connect their abilities – as reasoned decision makers, self-aware leaders, and innovative thinkers – to the critical conversations that can change the world.

Strategic professional and workplace communication skills are an essential component to success in the workplace. Employees with strong communication skills and knowledge are not only sought after, but are more likely to thrive and contribute to the positive workplace and organizational culture, thereby making them highly valued employees. Career progression and promotion can be enhanced with the empowering skills of professional and workplace communication.

Upon completion of this course, the student should complete tasks which align with two of the CBA learning goals as follow.

IV. CBA Graduate Program Learning Goals:

This course meets the following CBA graduate learning goals:

Learning Goal #2 - Ethics: Students will be able to demonstrate awareness and knowledge of social responsibility, ethical leadership, and citizenship issues in the workplace and professional setting.
Learning Goal #3 - Interpersonal, Leadership & Team Skills: Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.

Upon completion of this course, the student should complete tasks which align with these CBA learning goals.

V. Course Objective(s)

This course is intended to explore how individuals and organizations can develop and execute effective communication strategies for a wide variety of business settings. The primary objectives of this course are to have students learn and develop the following communication strategies:

a. Presentations in a variety of mediums
b. Interpersonal and collaborative relationships
c. Leadership communication
d. Techniques and practices of professional etiquette
e. Professional and workplace ethics and social responsibility, and citizenship
f. Work-life issues
g. Communication technologies

VI. Outline of Subject Matter

Unit I: Communication Principles for Leadership
   a. Communicating and leading at work
   b. Enhancing communication and leadership
   c. Adapting to differences
   d. Understanding workplace ethics
   e. Understanding social responsibility and citizenship

Unit II: Relationship Skills
   f. Relating to others at work
   g. Interviewing principles and skills
   h. Interviewing types
   i. Workplace conflict
   j. Professional etiquette

Unit III: Collaboration Skills
   k. Collaborating in teams
   l. Enhancing team meetings

Unit IV: Presentation and Writing Skills
   m. Developing professional presentations
   n. Delivering Professional presentations
   o. Achieving your presentation goals: informing, persuading and relating
   p. Technical writing and presentations
   q. Communication technologies

Unit V: Managing Time: Managing Wellness in the Workplace
   s. Work-life conflict and balance – a communication centered approach
   t. Burnout – links to workplace communication
   u. Organizational support and identification as workplace messages

This is a broad outline of topics to be covered. Subject matter and sequence of topics may vary by instructor.
VII. Methods of Instruction
The preferred method of instruction for this course is lecture-workshop based. Within every section, opportunities for class discussion, group work, and student presentations are allowed. Instructors are encouraged to utilize in-class activities to enhance student learning through small group interactions. Lectures enhanced through multimedia presentations are strongly recommended. A variety of exercises and homework assignments should be incorporated to develop students’ communication abilities. A capstone team project reflecting course content should be included. A service learning component may be considered.

VIII. Extent and Nature of Technology Use
Some use of technology will depend on individual instructors. Instructors are encouraged to use BeachBoard and provide opportunities for students to utilize presentation, collaborative, and other technologies as appropriate.

IX. Textbooks
The following is a short list of textbooks that are most likely to be used for this course. Instructors may assign one or more of these and/or include other relevant texts/readings.

   Beebe & Mottet
   MySearchLab with Pearson eText -- Valuepack Access Card Pearson Education


X. Instructional Policies Requirements
A. Assessment Criteria, Grading, Assignments, and Testing

Preparation and delivery of an in-class presentation.
Students complete at least one individual presentation and one team presentation.

Quizzes and Exams
Students will complete quizzes and exams (optional), mid-term exam (required – at least one). The final could be an exam or culminating project experience.
Projects
Instructors will assign a comprehensive course project that requires demonstration of competency of several course objectives. A standard grading rubric is utilized to report on the results of the students’ in-class presentations.

Traditionally, letter grades of A, B, C, and D are assigned to students based on a 10-point scale.

B. Attendance and Participation Activities

Students are expected to attend all class meetings and complete all assignments to ensure passing the class with a grade of C or better.

C. Required Statement

In compliance with university policy final grades are based on at least three, and preferably four or more, demonstrations of competence. In no case will the grade on any class test count for more than one-third of the course grade.

D. Attendance, Withdrawal, Late Assignments

Students are expected to have regular, punctual attendance. Students are requested to notify instructor when they will be absent.

No late work is accepted, except by prior approval of instructor. Withdrawal policy is the same as that of the university.

E. Students with Disabilities

Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.