MGMT102: Business Communications
College of Business Administration

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Email address: gardner@csus.edu  Office Phone #: 916-278-6948
Office Hours: Tuesday & Thursday 12:00 - 1:15 p.m; also by appointment
Please note: I check email most days (except some weekends) and will get back to you as soon as I can. Please don’t expect an answer immediately and plan accordingly.

Catalog Description: This course provides basic concepts for understanding and practice of communication in the changing world of business managers and professionals. It examines the use of language and conversations in business settings and their role in coordinating actions, resolving breakdowns in work performance, and providing customer satisfaction. Course topics include: practice in professional styles of business writing and formats, preparation of a formal report, development of competence in business conversation skills (written, electronic, and oral), and other selected topics. International, technical, and linguistic developments are integrated into various applications of business communication. Prerequisite: Completion of Area A in General Education and English 020. Recommend COMS 002 and COMS 004.

What This Course Will Do For You
Communication is an essential component of organizational life and a critical requirement for career success. Employers consistently rank strong communication skills among the most important qualities they look for in college graduates. The primary objective/purpose of this course is to introduce you to the fundamentals of effective communication and provide you with the opportunity to develop your analytical and practical skills in business communication. Essentially, at the end of the course, students should be able to:

- Demonstrate effective team strategies, resulting in successful collaborative deliverables;
- Deliver effective, professional oral presentations; and
- Deliver effective, professional written documents.

Our major learning objectives include (not in any particular order):

1. Understand the need to relate to other individuals in organizations in a human and ethical manner.
2. Improve and strengthen writing and editing, and oral presentation skills in a manner consistent with future employer expectations.
3. Learn to research, organize, and present critical business information both orally and in writing in a manner consistent with the nature of the material and the needs of the audience.
4. Increase and improve managerial skills and ability to analyze and understand the effects of social, political, legal, and regulatory issues affecting business organizations.
5. Understand and utilize available communication technology in individual learning experiences to enhance individual communication skills.
6. Understand international and intercultural barriers to business communication.
7. Have fun pursuing all of the learning objectives! People learn much more effectively when they approach learning as “serious play.”

Individual Consultation
I encourage you to meet with me at any point during the course to discuss your progress or problems with the material or assignments, or about how you are doing. If you are not able to make office hours, please email me to set up an appointment. I will be glad to answer brief/quick questions by email or phone, or before or after class. Please talk with me if you have questions or problems. I am here to help! I also am available after the course ends for questions/discussions!
In addition, for free one-on-one help with writing in any class, visit the University Reading and Writing Center in Calaveras 128. The Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Reading and Writing Center in CLV 128 or call 278-6356. They also offer tutoring for one unit of academic credit through ENGL121. For current Writing Center hours and more information, visit the website at www.csus.edu/writingcenter.

**Required Course Materials:**
- Course supplemental info: available on SacCT 9.1, library reserve and / or handed out in class.

**Expectations**
This class will require you to apply your communication, teamwork, critical thinking, and information synthesis skills in many different ways as we will be taking an active learning approach. Active learning is more effective (and generally more interesting) than the lecture and regurgitation method. Successful active learning does require you to prepare for class every time. This means that you should do the readings, think about the issues, and be prepared to contribute to class discussions. As the instructor of this course, my primary role is to facilitate the learning and thinking process. There may be some lecture nearly every class period, but we will also spend a great deal of time in class discussing ideas, participating in exercises, and practicing the skills necessary to perform well in this class and beyond.

I also expect that you possess upper division collegiate analytic, reading, and writing skills, and are motivated to develop your business communication knowledge and skills. Only by being prepared and participating can you fully experience the learning opportunities you will be offered. Minimum expectations for your active involvement in your own and our collective learning include:
- Reading and thinking about assigned reading material prior to each class session; and
- Regularly attending class and actively participating in class discussions / activities / exercises with understanding, reflections on your learning from the reading, and application of the concepts to your personal and professional lives.

**Course Structure: Overview and Plan**
In order to achieve the objectives of the course, we will devote some of our class time to various activities. We will use a combination of methods such as lectures, presentations, cases, videos, class discussions, and small group work. The use of this mixed methodology rests on the premise that learning comes not only from reading and writing, but also from interaction with others both inside and outside the class and systematic reflecting. How successful you are in this course depends on what you bring to class. Here is what you need to do to learn the most from this course:

**Lecture:** During some class periods, there will be a brief lecture that provides you with key concepts and frameworks associated with topics we are covering that day. Although lectures may reinforce some of the concepts from the assigned readings, they might also include insights and ideas that complement the readings. Therefore, these lectures should not be viewed as a substitute for your own reading of the assigned materials. You are responsible for knowing ideas presented in the readings and in class.

**Class Discussions:** The time we spend together in the classroom is designed to reinforce the material to enhance your learning. As such, I will maintain a high involvement philosophy in the classroom. Much
greater learning takes place if students get involved in the discussions (give examples, reflect on issues, ask questions, etc.) rather than simply memorizing what is in the text. As this course is structured with an emphasis on active learning, you are expected to take an active role in the learning process by participating in all our discussions (e.g., case discussions, in-class activities, exercises, etc.). Our cases will provide a natural "test-bed" for theory and provide vivid examples that help us remember concepts. While nothing can surpass first-hand personal industry and managerial experience as a basis for analysis and decision-making, case analysis is an indispensable proxy for knowledge that can only be gained through years of experience and research.

Thus, the cases are designed to simulate many of the characteristics of decision making in the real world: there is too much information about certain areas, not enough about others, and there is little guidance as to what is important / unimportant. Because some important factors will only become obvious when we discuss the case together, you will need to strike a balance between focusing on what you consider to be the crucial points/facts in the case and making sure that you know enough about the other elements of the case to be able to follow the class discussion if it begins to veer into an area different from the one you anticipated.

**Assessments and Exercises:** During some class periods – as time permits – we will use exercises to demonstrate concepts or frameworks. You are expected to take part in these exercises, whether they are individual or team exercises. In some instances, we will do the exercises in class, in other instances you will be asked to complete the exercise outside of class.

**Technology Requirement**
All technological requirements for the successful completion of this course are the responsibility of the student, including access to a working computer with internet connection. The student is responsible for all technological problems not related to Sac State, including but not limited to equipment failures, power outages, and internet breakdowns. Students are also responsible for all necessary technical and operational skills for completing this course, and for being familiar with SacCT 9.1 both in a general sense and in a specific sense as pertaining to this course and any materials stored within. The professor is not responsible for any technical matters related to SacCT 9.1 – students must contact the Helpdesk if they have problems accessing and/or using SacCT 9.1 (ARC 2005; (916) 278-7337; helpdesk@csus.edu).

**Learning Activities Assessment:**
The course emphasizes **active learning**, where students are expected to take a key role in the learning process. I assess your performance through the following performance indicators listed below. Each of these components is linked to the learning objectives listed above and they all are described below.

<table>
<thead>
<tr>
<th>1) Individual Assignments</th>
<th>75%</th>
<th>750 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Grammar Quiz</td>
<td>5%</td>
<td>50 pts</td>
</tr>
<tr>
<td>b) Memo Report Writing Assignment</td>
<td>15%</td>
<td>150 pts</td>
</tr>
<tr>
<td>c) Three Exams (12%, 12%, and 21% each)</td>
<td>45%</td>
<td>450 pts</td>
</tr>
<tr>
<td>d) In-class Exercises, Discussion, and Contribution</td>
<td>10%</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2) Team Assignments</th>
<th>25%</th>
<th>250 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Team Presentation</td>
<td>10%</td>
<td>100 pts</td>
</tr>
<tr>
<td>b) Team Formal Report (version 1 = 5%; final version = 10%)</td>
<td>15%</td>
<td>150 pts</td>
</tr>
</tbody>
</table>

**Total** 100% 1000 pts

Grades are based on the following performance scale (Note: I carry out to the 10th's decimal point):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
<td>B+</td>
<td>88-89.9%</td>
<td>C+</td>
<td>78-79.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-91.9%</td>
<td>B</td>
<td>82-87.9%</td>
<td>C</td>
<td>72-77.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-81.9%</td>
<td>C-</td>
<td>70-71.9%</td>
<td>D</td>
<td>60-69.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>&lt; 60%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There will be **NO LATE WORK ACCEPTED**. Please use your time accordingly. Assignments, etc. are due at the beginning of class on the assigned day unless otherwise noted. There will be **NO CURVE** in determining grades. Final grades are based on percentages above. The cutoffs are firm and I do not round grades. No extra credit, apart from what might be offered in class to all students, will be granted. Please don’t ask.

**Criteria for Overall Grades (based on CSUS catalog):**

**A = Exemplary or Outstanding** work. The “A” student has demonstrated superior mastery in all important aspects of course—knowledge of concepts and application to business problems. Student participates actively in the course, is always prepared, and attends almost every session. The “A” student writes and speaks clearly, insightfully, and creatively. An “A” means you have the ability to integrate and apply course material, see connections, comparisons, and underlying assumptions.

**B = Superior or Above average** work. The “B” student has mastered most of the fundamental course concepts, and is able to apply the most important concepts to business problems. The student generally writes well, although there is room for improvement, and communicates clearly. The “B” student is often engaged in class discussion, attends regularly, and is generally prepared. A “B” means you can make applications of course material and you can use course material directly as a means to solve problems and explain organizational issues.

**C = Satisfactory or Average** work. The "C" student understands the most important concepts, and is able to apply some concepts to business problems. The student is engaged in class discussion sometimes. Written communication is adequate, but could use improvement. The “C” student attends most class sessions and submits most work. A “C” means you have memorized a sufficient quantity of course material to be judged adequately knowledgeable.

**D = Unsatisfactory or Below average** work. The "D" student has significant gaps in their knowledge of the fundamental course concepts, and has some difficulty applying this information to business problems. Both written and oral communication needs improvement. Attendance, participation, or timeliness of work may be problems.

**F= Failing performance**

1) **Individual Assignments (75% of total grade)**

a) **Grammar Quiz (5% of total grade)**

You will demonstrate your grammar proficiency through a comprehensive quiz (see schedule for due date). Please use your copy of How 12 for help in answering questions for this open-book assignment. The assignment is available on SacCT 9.1 and you have two chances to take it (highest score counts). If you score less than 80% on this review, this is an indication that you do not have a firm grasp of basic grammar mechanics needed for this course and all of your upper division courses. You will need to visit the writing center or get alternate tutoring help and / or may consider dropping this course until you can improve your grammar mechanics.

b) **Memo Report Writing Assignment (15% of total grade)**

Part of understanding business and managerial communication is developing your own business writing skills. Each student will be asked to submit an individual memo report writing assignment during the semester. You will also have a chance to review your peers’ work and get feedback from your peers about your work before submitting your assignment (see schedule for peer review day and assignment due date). Further information for this assignment is provided on SacCT.
c) Exams (two at 12% each & one at 21% = 45% of total grade)
There will be two full-period, in-class exams; each in-class exam is not cumulative. Exams will cover all materials (e.g., assigned reading, case studies, class discussions, assignments, etc.) up to the exam date. Exam dates are listed on the Tentative Schedule of Learning Activities. I reserve the right to change either of the in-class exam dates although I don’t expect to; any such changes will be announced in class. In addition, there is one cumulative final exam during finals week. Except in extremely rare cases, all students must take the tests at the scheduled times. If illness or other University-sanctioned emergency makes this impossible, I must be notified ahead of time.

The format of exams may include multiple choice, true/false, and short answer. You must bring an NCS Answer Sheet form 4521 to each exam. These questions will test your overall mastery of, and ability to apply, analyze, synthesize, and evaluate course concepts. The questions will NOT just be a regurgitation of the information. All exams and distributed exam material must be returned to me. Please note that if you arrive late to an exam, I will not be able to let you take the exam if any student has already left the classroom. Thus, it is in your best interest to make sure you are on time for our scheduled exams. Also, no hats, iPods, ear phones, etc. are to be worn during exams. No other materials than the exam and NCS form on the desk. No leaving the classroom once the exam has started (e.g. make sure you have Kleenex handy and have taken care of everything else before sitting down for the exam).

If you have questions on your completed exam, you can review your exam with me during office hours or set up a meeting with me to review the exam; I do not bring exams to class. No one is allowed to keep their exam; if you do, you will receive a zero on that exam.

d) In-Class Exercises, Discussion, & Course Contribution (10% of total grade)
Your participation—within the classroom as well as outside the classroom—is a key element in the design of this course. I expect you to come to class having read and prepared all pre-class assignments. Much of the learning will occur through discussion and activities; as such, I expect you to be an active participant in this learning environment. Activities may include case study analysis, role-playing exercises, teamwork analysis, brainstorming sessions, individual presentations, group presentations, and interactions with each other / guest speakers. I may also incorporate a variety of in-class exercises / mini-cases designed to illuminate certain points. You will also evaluate your team members.

Discussions in class will help you develop critical thinking and decision-making skills you will need as you grow in your business career. Our in-class experience will help you integrate our learnings into general practice and develop methods for dealing with strategy issues through analysis and discussion. A classroom is a cost-free environment for experimenting and learning to "play the game." Make use of it. Shyness is no excuse.

I want to reward you for your positive contributions! I expect psychological engagement with the material exhibited by engaging in discussions with your classmates, our guests, and me. Consistent insightful, logical, and ‘on topic’ prepared participation (i.e. based on our readings, cases, etc.) and thoughtful, integrative discussion comments which provide a positive contribution to our learning will earn you higher points than will trying to dominate class discussions or offering up random, inconsistent, “off topic”, ill-timed, unprepared, and superficial participation, which simply cannot be rewarded with very many points. To contribute high quality comments, you must also listen carefully to the comments of your classmates. You should try to extend or qualify their comments while avoiding repeating them. Some examples of useful comments are ones that:

- Effectively apply class concepts to examples from a case;
- Identify the critical factors that underlie a managerial issue or dilemma;
- Offer important additional issues or conditions that qualify an analysis; and / or
• Present insightful examples from outside of class.

We will all have plenty of time to participate during our time together—please extend the courtesy of giving others a chance to voice their thoughts. My personal style is that of a classroom where **collaboration is valued over competition** and where mutual respect and professional courtesy is exhibited at all times. I hope you agree that this approach makes for a relaxed environment where we can enhance our understanding of management (and have some fun!).

To keep class conversations interesting and widely distributed across members, I will give priority to people who have spoken less. I will also “cold call” a few people during each class. Some people are reluctant to talk. This procedure will encourage everyone to share his or her knowledge and insights. Please know that you are more than welcome to discuss with me if you have concerns regarding your in-class contribution grade or you would like me to suggest ways to improve your performance. You will not, however, be able to substitute other tasks / assignments / extra credit for lack of participation – so please don’t ask! Remember, attendance ≠ participation.

**Related issues – absences and tardiness:** Class participation is very important. You should be here for every class. Much of the class material is conveyed in class lectures, case discussions, and exercises which are difficult / impossible to recreate if you are absent. However, absences are sometimes unavoidable, and you do not need to clear it with me or notify me ahead of time. Conversely, you are responsible for your decision to miss class. By missing class, you miss the opportunity to contribute points to and improve your participation grade. If you infrequently attend class (i.e. miss four or more classes), it is impossible to earn higher than a B course contribution grade. In addition, you should make sure that one of your classmates takes notes and picks up handouts for you during class. Additionally, I am quite firm about being late to class. If you decide to miss a class, you only affect yourself. On the other hand, when you decide to come to class late, you are making a decision that can adversely affect others as well. When you come in late and look for an open seat, you distract other people (including the instructor) from concentrating on the material. If you arrive late, please enter the class quietly and take the first open seat. I reserve the right to cold call people who are late, so consider yourself warned!

**In sum:** Class participation helps you to master the course material and demonstrate your learning. It also provides an opportunity for you to hone your skills in verbally presenting ideas, persuading colleagues, debating, listening, reflecting, and constructing logical arguments. These are among the most valuable skills you can develop in business school. As in any other organization to which you now belong or will in the future, you are expected to make a contribution through creative thinking, proactive behavior, and sharing observations and insights. To do this, you must be prepared for class and you must participate in class. Therefore, you should come to class having read, reflected on, and formulated questions or comments on the assigned readings for the day. To what extent you have done so is evident in your participation.

Grading Criteria for in-class contribution (rated on a daily basis):

**A student with an “A” level of participation:**

• Does not miss class except for uncontrollable emergencies.
• Offers high-quality input often, but does not dominate class discussions. Comments are clear and succinct. Follows class discussion to make relevant comments.
• Takes risks in answering difficult or unpopular questions.
• Always appears prepared for class. This is demonstrated by a) applying ideas from the readings to issues in the discussion, b) challenging or extending ideas in the readings, c) integrating or contrasting ideas from previous reading assignments.
• Shows consideration for others: does not interrupt others, talk during their input, allow cell phone to ring, multitask (e.g. manages emails, surfs the web or IM during discussion) or behave in a disruptive way.

A student with a “B” level of participation shows most of the following characteristics:
• Misses one or two classes that are emergencies; rarely arrives late/leaves early.
• Offers input often, but at times may dominate class discussions.
• Answers questions but does not often take risks in answering difficult or unpopular questions.
• Appears prepared for class most of the time. This is demonstrated by a) applying ideas from the readings to issues in the discussion, b) challenging or extending ideas in the readings, c) integrating or contrasting ideas from previous reading assignments.
• Shows consideration for others: does not interrupt others, talk during their input, allow cell phone to ring, multitask (manages emails, surfs the web or IM during discussion) or behave in a disruptive way.

A student with a “C” level of participation or below shows most of the following characteristics:
• Misses classes fairly often (more than three times); arrives late/leaves early fairly often.
• Only offers input when asked or rarely during the semester. Comments may be long-winded and may not always be clear, or does not consistently offer input in discussions.
• Appears unprepared for class at times. Has not done readings at times. Cannot or will not answer questions.
• Is inconsiderate of others (e.g., interrupts others, talks loudly during their input, lets cell phone ring in class, multitasks/ manages emails, surfs the web while others are presenting or speaking).

2) Team Assignments (25% of total grade)
   a) Team Presentation (10% of total grade)
   This team presentation will help you develop your analytical and practical skills (i.e. presentation and team interaction skills) in business communication, and will also help you learn about a communication concept. The purpose of this project is to help you improve your business presentation skills and your understanding of some basic communication issues and concepts by looking at them from a more applied perspective. Each team of approximately five members will act as the members of a communication consulting company promoting ideas and solutions to other organizations to improve the understanding and quality of communication processes in these organizations. Further information is provided on SacCT.

   b) Team Formal Report (15% of total grade)
   This team report will further help you develop your analytical and practical skills (i.e. writing and team interaction skills) in business communication. Each team of approximately five members will act as business communication consultants to undertake analysis of a business case. The case analysis will involve identifying major problems and suggesting solutions in relation to the concepts and topics covered in class and the academic research by your team. The team will turn in a written formal research report of their analysis, just as if they were consultants giving a report to company management. This team project is worth a total of 150 points (version 1 – 50 points, final version – 100 points). Further information is provided on SacCT.

   Note: For each team component, the team receives one team grade weighted by an average of the team evaluation (see team project handout for evaluation form). The evaluation sheets are confidential so that only you and I see the results; you are not expected to show them to your team members.
General Course Rules, Behavior, Policies, and Procedures
This is a business course and I expect you to behave in a professional manner, respecting the professionals around you (students and instructor!). Effective communication management also includes providing procedures and guidelines through which people can manage their behavior. Accordingly, in my course the following rules and guidelines should help you manage your behavior to become an exceptional student / employee / manager:

1. **Punctuality:** There is a saying in business...‘If you’re early, you’re on time. If you’re on time, you’re late. And, if you’re late, you’re screwing up!’ Please follow this saying and arrive in plenty of time for class. Tardiness and absenteeism will reflect on your in-class contribution grade.

2. **Food and drink:** Just like at meetings at work and meals at home, keep the crunching to a minimum, don’t spill, clean up after yourself, and share if possible!

3. **Laptops and cell phones:** Cell phones are not acceptable in my course. Make sure you turn your phone off or put your phone on silent (not on vibrate) or I will confiscate it. No photographing, recording, or text messaging is allowed without permission of the instructor. Laptops for course work and / or note taking are fine (not games, email, etc.).

4. **Correspondence:** I expect you to be professional not only in your correspondence in your place of employment, but also in your correspondence with me (or any professional acquaintance). Thus, I expect all correspondence to be professionally written with correct punctuation, capitalization, and complete sentences (that includes emails). Pretend that I am your potential employer and make sure to proofread everything! I will ask you to resend your email if it is not professional. Additionally, use SacCT 9.1 to email me.
   
   a. All assignments should be typed, one inch margins all around, and 12 point Times New Roman font (unless otherwise noted). Please be aware that the new version of word defaults to Calibri 11 point font with 1.25 inch margins and you will need to change it.

   b. All team assignments should include a cover sheet with your team number, all team members’ first and last names, assignment name, date, and course and section number or you will receive a zero for the assignment.

   c. All uploaded files should be doc or docx files. I will not open any other file type and you will receive a zero for the assignment. Files for individual assignments should be named with your last name and assignment name (e.g. gardner_refusal_letter.doc) and team assignments should have team number and assignment name (e.g. team_2_report_draft_1.doc).

5. **PLEASE KEEP A COPY OF ALL ASSIGNMENTS YOU SUBMIT.** Since human error (student, instructor, or other) is sometimes possible, this evidence may prove useful. (When emailing, make sure your email program saves a copy of your original message in a ‘sent mail’ folder.). I cannot be responsible for technical problems.

6. **Grades:** I will not discuss grades during the class period, or before/after class, but I am more than happy to discuss your grade(s) during office hours or at an appointment.

7. **Three touch rule:** Make sure to search three other places for the answer to your question before contacting me.
   
   - Check the syllabus and / or handouts
   - Check with a classmate / teammate
   - Check SacCT

**Grade Grievance Procedure**
Effective communication management includes providing a procedure through which employees can complain when they feel they have been treated unfairly. Accordingly, there is a procedure where students can also submit a grievance if they feel they have been treated unfairly. If you feel you have
been treated unfairly on an assignment or in the course or feel that my evaluation of your performance was inaccurate or otherwise unjustified, you may use the following procedure to voice your complaint:

1. **Within seven days of receiving the grade**, give me a well-written appeal (can be emailed). After seven days I will assume that you agree with my assessment and I consider the grade to be final.
2. The written appeal should be carefully reasoned, detailing why you think that the grade is unfair or unjustified. Arguing that you want an ‘A’ is not a well-reasoned argument. There should be specific points that you address with support, such as references to the text, discussion in class, slides, etc.
3. I will consider your appeal, make a decision, and notify you in writing of my decision. **Please note:** considering your appeal means I will reexamine the entire assignment. Your score may increase or it may decrease.
4. If you are still not satisfied with my decision, you may use the College of Business Administration and the University grievance procedures as your “appeal.”
5. **This appeal process is not available for final projects and exams at the end of the semester** (although you may still use the CBA and / or the University appeals process).

**Academic Integrity**

All students at California State University Sacramento are bound by the conditions and statements of academic integrity found in the CSUS Catalog and in the Policies and Procedures Regarding Academic Honesty on the University’s website. I am also bound to report any unethical behavior or evidence of dishonesty in this course. This course offers many opportunities to excel, so I will not be understanding in matters of academic dishonesty; I follow a zero-tolerance approach and you will receive an F for the course if there are any violations. If there is any confusion at any time, please ask me.

Please refer to the following for specifics on proper conduct:

Academic Honesty Procedures:  
http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm  
Division of Student Affairs Student Conduct: http://www.csus.edu/student/conduct/  
Student Tutorial on how not to plagiarize: http://library.csus.edu/content2.asp?pageID=353

**Students with Disabilities**

California State University Sacramento is committed to a policy of reasonable accommodation and services to persons with disabilities. If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, 916-278-6955. Please discuss your accommodation needs with me before or after class, during my office hours, or by appointment. Any student with special needs must bring this to my attention as soon as possible with written documentation, but not later than the second week of class.

**Please note:**  
Although this syllabus has been carefully prepared, the information is subject to change.
### Tentative Schedule of Learning Activities (subject to change):

<table>
<thead>
<tr>
<th>Date</th>
<th>Daily Topics</th>
<th>Readings, Activities, &amp; Deliverables Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/29</td>
<td>Syllabus Intro to course and Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The Basics of the Managerial Communication Process: What does the process look like?</strong></td>
</tr>
<tr>
<td>2</td>
<td>1/31</td>
<td>Discuss team project &amp; writing assignments&lt;br&gt;Managerial Communication in the Organization&lt;br&gt;Readings: Ch. 1; team and individual assignment handouts</td>
</tr>
<tr>
<td>3</td>
<td>2/5</td>
<td>The Communication Process&lt;br&gt;Readings: Ch. 2; Case analysis chapter</td>
</tr>
<tr>
<td>4</td>
<td>2/7</td>
<td>The Communication Process&lt;br&gt;Readings: Odwalla, Inc. case&lt;br&gt;Professional Resume due in class; Self-intro &amp; 5 responses due (SacCT)</td>
</tr>
<tr>
<td>5</td>
<td>2/12</td>
<td>Managerial Writing – The Writing Process and Routine Messages&lt;br&gt;Readings: Ch. 4</td>
</tr>
<tr>
<td>6</td>
<td>2/14</td>
<td>Managerial Writing – The Writing Process and Routine Messages&lt;br&gt;Readings: Cypress Semiconductor case&lt;br&gt;Grammar Quiz due on SacCT by 1:30 p.m.</td>
</tr>
<tr>
<td>7</td>
<td>2/19</td>
<td>Managing Meetings &amp; Teams, &amp; Collaborative Writing&lt;br&gt;Readings: Ch. 13</td>
</tr>
<tr>
<td>8</td>
<td>2/21</td>
<td>Managing Meetings &amp; Teams, &amp; Collaborative Writing&lt;br&gt;Readings: case used for team project; bring suggestions</td>
</tr>
<tr>
<td>9</td>
<td>2/26</td>
<td>Writing Routine Messages&lt;br&gt;Readings: US Olympic Committee case&lt;br&gt;Team Contract—post on team board &amp; signed hard copy in class</td>
</tr>
<tr>
<td>10</td>
<td>2/28</td>
<td>Reports &amp; Proposals&lt;br&gt;Readings: Ch. 6</td>
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<tr>
<td>11</td>
<td>3/5</td>
<td>Reports &amp; Proposals (bring team laptop)&lt;br&gt;Exercises and team report work</td>
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<tr>
<td>12</td>
<td>3/7</td>
<td>Peer review workshop&lt;br&gt;Research memo due in class for peer review</td>
</tr>
<tr>
<td>13</td>
<td>3/12</td>
<td>Exam 1: Chapters 1, 2, 4, 6, 13, cases, exercises, etc.</td>
</tr>
<tr>
<td>14</td>
<td>3/14</td>
<td>Making Presentations (bring team laptop)&lt;br&gt;Readings: Ch. 14</td>
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<tr>
<td>15</td>
<td>3/19</td>
<td>Making Presentations (bring team laptop)&lt;br&gt;Presentation exercise&lt;br&gt;Research memo assignment due on SacCT by 1:29 p.m.</td>
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<td></td>
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<td><strong>Strategies for Understanding Messages: How can I be more effective in the communication process?</strong>&lt;br&gt;<strong>Interpersonal Communication Strategies: How can I manage the communication process?</strong></td>
</tr>
<tr>
<td>16</td>
<td>3/21</td>
<td>Technology &amp; Communication&lt;br&gt;Readings: Ch. 3; appendices 1 – 4, 6, &amp; 9</td>
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<tr>
<td>17</td>
<td>3/25-3/29</td>
<td>Spring Break</td>
</tr>
<tr>
<td>18</td>
<td>4/2</td>
<td>Technology &amp; Communication&lt;br&gt;Readings: Chris Pierce Yankee Donut Case (meet in—TBD)</td>
</tr>
<tr>
<td>19</td>
<td>4/4</td>
<td>Team work day&lt;br&gt;Team report version 1 due by 11:59 p.m. on SacCT 9.1</td>
</tr>
<tr>
<td>20</td>
<td>4/9</td>
<td>Managerial Listening &amp; Nonverbal Comm.&lt;br&gt;Readings: Ch. 7 &amp; 8; appendix 10&lt;br&gt;Individual intrateam evaluation for version 1 due in class</td>
</tr>
<tr>
<td>21</td>
<td>4/11</td>
<td>Managerial Listening &amp; Nonverbal Comm.&lt;br&gt;Readings: TBD</td>
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<tr>
<td>22</td>
<td>4/16</td>
<td>Managerial Listening &amp; Nonverbal Comm.&lt;br&gt;Readings: EPI case&lt;br&gt;Presentation: Teams 1 &amp; 2</td>
</tr>
<tr>
<td>23</td>
<td>4/18</td>
<td>Intercultural Communication&lt;br&gt;Readings: Ch. 9 &amp; appendix 5&lt;br&gt;Presentation: Teams 3 &amp; 4</td>
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<tr>
<td>24</td>
<td>4/23</td>
<td>Intercultural Communication&lt;br&gt;Readings: International Oil case</td>
</tr>
<tr>
<td>25</td>
<td>4/25</td>
<td>Exam 2: Chapters 3, 7-9, 14, appendices 1-6, 9, &amp;10, cases, exercises, etc.</td>
</tr>
<tr>
<td>26</td>
<td>4/30</td>
<td>Conflict Management &amp; Negotiation&lt;br&gt;Readings: Ch. 10; Dotworth Press case</td>
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<tr>
<td>27</td>
<td>5/2</td>
<td>Conflict Management &amp; Negotiation&lt;br&gt;Negotiations exercise&lt;br&gt;Presentation: Teams 5 &amp; 6</td>
</tr>
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<td>28</td>
<td>5/7</td>
<td>Conflict Management &amp; Negotiation&lt;br&gt;Presentation: Teams 7 &amp; 8</td>
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<tr>
<td>29</td>
<td>5/9</td>
<td>Conducting Interviews&lt;br&gt;Readings: Ch. 12</td>
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<tr>
<td>30</td>
<td>5/14</td>
<td>Conducting Interviews&lt;br&gt;Interview exercise&lt;br&gt;Presentation: Teams 9 &amp; 10</td>
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<tr>
<td>5/16</td>
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<td>Team final report collected Semester wrap up&lt;br&gt;Team final report due in class and SacCT 9.1 dropbox (hard copy must have team member signatures); individual intrateam evaluation due</td>
</tr>
<tr>
<td>5/23</td>
<td>Thurs. 12:45 a.m. – 2:45 p.m. Cumulative Final Exam (all chapters, appendices, cases, exercises, etc.)</td>
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