

**CIS 300: Strategic Business and Professional Communication
Summer 2019, Online**

Instructor	Dr. Kelsey Moore, PhD
Office Location	Lucille Little Fine Arts Library (LCLI) 310; 502 King Science Library
Email	kelseymoore@uky.edu
Office Hours	M-Th via Zoom and face to face; by appointment
Anticipated Response Time	Within 24-48 hours
Course Website	http://www.uky.edu/canvas

Course Description: This communication intensive course prepares B&E and Communication majors for their careers by developing effective communication skills (integrated written, oral, and visual) applied specifically to today’s technology-driven and global business environment. The course will focus on developing strong communication skills in interpersonal settings, in small group teams, communication to internal and external stakeholders, and when delivering public presentations. Students will prepare application materials; develop effective interviewing skills in face-to-face and online environments; communicate effectively based on audience analysis in face-to-face and online settings; deliver business presentations based on audience analysis, and using a variety of presentational aids that enhance the message; and learn to manage data, graphics, and a positive online presence (e.g., websites blogs, social media outlets, and email messages).

Prerequisites: Upper division status in accounting, analytics, economics, finance, management, marketing, or permission from instructor.

Course Learning Targets, Outcomes, and Assessments: This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and professional practice related to their general business majors.

Learning Target/Outcomes: Business Communication Content	Assessment (Formative/Summative)
Write, revise, and proofread effective audience-centered business documents in a variety of formats (e.g., cover letter, resume, press release, memoranda, e-mail correspondence, presentations, meeting agendas, and minutes).	Formative: Course readings, class discussions, and activities Summative: Assignments, Quizzes, and Exams
Develop and deliver effective formal multi-modal business presentations using appropriate presentational aids based on the situation (purpose, audience, occasion, constraints).	Formative: Course readings, class discussions, and activities Summative: Assignments, Quizzes, and Exams
Practice effective group communication skills (teamwork, leadership, conflict management) in informal settings and as part of formal presentations (face-to-face and online).	Formative: Course readings, class discussions, and activities Summative: Group Presentation, Quizzes, and Exams
Indicate a comprehension of the interview process. Construct effective answers to interview questions and perform well on simulated interviews.	Formative: Course readings and class discussions Summative, Assignments, Quizzes, and Exams

Model effective response to media and stakeholder inquiries during crisis events and during question and answer sessions.	Formative: Course readings, class discussions and activities Summative: Memo, Press Release, Quizzes, and Exams
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Course Delivery: This course is designed as an online course. All lectures, activities and assignments are hosted on Canvas. All lectures and assignments will be posted on Canvas. Lectures and assignments may include videos, narration over slides, or instructions to read. Information and materials will be released on each date listed on the course schedule.

Required Texts:

Irwin, J., Hopkins, P.D., Payne, H. J., & Spence, P. R. (2018). *Competent communication at work: Strategies and standards for success* (3rd ed.). New York, NY: Kendall Hunt.

*Note that an online version (eBook) is available at a discounted rate. Please visit <https://he.kendallhunt.com/product/competent-communication-work-strategies-and-standards-success> and select eBook.

Email: To obtain instructions for assignments, additional materials for this course, and important announcements. *I will not respond to emails sent from an address other than "@uky.edu."* I will respond to all emails Monday through Friday in 24-48 hours.

Technology Requirements: Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#). Requirements include: Computer with internet access or access to UK computer facilities; access to digital video recording devices and Microsoft Office. See <https://download.uky.edu/> for free versions.

Technical Support: For account help, contact UK’s [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

Additional Resources: [Distance Learning Library Services](#); [Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

COURSE POLICIES

Submission of Assignments & Late Work

All written assignments (first/rough and final drafts) MUST be COMPLETE and submitted correctly in a .doc or .docx format to Canvas by the correct deadline. If you are submitting videos or other types of submissions, they must be fully processed and visible by the time the deadline occurs. If you have submitted correctly, you will see a screen that confirms your submission and you can check the grades section to see that the assignment has been submitted. Especially for an online course, **I do not accept late work** for almost any reason, including for technology failure, sickness, inclement weather, forgotten deadlines, and so on. Please plan ahead and know when things are due to avoid submitting things late.

Grading and Grading Scale

I operate with the 24/7 rule. This means that once you receive a graded assignment back, you must wait at least 24 hours to discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. After 24 hours, I would encourage you to ask for any clarification. Almost 100% of confusion regarding grades can be resolved by simply asking for clarification. Sometimes things are entered incorrectly. If there is still no resolution, you may email me a prepared and thoughtful justification for what grade you feel that you earned, and why you feel that you earned a different grade than what you received. I will review that and get back with you within a few days on the decision.

Please note: I do not give out grades; they are earned and I simply report them. If a grade is to be changed, it is because of an error or because of indisputable, clear, and obvious evidence that the grade is not correct. Grades are never changed based on the final course grade or other circumstances.

This contact and process must occur within one week (7 days) of receiving the grade. **Once that one week period has passed, the grade will not be changed under any circumstances.** Thus, please check your grades in Canvas regularly. Download the app to your phone if that is more convenient. If a grade is incorrect or not entered, please let me know within one week of when I announced a grade being available.

You do not have to confer with me only after a grade has been delivered! Please come and talk with me before and during your assignments, not just after. Not understanding an assignment is not a justification for receiving a lower grade.

I cannot legally discuss grades via email, unless it is via Canvas or with your UKY email address. Please plan on making inquiries through those two channels or come talk with me.

Finally, if the matter is still unresolved, students need to contact the Director of Instructional Communication & Research. Students that do not fulfill these requirements will not be addressed and the original grades will be final.

Rounding

I operate on the standard and universal rules of rounding for the final points

(percentage). Although we do not use percentages in this class, I feel in some cases, rounding the FINAL percentage is fair and logical. Please see below for further clarification.

If you wish to earn an A, you must earn at least 645.6 points, which translates to 89.6%. 645 or 640 points will not round, just as 89% or 88% do not round in math. Please do not ask for additional points. Take every opportunity during the semester to earn the grade you wish to have.

Extra Credit

All of the points available this semester are already listed in the syllabus and on Canvas. There are no additional opportunities to earn points other than what is listed, as it would not be fair to offer you extra credit and not the other sections. Also, there already SO many things for you to do in such a short amount of time. ☺ Please do not ask for extra credit.

Ask Three, Then Me

I receive hundreds of emails every week, many from students asking questions that could easily have been answered by reading the syllabus or asking a classmate. Thus, before emailing me, please follow these steps:

- Consult the class schedule and syllabus.
- Check Canvas.
- Confer with three classmates.

Attendance and Punctuality

This class is an online community whose success is dependent on everyone's participation. Also, there is a participation and grades. Therefore, participation is vital for your achievement.

Note: Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/studentconduct/code-student-conduct>.

For any emergency situation that arises, e-mail your instructor as soon as you know about the situation.

Excused Absences

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Important Spring Semester Dates: <http://www.uky.edu/registrar/2019-summer-session>
*Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

Academic Integrity Policy

Prohibition on Plagiarism (Senate Rules 6.3.1)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action

is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Policy

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Online Decorum

Ideally the virtual classroom environment should be supportive and comfortable. Do not equate a relaxed atmosphere with a lack of academic standards. You are expected to be prepared for all assignments and conduct yourself appropriately for a respectful academic environment. Email is the ideal method for contacting the instructor. Please give the professor 48 hours to respond to any email requests or requests for meetings via CMC.

If a student misses an assignment due to an excused absence, the instructor will allow the student to turn in the assignment late. If the absence interferes with the group project the instructor may allow the group to continue with the assignment and will provide an equivalent individual assignment for the student needing to make up the work.

Important Notes

- **Be sure to complete readings on time/as assigned. It is expected that these be incorporated into assignments you are submitting.**
- **You are responsible for all information, announcements, and changes addressed in classes and/or Canvas.**
- **The instructor reserves the right to alter the syllabus during the semester, if necessary.**

Email: During the semester, you will receive emails/announcements from me with updates and reminders. You are expected to regularly check your official UKY email address. Not getting an email is not an excuse for missing information. We all have computers in our hands, so please program your UKY email and/or Canvas on your phone if necessary so that you do not miss anything.

Also, when corresponding with me (and any other professor), please (a) use a descriptive subject line, (b) include a respectful greeting (e.g., “Hi, Professor Moore, etc.”), and (c) fully sign your name. Please send all email correspondence to the email address provided above, **and put CIS 300 in the subject line each time.** Please also use correct punctuation within and at the end of sentences, spelling words correctly, and using proper capitalization. Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors and potential employers, they should be well written with as few mistakes as possible. Once again, most potential employers will not respond to a vague or poorly worded email. Begin your practice now.

I check email from 8am-5pm on weekdays. I do not check email after 5pm and on the weekends so that I can have work/life balance, as I hope you do too. To emulate the “real world,” I want you to become comfortable with sending emails and expecting replies during normal business hours. That being said, please keep in mind that a late email to me on Friday may not be answered until Monday. Plan accordingly. Also, emails can get lost. If you do not hear from me within 24 hours during the week (usually quicker), please either email me again or talk to me in class. I have never ignored a student email.

Additional Student Resources

The Graham Office of Career Management is another tool that will be helpful for aspects of CIS 300. The mission of the Graham Office of Career Management is dedicated to assisting students in their career development process and employment success by working closely with employers who seek to hire world ready interns and graduates. More information can be found at <http://gatton.uky.edu/career/>.

Presentation U offers help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your multimodal projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and our center at eStudio located in the James & Gay Hardymon Center for Student Success (3rd floor of FPAT). We open early and stay open late! Visit www.uky.edu/presentationU for our complete hours. Our tutoring services are available on a drop-in basis, as well as a scheduled face-to-face, or online appointments.

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 859-257-1368). The staff can help you identify and correct problems with your

writing. I will not require you to go to The Writing Center, but I recommend that all of you consider going if you feel stuck at any stage of the writing process.

The University of Kentucky's Career Services has a new, fast and powerful recruiting platform for UK students and alumni. [Handshake](#) uses cutting-edge technology to help you more easily connect with employers and source jobs and internships, event information, and on-campus recruiting opportunities. Login using your existing Link Blue ID and password to upload a resume, manage your account and set up your notifications. seeblue.com/handshake

Course Activities and Assignments

1. Job Search Assignment (50 points). Each student will conduct research in desired career field to locate and analyze at least one potential job opportunity/job call to critique their strengths, weaknesses, and fit for the particular job. Each student will write a report based on this process. A specific list of questions are provided in Canvas.
2. Application materials (130 points). Each student will conduct research to locate a job posting for a position he or she might like to hold one day. Each student will prepare a cover letter and resume draft to use for applying for that position. Documents are to reflect research about the industry related to the specific major of the student, mission of the organization, required and preferred credentials, and the expertise the student would bring to the organization if hired. An additional reflection component will also be included. These documents will be revised later in the semester to reflect what the student learned throughout the term. Upon receiving feedback and making revisions, students will prepare a self-reflection articulating how and why they made the suggested revisions to the cover letter and resume.
3. Elevator pitch (50 points). Each student will prepare and deliver an “elevator pitch” or introduction. This assignment will be outlined by the instructor and will be planned for the week prior to or week of the relevant career/job/internship fair. Points will be earned for content, structure, and delivery of the actual speech.
4. Interview and critique (130 points). Each student will complete a mock interview using the Career Center's InterviewStream program. The mock interview will be 6-10 minutes in length. Students will have the ability to examine and revise answers to interview questions. Students will be graded on professionalism, answers, and delivery. In addition, students will prepare a 600-700 word self-critique of their mock job interview.
5. Team Project (315 points). Students will work together in teams (4-6 students each) to examine a workplace crisis situation and formulate potential solutions, as well as a plan for addressing various stakeholder groups. Each group will produce a proposal describing what and how they would communicate to the various groups and why, and a formal 12-16 minute presentation. A written group report/executive summary will be submitted on canvas after the project is complete, as well as three written business documents (memo, email, and press release).
6. Activity/Participation Points – Attendance, activities, etc. (25 points). Students may earn a variety of points related to participation.

Grades

All grading will be calculated as objectively as possible; however, in cases of qualitative assessment, evaluation will be based on the instructor's judgment. Rubrics are used for assessing assignments and are provided to students when assignments are introduced in class. Grades will be based on the scores accumulated by the student divided by the total number of possible points.

Point Allocation by Assignment	Points
Job Search Assignment	50
Application Materials	130
Elevator Pitch	50
Interview and Critique	130
Team Project	315
Activity/Participation Points	25
Total	700

Incompletes. A grade of "I" (incomplete) will be given in emergency situations only, and will be at the discretion of the instructor. Students will have one year to complete all work if an "I" is awarded. The incomplete must be completed prior to student teaching.

The following scale will be used to determine your course grade:

A	90-100%	(630-700 pts)
B	80-89%	(560-629 pts)
C	70-79%	(490-559 pts)
D	60-69%	(420-489 pts)
E	0-59%	(419 pts and below)

Discussion Board Grading Form

Criteria	Score
The student showed initiative; interpreted, synthesized, or integrated various threads; or redirected the discussion in ways that remained on-topic. The student contributed regularly.	5
The student contributed more than just facts, and responded to the implications of other students' ideas. The student's level of contribution was acceptable or of average value.	4
The student's contribution was acceptable and of average value.	3
The student's contribution was straight facts.	2
The student displayed a lack of preparation and/or insight in their posts. The student hardly contributed	1

Summer 2019 CIS 300 Tentative Schedule—4 week, Online

<u>Date</u>	<u>Topics/Readings</u>	<u>Major Assignments Due</u>
Module 1 5/7-5/11**	Ch. 1 – Intro to Business Communication Ch. 2 – Globalization and Communication Ch. 4 – Writing in Business Communication Ch. 7 – Resumes & Social Media	Job Search Assignment due Cover letter/Resume 1 st draft due
Module 2 5/12-5/18	Ch. 3 – Verbal & Nonverbal Communication Ch. 8 – Interviewing Strategies Ch. 10 – Presentations: Audience Analysis & Delivery	Proposal due for review Interviews & interview reflection due
Module 3 5/19-5/25	Ch. 5 & 6 – Interpersonal & Team Communication Ch. 9 – Communicating during Crises	Elevator Pitches due Revised Cover letter/Resume due w/reflection
Module 4 5/26-6/1	Ch. 11 – Presentations: Information-Seeking Ch. 12 – Presentations: Development Ch. 13 – Presentations: Visual Aids Ch. 14 – Various Business Presentations	Team Presentations (including presentation, visual aid, digital element, written report w/memo, email, press release)
Final Module 6/2-6/4	Reflection of Project and Course	Team Project-individual reflection survey

**Note: Teams will be assigned in Module 1.