PART I - Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☒ No

Course Prefix & Number: COMS 2382

Texas Common Course Number (TCCN Matrix): SPCH 1321

Course Title: Communication for Business and the Professions

Course Catalog Description (Copy and paste from online catalog for existing courses):
This course examines theory and research in interpersonal principles, leadership strategies, listening, and nonverbal communication. Emphasis is on the application of this knowledge to develop communication skills in settings such as interviewing, group decision-making, speech preparation and presentation. Not for Communication Studies majors, minors, or specializations. 

Course Prerequisites: None

Available Online?
☒ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: blank)
☐ No

Number of Sections to be Offered per Academic Year: 12

Estimated Enrollment per Section: 26

Course Level (freshman, sophomore): Sophomore

Designated Contact Person (for follow-up communication purposes): Patricia Capps

E-Mail Address: sam-pjc@shsu.edu

Phone: 936-294-3710

Approvals

Department Chair: ____________________________ 10/19/12

Academic Dean: ______________________________ 10/22/12

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: I. Communication

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area. COMS 2382 introduces students to communication theories and practices that are critical to success in business and professional contexts. Students are introduced to principles of communication that are necessary for effective interpersonal communication, team work, and public presentations. This course emphasizes interpersonal skills, leadership strategies, effective listening skills, and nonverbal skills within the framework of the following professional activities: interviewing, group decision-making, and professional presentations using visual aids. In this course, students gain practical public speaking experience and learn to become effective team members in the workplace.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: In this course, students will develop an understanding of the fundamental principles and theories of communication as they apply to professional settings.

How will the objective be addressed (including strategies and techniques)? During the first half of the semester (see attached syllabus), students will be assigned readings that will introduce them to communication skills in professional contexts. Building on the assigned readings, individual students will be assigned a topic to research (e.g., the nature of communication, the role culture plays in communication, verbal and nonverbal messages, listening skills, interpersonal skills, and group communication) and lead the class in a discussion. The knowledge acquired through readings and discussions will be reinforced and applied during presentation opportunities later in the semester.

Describe how the objective will be assessed:
Class activities, discussion questions, and exams will be used to assess the first objective. Students will be assigned topics to research and will facilitate a discussion among their peers as each topic is covered in class. Students will be graded on their preparation and in-class participation. To evaluate how well students have mastered the fundamental concepts of this course, multiple-choice exams will be proctored during class time.
Objective/SLO 2: Students who successfully complete this course will be able to effectively prepare for and organize a professional business presentation. They will be able to effectively outline a presentation and document their research.

How will the objective be addressed (including strategies and techniques)?
In this course, students will have the opportunity to develop three original presentations about a Fortune 500 company of their choice. They will prepare each presentation by analyzing their audience, evaluating the context, and clarifying the goals of their presentation. The importance of choosing an appropriate organizational strategy for their presentation will be emphasized in class. Prior to giving each presentation, students will develop an outline and document their research.

Describe how the objective will be assessed:
Student presentations will be assessed using a rubric designed by the authors of the course’s textbook. The rubric stresses the effectiveness of the presentation, including whether the presentation is appropriate for the audience and situation and whether it accomplishes the speaker’s goals. Written outlines will be assessed on the basis of format, development, organization, and accuracy of research documentation.

Objective/SLO 3: Upon completing this course, students will be able to develop and incorporate appropriate supporting materials into their professional presentations.

How will the objective be addressed (including strategies and techniques)?
Guidelines for effective visual presentations will be addressed in readings and class discussions. After researching the Fortune 500 company of their choice, students will prepare and deliver two informative presentations, which must incorporate professional visual aids (e.g., PowerPoint, Prezi, or comparable presentation software). Their final presentation will be a persuasive speech that must a) influence someone’s thinking, b) sell something, or c) motivate the audience to action. The use of professional visual aids is again required.

Describe how the objective will be assessed: Using a rubric that emphasizes the guidelines presented to the class, visual aids will be evaluated on their effectiveness and their use of color, design, and creativity.

Objective/SLO 4: Students who successfully complete this course will be able to effectively deliver a professional business presentation.

How will the objective be addressed (including strategies and techniques)?
Like many unfamiliar activities, the first few attempts at speaking before an audience can be unnerving. In this course, students will have the opportunity to prepare, organize, and deliver three different presentations in a supportive learning environment. Class discussions will emphasize different types of delivery (i.e., manuscript, memorized, extemporaneous, and impromptu), guidelines for delivery (i.e., visual, verbal, and vocal), and how to manage questions and anxiety.

Describe how the objective will be assessed: Guidelines for effective oral presentations will be provided to the class, and they will be discussed in the context of student presentations. The instructor will score each presentation using a rubric. Classmates will use a common peer rubric to evaluate their classmates’ communication skills (e.g., written, oral, and visual).
Objective/SLO 5:  

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

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PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?
In this course, students will have the opportunity to think creatively about and inquire about the course’s content; in addition, students will analyze, evaluate, and synthesize the course’s content in order to prepare their presentations. Content will be presented using assigned readings and guided class discussions, allowing students the opportunity to reflect on the content and have their questions answered. Evaluating their peers’ presentations also presents a valuable learning opportunity, as it makes students to synthesize the course’s content and think about it creatively. Students will also be challenged to construct logical arguments and present their arguments orally, physically, and visually. Students will be evaluated on the creativity of their arguments, their ability to present a coherent argument, and their ability to evaluate arguments, all activities that require critical thinking skills.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?
Students will develop and practice communication skills by preparing and delivering speeches, participating in class exercises, and offering their peers constructive criticism. Throughout the semester, students will present informative and persuasive speeches that vary in length, delivery style, and content. Students will research a Fortune 500 company that provides a product or service of interest to them, and they will deliver an informative presentation over this company’s history, mission, and vision. Next, they will deliver an informative visual aid presentation over this company’s SWOT. Finally, they will deliver a persuasive presentation selling this company’s products or services. Throughout these three modules, students will provide written and verbal critiques of their peers’ speeches.

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?
Fundamental to any course in communication concerned with oral skills is the importance of supporting materials for assertions made in speeches. Facts, statistics, examples, and illustrations are the "meat" of a speech, and there is both textbook and lecture material on this subject. Student speeches are evaluated in large part by the amount and quality of supporting materials.

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)? One of the course's major themes is working in groups and leadership strategies. Students will learn to work more effectively in groups and teams by discussing the nature of teams and groups, leadership and influence, group decision making, and effective group communication. Students will also participate in experiential exercise; one experiential exercise is a Subarctic Survival Group Decision Making Experience. This experience demonstrates the advantages and disadvantages of group decision making as opposed to individual decision making, and it explores factors that influence group decision making.
CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

Revised October, 2012

5. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will be introduced to ethical dimensions of communication early in the course through readings and group discussion. Class discussions will introduce seven guidelines for judging ethical communication: utilitarian approach, rights approach, fairness or justice approach, common-good approach, virtue approach, professional ethic approach, and publicity test. To reinforce this, students will be assigned to groups, given ethical delimas, and asked to outline and present ways they could handle the situation, justifying their decisions.

6. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)? The overwhelming influence of culture on communication led anthropologist Edward Hall to assert that "culture is communication and communication is culture." So, it is unsurprising that this is a major component of this course. Relevant discussion topics will include cultural differences in doing business, the fundamental dimensions of cultural diversity, co-cultural dimensions of a diverse society, communicating across diversity, and dimensions of organizational culture. The discussion will include case studies that emphasize the importance of regional, national, and global citizenship.

PART V – SHSU Core Curriculum Committee Requirements

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

| Week 1 | The Communication Process |
| Week 2 | Culture and Communication |
| Week 3 | Verbal and Nonverbal messages and Interpersonal Skills |
| Week 4 | Developing and Organizing the Presentation |
| Week 5 | Verbal and Visual Supporting Material and Delivering the presentation |
| Week 6 | Informative Speeches |
| Week 7 | Informative Speeches |
| Week 8 | Interviewing Skills |
| Week 9 | Elevator Speeches |
| Week 10 | Working in Teams and Leadership skills |
| Week 11 | Visual Aid Speeches |
| Week 12 | Visual Aid Speeches |
| Week 13 | Persuasion |
| Week 14 | Persuasive Speeches |
| Week 15 | Persuasive Speeches |

2. Attachments (Syllabus Required)
Syllabus Attached?  ☑ Yes  ☐ No

Other Attached?  ☐ Yes  ☑ No  If yes, specify:
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

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<tr>
<th>Foundational Component Areas</th>
<th>Skill Objectives</th>
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<tr>
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<td>Critical Thinking</td>
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<td>Communication</td>
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<td>Mathematics</td>
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<td>Social and Behavioral Sciences</td>
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COURSE SYLLABUS

Office Hours:
MW 12-1
TuTh 11-12:30
and by Appointment

SPEECH FOR BUSINESS AND THE PROFESSIONS
Communication Studies 2382.04 (Fall 2012)
2382.04 1-2:20 MOWE
DRCB RM 326


<table>
<thead>
<tr>
<th>WEEK</th>
<th>COURSE OUTLINE</th>
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<tr>
<td>8/29-8/31</td>
<td>Introduction and Chapter 1</td>
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<tr>
<td>9/03-9/07</td>
<td>Labor Day Holiday Chapter 2</td>
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<td>9/10-9/14</td>
<td>Chapter 4</td>
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<td>9/17-9/21</td>
<td>Library/Chapters 10 and 11</td>
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<td>9/24-9/28</td>
<td>Chapter 12</td>
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<td>10/01-10/05</td>
<td>Exam 1 and INFORMATIVE SPEECHES</td>
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<td>10/08-10/12</td>
<td>INFORMATIVE SPEECHES</td>
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<td>10/15-10/19</td>
<td>INFORMATIVE SPEECHES</td>
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<td>10/22-10/26</td>
<td>Cover Letter and Resume and Chapters 6 and 7</td>
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<td>10/29-11/02</td>
<td>Chapter 12 and INFORMATIVE VISUAL AID SPEECHES</td>
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<td>11/05-11/09</td>
<td>INFORMATIVE VISUAL AID SPEECHES</td>
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<td>11/12-11/16</td>
<td>INFORMATIVE VISUAL AID SPEECHES and Chapter 13</td>
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<td>11/19-11/23</td>
<td>Exam 2 and Thanksgiving Holiday</td>
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<td>11/26-11/30</td>
<td>PERSUASIVE SPEECHES</td>
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<td>12/03-12/07</td>
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*This course outline may be altered due to unforeseen circumstances.

COURSE SYNOPSIS: This course's emphasis is on the interpersonal principals, leadership strategies, listening skills, and nonverbal skills necessary for such types of communication as interviewing, group decision-making, speech preparation, and presentations. Not for Speech majors or minors. Credit 3 hours.

COURSE OBJECTIVES: Learning fundamental principals and theories of communication and developing skills in expressing oneself orally.

ATTENDANCE POLICY: Class attendance is mandatory and influences your grade. You will not be penalized for two (2) or fewer absences when exams or presentations have not been missed. Two tardies will be treated as one absence. Your final class average will be lowered for each absence in excess of two (2) absences. EXAMPLES: If you have 3 absences, then your final average will be reduced by minus 3 points; 4 absences will reduce your final grade point average by 4 points...

CLASS POLICY: You must be registered for this class to attend the class; consequently, no visitors are allowed. Also, food, drinks, smoking, pages, cell phones, iPods, laptop computers, and tape recorders are not allowed in the classroom! If I see or hear your cell phone, you will be asked to leave class and will be counted absent for that day.

COMPOSITION OF YOUR FINAL GRADE: The two (2) objective exams will be weighted equally at 100 points. You must take both exams. If you miss an exam, then you must take a comprehensive essay make-up exam, which will be worth 200 points. The three (3) presentations are weighted equally at 100 points each. If you miss the scheduled presentation of a speech, it is up to the sole discretion of the instructor whether you may be rescheduled, and then you will have the grade on that speech lowered by at least one letter grade. The provision for extra credit is perfect attendance (Zero Absences & No Tardies). Perfect attendance will result in one point being added to your overall grade average and any fraction being rounded up in your favor to the next highest grade!

GRADING SCALE:

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<th>TEST: 2 @ 100 Points Each</th>
<th>= 200 Points</th>
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<tr>
<td>PRESENTATIONS: 3 @ 100 Points Each</td>
<td>= 300 Points</td>
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Add all points, divide by five, and then add extra credit.

TOTAL POINTS POSSIBLE IN THIS COURSE = 101

90+ = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 & Below = F
Choose and research a Fortune 500 company that provides a product or service of interest to you. You will deliver an informative presentation over this company’s history, mission, and vision. You will deliver an informative visual aid presentation over this company’s SWOT. You will deliver a persuasive presentation selling this company’s products or services.

**Informative Speech:**
The informative speech is based on research. After researching your company, you will prepare an informative presentation focusing on the history, mission, and vision of your company. An outline and a bibliography with at least five (5) current sources are required for this speech. (5-7 minutes)

**Informative Visual Aid Speech:**
The informative visual aid speech is based on research. After researching your company, you will prepare an informative presentation focusing on the strengths, weaknesses, opportunities, and threats of your company. The use of visual aids will be required; these visuals should clarify the speaker’s intended points. An outline and a bibliography with at least five (5) current sources are required for this speech. (6-8 minutes)

**Persuasive Speech:**
The purpose of the persuasive speech can either be to influence someone’s thinking (to your point of view), to sell something, or to motivate to action. You may compare your company to its competition, trying to persuade us that your company’s products or services are the best. You may try to persuade us to purchase your company’s products. You may try to persuade us to buy your company’s stock. The use of visual aids will be required. At least five (5) sources from current literature are required for this speech. You must verbally cite each of your sources in this speech. An outline and bibliography are required. (7-9 minutes)

**PRESENTATION OF SPEECHES**

Following is the criteria for each assignment due this semester.

A. A MAXIMUM of 2 NOTECARDS will be allowed (any size -- front only).

B. A complete TYPED outline and bibliography MUST be submitted with the presentation of each speech.

C. There are NO MAKE-UP PRESENTATIONS.

D. DRESS MUST BE APPROPRIATE for business presentation. Thus, no jeans, shorts, cropped shirts, hats, caps, ECT...

E. Presentations NOT making the MINIMUM TIME LIMIT will begin at the grade of “C”.

F. READING YOUR SPEECH will result in a MAXIMUM GRADE of “D.”
Academic Honesty:
The Faculty Handbook states that the University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Furthermore, the University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Academic dishonesty will result in a grade of zero for that assignment.

Proper Classroom Demeanor/Rules of Conduct: According to university policy, "Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Please turn off or mute your cellular phone and/or pager before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking among each other at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a directive to leave class or being reported to the Dean of Students for disciplinary action in accordance with university policy.

Americans with Disabilities Act: According to University policy requests for accommodations must be initiated by the student. A student seeking accommodations should go to the Counseling Center and Services for Students with Disabilities (SSD) in a timely manner. Every semester that the student desires accommodations, it is the student's responsibility to complete a Classroom Accommodation Request Form at the SSD office and follow the stated procedure in notifying faculty. Accommodations for disabled students are decided based upon documentation and need on a case-by-case basis by the Counseling Center.

Religious Holidays: University policy states that a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. The student, not later than the 15th calendar day after the first day of the semester, or the 7th calendar day after the first day of a summer session, must notify the instructor of each scheduled class that he/she would be absent for a religious holy day (Faculty Handbook, §§1.02-2.01).