Course Syllabus

Course Description
Teaches a variety of contemporary communication skills necessary for professional communication, to include fundamental writing, messaging, and reporting skills with a focus on information literacy techniques and technology.

Course Textbook(s)
No physical textbook is required; resources are integrated within the course.

Course Learning Outcomes
Upon completion of this course, students should be able to:

1. Develop communication strategies for various cultural situations.
2. Identify legal and ethical considerations in a global work environment.
3. Create research-based messages that apply communication theories and strategies.
4. Describe the impact of changing technologies on professional communities.
5. Utilize communication concepts to enhance professional development skills.
6. Develop verbal and nonverbal professional messages for all staffing levels in an organization.
7. Develop communication techniques that enhance employment opportunities.

Credits
Upon completion of this course, the students will earn 3 hours of college credit.

Course Structure

1. Study Guide: Course units contain a Study Guide that provide students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. Learning Outcomes: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. Unit Lesson: Unit Lessons, which are located in the Study Guide, discuss lesson material.
4. Reading Assignments: Units contain Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. Suggested Reading: Suggested Readings are listed within the Study Guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. Learning Activities (Non-Graded): Non-graded Learning Activities are provided to aid students in their course of study.
7. Discussion Boards: Discussion Boards are part of all CSU Term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
8. Unit Assessments: This course contains Unit Assessments, which test student knowledge on important aspects of the course. These tests may come in many different forms, ranging from multiple choice to written response questions.
9. Unit Assignments: Students are required to submit for grading Unit Assignments. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
10. Ask the Professor: This communication forum provides you with an opportunity to ask your professor general or course content related questions.
11. Student Break Room: This communication forum allows for casual conversation with your classmates.
CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

LibGuides

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, e-books, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

Click here for the LibGuide for this course.

Unit Assignments

Unit II Scholarly Activity

Interview Analysis

July 20th is a very hot day in your community. You are not looking forward to working, but you have to hire someone to fill a vacancy in your legal department. There are four applicants waiting in the lobby. You can see them through your window although they cannot see you. You make the following observations:

- Candidate A is wearing a blue and white dress. She is focused on her phone and seems to be playing a game. She is relaxed, has her high-heel shoes off, and has her feet folded in the chair. She seems startled when Candidate C comes over to speak with her. When you interview the candidate, she is clearly knowledgeable about the field but speaks with a lot of slang and has short answers. She seldom makes eye contact.
- Candidate B has on a suit and seems to be multitasking. He moves papers around in a briefcase while speaking on the phone. His papers fall on the floor at least twice. He smiles at Candidate C when she picks up his papers and introduces herself, then returns to his phone conversation. He seems to be a bit distracted during the interview but mostly gives polished and rehearsed answers. His resume is impeccable.
- Candidate C is wearing a suit. She checks her phone and then puts it down and turns to assist Candidate B, whose papers fall on the ground. She introduces herself to him, and they shake hands before he returns to his phone conversation. She walks over to Candidates A and D and introduces herself, and you notice that she is wearing sandals. She is very personable during the interview. She clearly does not have much experience but asks many thoughtful questions.
- Candidate D looks relaxed in black pants and a green shirt with a matching tie. He sits by himself, reading from his phone without looking up at the others. He seems reluctant to speak to Candidate C when she walks up to him. He has the most experience of all the candidates and delivers very professional answers during the interview. He does not smile once during the interview.

Part 1: Choose ONE of the four candidates to hire. Write a short summary describing the verbal and nonverbal communication as well as the listening skills of the candidate who caused you to choose him or her over the other candidates. Compare the effectiveness of using nonverbal communication skills versus verbal communication skills in this situation. Feel free to make up interview details not given above as long as they do not contradict the given information. Your summary should be 250 to 500 words.

Part 2: Write a "bad-news letter" to ONE of the four candidates described above. Your choice does not matter, but the goal of this assignment is to inform the candidate you select that he or she did NOT get the job that he or she interviewed for. Prepare for the assignment by researching business letter format, tips, and tone. The required and suggested readings for this unit are a good place to start, but do not let those limit your search or the format you choose. Begin with an introduction, and perhaps thank the interviewee for his or her interest in the position. Always start with something positive. Then, move to the bad news—let the candidate know that he or she was not chosen for the position. Immediately follow with something positive, perhaps encouraging the person to apply later. Feel free to add details that are not included in the scenarios above.

Your letter should be brief, within the range of 250 to 500 words. Do NOT use APA formatting as you are writing a business letter and this is not an academic essay. Combine both parts of the assignment into one document, and submit the assignment in Blackboard.

Information about accessing the grading rubric for this assignment is provided below.

Unit III Case Study
A Conversation

Carefully read the interaction found here in the Unit III Case Study document, and then complete the following steps:

- Explain (from Unit III, Lesson 1) which specific communication principles you see at work during the events described.
- After analyzing the active and visible communication principles, write a brief recommendation for each of the communication principles you have identified as being present in the interaction.
- Point out their missed opportunities or failures of communication.

Your analysis of this conversation should be at least one page and written in APA format. Cite any information you paraphrase from the lesson. Please do not quote any material. Show that you understand the material by putting it in your own words and then citing the source of the ideas. Please see an example below of how to cite and reference material from the lesson:

- Communication cannot be taken back once it is put out there (Columbia Southern University, n.d.).

Reference

Columbia Southern University. (n.d.). Unit III–Lesson 1: Building communication relationships [Captivate presentation]. Retrieved from https://online.columbiasouthern.edu/csu_content/courses/general_studies/cm/cm1010/15J/interactivelessons/unit_iii/Lesson1/multiscreen.html

Information about accessing the grading rubric for this assignment is provided below.

Unit IV Mini Project

Analysis of Code of Ethics

Analyze the code of conduct at your workplace, at a company of your choosing, or at a company that posts its code online. Write a report explaining your findings. Consider the following questions in your response:

1. Summarize the intentions and expectations of the code of conduct you are analyzing.
2. Did all employees have to certify that they have read and understand the code? Do you think that employees will follow the rules because they have signed a document stating that they understand and will follow the code? Explain clearly your reasons for agreeing or disagreeing.
3. Are there examples that help you to understand some of the mandates in the code? Did you find them to be helpful? Why, or why not?
4. What are some of the values that employees are expected to have?
5. Does the company provide a communication plan that ensures that employees adhere to the plan? What does that plan look like? Please summarize.
6. Is there anything in the code that did not make sense to you? What was unclear about it?
7. Do you consider the code to be ethical? Why, or why not?
8. Do you consider the code to be a legal contract between the employee and employer? Why, or why not?

Your report should be at least two pages, not including the title and reference pages, and your report should follow APA formatting.

Information about accessing the grading rubric for this assignment is provided below.

Unit V Scholarly Activity

Persuasive Messages

Scenario: Your supervisor disagrees with your suggestion that employees should be allowed to create online profiles in LinkedIn. You believe that communicating with others on LinkedIn will give employees an opportunity to meet their peers and will also provide potential leads and business partners. However, your supervisor believes that other companies will get an opportunity to review her employees’ qualifications and might make them employment offers that they would accept. You believe you can persuade your supervisor to accept your perspective and are deciding whether to send an e-mail or to speak with her in person.

Complete the following tasks:

1. Create an e-mail to your supervisor explaining your perspective on the matter of LinkedIn profiles. Use the information you have learned about presenting both verbal and nonverbal messages as you write the e-mail.
2. Describe what might be different about your message if you speak with your supervisor in person rather than send an e-mail. Use the concepts you learned about both verbal and nonverbal messages as you write your answer (300-word minimum).
3. Compare your two messages, and explain which medium might be more persuasive.

Requirements: Combine all three steps into one document, but separate all three steps into three pages. You can do this by inserting a page break after each step. This assignment does not require a title page or a reference page. All three sections together should total at least 900 words.

Information about accessing the grading rubric for this assignment is provided below.

Unit VI Scholarly Activity
Professional Development Resource Assignment

Step 1: Choose a Topic

Choose a topic that can help you enhance your professional development endeavors. This should be a topic that inspires, fascinates, and speaks to you. To make this assignment relevant, approach it from your current role or a position you are looking to fill in the future. Decide on a topic of interest from any of the following, or contact your professor to propose a new topic:

- career exploration strategies,
- career satisfaction,
- career transitions,
- conducting interviews,
- cover letters,
- career portfolio,
- dress for success,
- ethics and the interview process,
- how to conduct an interview,
- interview anxiety,
- interview follow-up strategies,
- interview questions,
- interview types,
- interviewing skills for job seekers,
- leadership development,
- mentoring,
- networking,
- nonverbal communication in interviews,
- personal branding,
- professional development for the self-employed,
- rejecting job applicants,
- resignation strategies,
- resumes, or
- salary negotiation.

Step 2: Choose a Source

Find a credible source that provides useful information about your topic of interest (minimum of one source required). You will explain how the information from your source can be used to enhance your own professional development endeavors. Your source can be taken from any of the following locations:

- an article from the CSU Online Library,
- a resource or link found on the CSU Career Services Department website, and
- Unit VII Lessons 1-4.

CSU Online Library articles can be accessed from the Student Portal by selecting CSU Online Library under My Resources. Choose a database, such as Business Source Complete, and search for an article by typing in relevant search terms for your chosen topic. The CSU Career Services Department can be accessed from the Student Portal by choosing the Support Services link at the top of the page, then selecting Career Services.

Step 3: Analysis and Organization

Explain how information/concepts from your source can enhance your development as a professional.

- Paragraph 1: Describe your current role or a position you want to obtain in the future, and discuss why the topic is relevant to you.
- Paragraph(s) 2+: Explain how content from your source is relevant to you and how it can enhance your professional development efforts.
- Final paragraph: Summarize your main ideas, and end with a strong closing statement.

Here are some questions to consider to get you started:

- What information from your source can be used to enhance your professional development endeavors?
- How can you apply what you learned from your source?
- Why information in this source is important to your career success or professional development efforts?
- What have you learned about yourself from this source?
- Are there any points you agree or disagree with? Why?

Your source must be referenced in APA style, and paraphrased and/or quoted content from the source should be cited using APA style citations. Access the Citation Guide for APA style formatting guidance at http://www.columbiasouthern.edu/downloads/pdf/success/Citation-Guide. You can also get more assistance with APA from the Success Center at https://mycsu.columbiasouthern.edu/student/learningresources/SuccessCenter or contact a Success Center specialist at 1.877.875.0533 or email TeamSUCCEED@columbiasouthern.edu.

Information about accessing the grading rubric for this assignment is provided below.

Unit VII Scholarly Activity

Cultural Perspective
Compare culture clashes or basic differences that could account for possible miscommunications, and propose ways to adapt and overcome such differences to enhance intercultural proficiency in your current roles or in a hypothetical situation you develop. Analyze an issue from the unit related to intercultural communication. You may choose from the list below of eligible topics or request professor approval for a specific topic of your choice. Ideas should be fully supported by your own explanations/examples and support material from a credible source. To complete this assignment, a minimum of one reputable source must be cited and referenced in APA style to support your work and outline the guidelines by which you are basing your analysis. This assignment should be at least two pages in length. Review the grading rubric for this assignment for further details on how your work will be evaluated. Topics can include but are not limited to cultural differences related to the following:

- business etiquette,
- business practices,
- communication styles,
- crisis communication,
- ethnocentrism,
- ethical decision-making,
- gender equality,
- high-context versus low-context,
- individualism versus collectivism,
- language barriers,
- nonverbal communication,
- power distance,
- prejudices or stereotypes,
- rules and traditions,
- regional differences,
- time orientation,
- use of social media,
- workforce diversity,
- or other topic approved by your professor.

Information about accessing the grading rubric for this assignment is provided below.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I's Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting "Tools" and then "My Grades.

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU's Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu.
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to e-mail your professor. Responses to your post will be addressed or e-mailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Schedule/Grading

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

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<thead>
<tr>
<th>Unit I</th>
<th>Foundations of Professional Communication</th>
<th>[ Weight: 12.5% ]</th>
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<td>Unit I Videos: See Study Guide</td>
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- Reading Assignments (1 article): See Study Guide  
- Unit IV Video: See Study Guide | |
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- Unit VII Video: See Study Guide | |
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- Reading Assignments (2 articles): See Study Guide  
- Unit VIII Videos: See Study Guide | |
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