# **COM 327 A1: Applied Professional Communication**



**Fall 2022 Semester**

**Syllabus and Course Calendar**

**Course Number/Section/Title: COM 327 A1 : Applied Professional Communication**

**Class Time: Tuesdays/Thursdays 2:00PM – 3:15PM**

**Class Location: Library Learning Commons 215**

**Finals Week Date/Time: Tuesday, December 13, 1:00PM – 3:00PM**

**Instructor:** Dr. Liz W Faber (she/her or they/them)

**Phone:** Call or chat on MS Teams

**Office:** Library Learning Commons 303

**Office Hours:**

* Drop-in Hours (no appointment needed):
  + Monday: 11:30AM-1:30PM (LLC 303)
  + Wednesday: 11:30AM-1:30PM (LLC 303)
  + Friday: 11:30AM-1:30PM (Berenson Center)
* Appointments: [CLICK HERE](https://outlook.office365.com/owa/calendar/ProfFaber@dean.edu/bookings/) to make an appointment for any available time Monday-Friday 10AM-5PM

**E-mail address:**  efaber@dean.edu

**Textbooks and Materials**:

Required textbooks:

* Alder, R.B., Maresh-Fuehrer, M., Elmhorst, J., & Lucas, K. (2019). Communicating at9 work: Strategies for success in business and the professions (12th ed.). New York, NY: McGraw Hill. [ISBN: 978-1-260-15405-4].
* All other readings, screenings, and listenings will be posted to Canvas.

Required materials: Please bring a laptop or tablet and charger with you to class each day.

***PLEASE NOTE:*** The sources with complete information about a course and its assignments are the course syllabus and the Canvas classroom site. Please consult course materials daily.

**Course Catalog Description:**   
In this course, students will examine and apply communication concepts, theories and skills that are critical to success in business and professional contexts. Students advance their knowledge and skills in interpersonal, group, organizational and public communication contexts. Topics studied include culture, conflict, constructive criticism, decision making, interviewing, language, leadership, networks, nonverbal communication, roles and relationships. Learning activities involve interviewing, researching, preparing presentations, and providing feedback to others. Prerequisite: Junior or senior standing, or permission of the Coordinator of the Oral Communication Program. Offered every semester. Fulfills upper-division core requirement for all bachelor's programs.

**Additional Description:**

Working independently and in teams, students will explore various communication concepts through readings, exercises, presentations, and research projects. This examination of theory, process, and application is intended to both improve communication effectiveness and enhance one’s understanding of human interactions in professional organizations.

**How This Course Fits Into your Dean Degree program/major:**

This course is a part of the All College Core and is required for all Dean students. It addresses competences related to the overall Student Learning Goals, specifically Effective Communication and Teamwork Competency.

**Course Objectives:**

By completing this course, you will be provided an opportunity to learn how to:

* Describe the transactional nature of communication and explain the importance of communication to professional life and organizations.
* Explain principles and techniques of effective communication in interpersonal, group, organizational, and public speaking contexts.
* Outline how networks, leadership, teamwork, roles, and cultural diversity impact workplace communication.
* Research and apply communication concepts, models, and theories to the workplace.
* Identify effective means of communicating in organizations and the workplace and critically analyze and reflect on the potential impact of one’s own communication choices.

**Course Grading**:

* Oral Communication Assignments
  + Video Tutorials + Digital Showcase (15%)
  + Applied Research Project (10%)
  + Training Project Presentation (15%)
* Written Communication Assignments
  + Training Project Documentation (20%)
  + Observation Essay (20%)
* Exams
  + Exam 1 (10%)
  + Exam 2 (10%)

**Course Assessments and Assignments**

Video Tutorials + Digital Showcase: In lieu of reading quizzes, you will be expected to create brief (3 minutes maximum) Video Tutorials in which you teach your viewer about the content of the assigned reading. Each Video Tutorial must include original PowerPoint slides and your own video narration. You are strongly encouraged to write out a speaking script for yourself to avoid filler and going over 3 minutes. Be sure to include a title/intro slide and conclude your video by signing off, just as you would in a speech.

At the beginning of the semester and again at the end of the semester, we will hold a “digital showcase” in which you watch your classmates’ videos and provide feedback to them.

Video Tutorials must be submitted to Canvas by the dates listed in the schedule below. The goal of the videos is to provide consistent practice in professional communication, hold you accountable for the readings, and give you space to practice giving and receiving feedback.

Videos will be graded holistically using a rubric. Please see Canvas for additional information.

Applied Research Project: In this project, you will find, summarize, and synthesize information from two scholarly articles related to a communication topic selected from a provided list. You will prepare an 8-12 minute informational speech for the class that should include an introduction to the topic, a brief literature review, and an explanation of how this topic can be applied to the workplace. You are expected to incorporate PowerPoint slides with multimedia elements. The goal of the Applied Research Project is to practice information literacy skills, demonstrate interpersonal and public speaking communication skills, and apply communication theory to practical situations.

The Applied Research Project will be graded holistically using a rubric and peer feedback. Please see the prompt sheet for additional details.

Training Project Presentation: Individually, you will complete a content analysis of 15 job ads to determine the most sought-after communication skills in your desired future career. You will organize the results of your analysis into an infographic and showcase it in class. You will then be placed into research groups based on common results of your analyses (e.g., leadership, written communication, etc.). In groups of 3-4, you will then research, develop, and deliver a 35-minute training presentation in which you teach the class about the common communication skill. Your presentation should be targeted for your given audience (college students who will be entering the work force soon) and provide practical information, advice, and a demonstration or activity for using your group’s topic in the workplace. Research should include both scholarly and popular sources and be cited appropriately during the presentation. All group members must participate actively in the presentation.

The Training Project Presentation will be graded holistically using a rubric and peer feedback. The group will earn a grade collectively, rather than individually. Please see the prompt sheet for additional details.

Training Project Documentation: During the training project, you will individually document your process. The documentation will include each of the following elements:

1. Infographic
2. Job Ads used for content analysis
3. Team Action Plan
4. Team Meeting Worksheet 1
5. Team Meeting Worksheet 2
6. Project Reflection

The Training Project Individual Documentation will be graded holistically. Please see the prompt sheet for additional details.

Observation Essay: Individually, you will observe two workplace groups as they conduct some sort of business or activity (e.g., a campus org eBoard meeting, a high school faculty meeting, a professional dance rehearsal). Then you will write a 1000-1500 word essay in which you compare/contrast the groups’ verbal and nonverbal communication practices, conflicts and any resolutions, meeting organization, and group roles. You will then reflect on what you learned from the experience. The goal of the Observation Essay is to apply communication concepts and theories to real workplaces, use primary sources, and reflect on communication theory through writing.

The essay will be graded holistically using a rubric. Please see the prompt sheet for additional details.

Exams: You will take 2 exams this semester to assess your knowledge of and ability to apply key concepts in professional communication. For each exam, you may choose 1 of the following formats:

1. Take-home essay: you will have two weeks to write your exam responses, using any course notes or sources you need. You may visit the Writing Center for assistance, but you should write your exam yourself.
2. Office conversation: you and *up to* 4 other classmates will discuss the answers to the exam with your instructor during office hours. The conversation should last about an hour, and you will be expected to contribute significantly and cite sources verbally, using any notes you bring.
3. Creative project: you may answer the exam questions in any creative format you please (poetry, photography, dance, painting, etc.), and include a 500 word reflection with references list.

You will have 2 weeks to complete each exam. Exams will be graded holistically using a rubric. All exam formats will be graded according to the same criteria to ensure equity.

**Late Work Policy:**

Every assignment in this course builds on every previous assignment, so it is vital that you submit all work on time. However, sometimes life happens, so all deadlines are flexible **only** if you communicate with your instructor prior to the deadline using the following email template. You do not need to offer an excuse, but you do need to provide a reasonable estimate (within a week) of when you are able to complete the assignment. If you do not communicate in writing ahead of the deadline, you will earn no credit for the assignment. (Exceptions will be made on a case-by-case basis for extreme emergencies that prevent you from communicating, such as power outages or incapacitating illness.)

*Please note that perfectionism is not a valid excuse for late work! Turning in something is infinitely better than turning in nothing!*

Email template to request an extension:

Dear Dr. Faber,

I would like to request an extension in COM 327 for [name of assignment]. The original due date is [date/time], and I can complete it by [date/time].

Thank you,

[your name]

Attendance and Participation

1. **Attendance**: You are expected to arrive on time and be prepared for each and every class session, unless you are sick or have some other engagement that you cannot miss.

***Do not come to class if you are sick, physically or mentally. Take care of your body and mind by resting when you need it!***

Missing class for any reason will count as an absence. You may take up to 4 absences throughout the semester. Arriving to class late without notifying your instructor ahead of time will count as ½ an absence. For each absence after the 4th, you will lose 5% of your final grade.

If you cannot come to class or you know you will be arriving late, please notify the instructor by e-mail or Teams message. Communication is key here—you do not ever have to explain why you’re missing class, but your instructor wants to make sure that you are safe and receiving the care you need, so please be in touch.

If you do need to miss class, it is your responsibility to notify your instructor, download any missed assignments from Canvas, and get lecture/discussion notes from a classmate. Missing class does not excuse you from submitting the assigned homework in a timely fashion.

Email template to notify your instructor of an absence:

Dear Dr. Faber,

I am unable to come to class today, [date]. [Insert reasoning only if you feel comfortable sharing.] I will check the syllabus/Canvas for any missed notes and assignments as well as check in with a classmate for notes.

I have already submitted my homework due today *OR* I will submit the homework due today by [date/time].

Thank you,

[your name]

1. **Participation:** Participation includes the completion of all assigned readings/screenings/listenings, any in-class and online discussion, in-class writing, activities, or quizzes, peer review assignments, and attendance in individual and/or group conferences with your instructor. All assigned readings should be completed before coming to class so that you can participate fully in class discussions. You are, of course, not required to like everything you read, but you should be able to respond to and discuss it in a clear, critical fashion.

Your participation will not be graded so you have the space to be as active or inactive as you need in the classroom. However, please keep in mind that learning is an active process, and the benefit of being in a small class at a small college is that you have the ability to ask questions, engage in hands-on activities, and explore important ideas. Take advantage of the opportunity!

Other Important Information

1. **Academic Honesty**: All Dean College students are expected to understand the meaning of academic honesty, and to behave in accordance with the College’s policies on academic honesty as published in the online student code of conduct.
2. **Accessibility and Accommodations:**Dean College is committed to a diverse, equitable, and inclusive environment. If you are experiencing difficulties accessing course work which interrupts your learning experience, Accessibility Services can provide resources and/or reasonable accommodations for persons with documented disabilities, as granted in the ADA. Early planning is essential, so please feel free to make any matters known as soon as possible. Contact the Accessibility Services Office at 508-541-1942 or [accessibility@dean.edu](mailto:accessibility@dean.edu). See your professor if you need assistance contacting the Accessibility Services Office.
3. **Credit Hour:** Dean College complies fully with the New England Commission of Higher Education (NECHE) definition of a credit hour: a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than:  (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one-quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
4. **Recording Policy:**
   1. Dean College strictly prohibits students from any photographing, videotaping or other recording of all or any portion of any class without the express permission, in advance, from the presiding faculty member. This means that students may not take pictures, record video images or make any audio recording of any portion of a class, lecture, lab, seminar or other academic exercise without the express permission, in advance, of the professor. This also means that students may not upload or distribute any such picture, video image or audio recording of a class session without the express permission, in advance, of the professor. Any permission to make or use any such recording shall be strictly limited to the specific purpose for which that permission is granted. Any request for permission to make recordings as a disability accommodation must be presented, in advance, to the Accessibility Services Office. Students who violate this policy or who aid or encourage another person in violating this policy will be subject to discipline up to and including dismissal. For the full policy, please see the current Dean College Academic Catalog.
   2. In recognition of possible technical interruptions online, synchronous class sessions will be recorded and will be posted to Canvas, and only be available for students enrolled in that class. All recordings will be deleted at the end of the term. Students are permitted to view these recordings for educational purposes only, as related solely to this class. Students are expressly prohibited from posting, publishing, quoting from or forwarding, in whole or in part, these recordings.
5. **Changes:** Please note that this syllabus is subject to change.

**Course Outline** (subject to change):

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| **Date** | **Topic** | **Due by Class Time** |
| **Week 1** | | |
| R 9/8 | **Welcome + Info Survey + Intro to Comm** | * None |
| **Week 2** | | |
| T 9/13 | **Review of Comm Theory** | * Read Adler, et al, chapter 1 * Watch the Video Tutorial Instruction Video * Complete the Online PowerPoint Training * Video Tutorial: Chapter 1 |
| R 9/15 | **Giving and Receiving Feedback + Intro to Exam 1** | * Read Adler, et al, chapter 5 * Video Tutorial: Chapter 5 |
| **Week 3** | | |
| T 9/20 | **Video Showcase** | * None |
| R 9/22 | **Review of Public Speaking Skills + Intro to Applied Research Project** | * Read Adler, et al, chapter 12 * Video Tutorial: Chapter 12 |
| **Week 4** | | |
| T 9/27 | **Communication Tools** | * Read Sivunen & Mikkola, “Digital Communication Environments in the Workplace” * Video Tutorial: Digital Communication |
| R 9/29 | **Research Skills** | * Exam 1 (due on Canvas prior to class) |
| **Week 5** | | |
| T 10/4 | **Listening + Q&A Sessions** | * Read Adler, et al, chapter 3 * Video Tutorial: Chapter 3 |
| R 10/6 | **Verbal & Nonverbal Comm+ Intro to Observation Essay** | * Read Adler, et al, chapter 4 * Video Tutorial: Chapter 4 |
| **Week 6** | | |
| T 10/11 | **Applied Research Project Presentations** | * Applied Research Project PowerPoint |
| R 10/13 | **Applied Research Project Presentations** | * Observation Essay Topic Statement |
| **Week 7** | | |
| T 10/18 | **Applied Research Project Presentations** | * Observation Email |
| R 10/20 | **Applied Research Project Presentations** | * None |
| **Week 8** | | |
| T 10/25 | **Small Group Comm** | * Read Adler, et al, chapter 7 * Video Tutorial: Chapter 7 |
| R 10/27 | **Workplace Culture + Intro to Exam 2** | * Read Adler, et al, chapter 2 * Video Tutorial: Chapter 2 |
| **Week 9** | | |
| T 11/1 | **Types of Interviews** | * Read Adler, et al, chapter 6 * Video Tutorial: Chapter 6 |
| R 11/3 | **Intro to Training Project** | * Read Kraiger & Ford, “The Science of Workplace Instruction” * Video Tutorial: Science of Workplace Instruction * Observation Essay |
| **Week 10** | | |
| T 11/8 | **Content Analysis** | * Read “Content Analysis” * Video Tutorial: Content Analysis |
| R 11/10 | **Infographics** | * Read Siricharoen, “Infographics: The New Communication Tools in Digital Age” * Video Tutorial: Infographics * Exam 2 |
| **Week 11** | | |
| T 11/15 | **Infographic Workshop** | * Infographic Draft |
| R 11/17 | **Infographic Showcase + Team Meetings** | * Read Adler, et al, chapter 8 * Video Tutorial: Chapter 8 * Infographic Final Version * Documentation: Job Ads * Documentation: Team Action Plan (Complete during class) |
| **Week 12** | | |
| T 11/22 | **Team Meetings** | * Documentation: Team Meeting Worksheet 1 (Complete during class) |
| R 11/24 | **NO CLASS** | * THANKSGIVING BREAK! RELAX! REST! EAT! |
| **Week 13** | | |
| T 11/29 | **Team Meetings** | * Documentation: Team Meeting Worksheet 2 (Complete during class) |
| R 12/1 | **Training Project Presentations** | * Documentation: Presentation Practice * Training Project PowerPoint (1 team member uploads to Canvas) |
| **Week 14** | | |
| T 12/6 | **Training Project Presentations** | * None |
| R 12/8 | **Training Project Presentations** | * None |
| **Week 15** | | |
| T 12/13  1-3PM | **Video Tutorial Showcase** | Video Tutorial: Key Takeaways from COM 327  Documentation: Training Project Reflection |