



**MGMT4322 – Management Communication**  
**FALL 2020**  
**Course Syllabus**

<b>Instructor:</b>	Thomas Matula
<b>Availability Hours:</b>	M, W 12:00 Noon to 4:00 PM
<b>Communication Tools</b>	Via CHAT, EMAIL or PHONE,
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<b>Email Address:</b>	Thomas.Matula@sulross.edu
<b>Class Schedule:</b>	Online
<b>Classroom Location:</b>	Online
<b>Required Texts:</b>	<p>1. <i>“Steal the Show: From Speeches to Job Interviews to Deal-Closing Pitches, How to Guarantee a Standing Ovation for All the Performances in Your Life”</i> by Michael Port, Houghton Mifflin Harcourt, ISBN-13 978-0544555181</p> <p>2. <i>“Writing That Works: How to Communicate Effectively in Business”</i> by Kenneth Roman and Joel Raphaelson, Collins Reference; 3rd revised edition, ISBN-13 978-0060956431</p> <p>3. <i>“Report Writing Skills Training Course”</i> by Margaret Greenhall, Universe of Learning Ltd, ISBN 978-1849370363</p>

**Section I. Introduction**

MGMT4322 provides students with a solid foundation for communicating within the modern work environment. Students learn how to write professional emails, business letters and memos. They also learn how to make effective use of MS Power Point to make presentations. The proper selection and use of graphics in a presentation is covered. Students also learn how to conduct research to write an effective business report.

## **Section II. Course Design: Communication Infused**

To be successful in college and beyond, many sources (e.g., Morrealle & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21<sup>st</sup> century by developing your communication skills across multiple courses. This [insert program/discipline/course name] course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:



## **Section III. QEP Student Learning Outcome**

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

## **Section IV. Course Objectives**

- Demonstrate the ability to research and write effectively.  
*Assessment: Written assignments, class discussion and final report.*
- Demonstrate the effective oral communication skills to an audience  
*Assessment: Class presentations and class discussions*
- Demonstrate the ability communicate using visuals tools.  
*Assessment: Class presentations, and final report*

## **Section V. Student Learning Outcomes**

SLO 1 Students will be able to analyze and solve business problems across major business functions, using fundamental business principles and strategies

SLO 2 Students will be able to communicate about contemporary business related topics.

SLO 3 Students will be able to comprehend the impact of ethical and social responsibility in business

## Section VI. Marketable Skills



Marketable Skill 1: Students will have the ability to apply the principles of business they learn to the management of existing businesses or the creation of new businesses.

Marketable Skill 2: Students will have the ability to use research and analysis to make informed decisions.

Marketable Skill 3: Students will have the ability to write business letters, emails, resumes and reports

Marketable Skill 4: Students will have the ability to make effective oral presentations to both professional and general audience.

## Section VII. Course Requirements and Grading

Requirement	Points Possible	Grading Scale
Weekly Discussion Posts	300 points	Entire Course A = 895-1000 B = 795-894 C = 695-794 D = 595-694 F = < 595
Report Proposal	50 points	
Proposal Presentation	100 points	
Cover Letter/CV [QEP] 	100 points	
Report Outline	50 points	
Brand History Presentation [QEP] 	100 points	
Report Presentation	100 points	
Final Report	200 points	
<b>Possible Points</b>	<b>1000 points</b>	

## Section VIII. Course Assignments

Weekly Discussion Posts: Students are expected to take part in the weekly discussion threads

Report Proposal: Students will submit a 2-3 page proposal for the report topic

Proposal Presentation: Students will make a digital presentation to the class of their proposal

Cover Letter/CV: Students will produce a cover letter and CV for their dream job

Report Outline: Students will produce an annotated outline of their final report

Brand History Presentation: Students will make a digital presentation of the history of a brand of their favorite brand

Report Presentation: Students will make a digital presentation to the class of their final report

Final Report: Students will submit a detailed 10-20 page report on a topic of their selection.

## Section IX. Policies

### *Attendance.*

Students are expected to be present in the weekly online discussions

### *Classroom Demeanor.*

Students are expected to respect their fellow students and show proper behavior in online discussion threads.

### *Academic Integrity.*

Students are expected to produce their own work and not plagiarize the materials they use in their assignments.

### *Grading.*

Grades will be posted within One Week of the assignment due date.

### *Late Work.*

Late work will be subject to a 10% penalty.

## Section X. University Statements and Services

### **ADA STATEMENT:**

*Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: [kbiddick@sulross.edu](mailto:kbiddick@sulross.edu)*

### **DISTANCE EDUCATION STATEMENT**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**OFFICIAL COMMUNICATION:** All official communication by the University or me will be sent to your Sul Ross email account. As a result, you are required to activate your email account and check it from time to time for personal communication. I encourage you to email me if you have questions or comments, BUT PLEASE include your full name and the course for which you have questions. Even if you submit your email through the Blackboard site, I cannot tell which course you are in nor what your real name is (i.e., egar123) unless you put it in the body of your email.

**TECHNOLOGY HELP:** Obtain your SRSU email account name and password directly from the **Central Help Desk at 1-888-837-2882**. For most technology problems, first go to the Lobo Technology Assistance Center (LTAC). The quicklink to this site is available from our home page under the “My SRSU” tab. For specific help with any aspect of Blackboard, including problems with online exams, contact our Blackboard administrators in Alpine.

**BLACKBOARD HELP:** The Online Support Desk

The Support Desk is where you can direct your more technical questions. For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888.837.6055
- Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

As always, academic questions about course assignments, due dates and general course questions should be directed to me (instructor).

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#### **Section XI. SRSU Safety Pledge - One University/One Community**

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.
- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.
- I will monitor my health and report any potential [symptoms] and follow the guidelines set forth in the **SRSU Return to Campus Plan** or as described by Sul Ross State University to protect the public health.
- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

## Schedule for MGMT4322 – Fall 2020

Week	Topic	Readings
Aug. 24	What is QEP Communicating in Today's Workplace,	None
Aug. 31	Communication Etiquette and Cultural Skills.	None
Sept. 7	Business Writing Basics Report Proposal Due: Sept. 13, 2020	"Writing that Works" "Report Writing Skills" Training Course
Sept. 14	Designing Presentations	"Steal the Show"
Sept. 21	Report Presentation Discussion Report Proposal Presentations Due Sept. 12, 2020	None
Sept. 28	Resumes and Cover Letters Cover Letter/CV Assignment Due Oct 4, 2020	"Steal the Show"
Oct. 5	Writing Process: Research, Organize, Compose, Analyze, Anticipate, Adapt, Revise, Proofread, Evaluate	"Steal the Show"
Oct. 12	Report Presentation Discussion QEP Presentation – Brand History Presentations Due Oct. 12, 2019	"Writing that Works" Report Writing Skills Training Course
Oct. 19	Business Letters, E-mail Messages and Memos,	"Steal the Show"
Oct. 26	Writing the Final Report Report Outline due Nov. 1, 2020	" Writing that Works"
Nov. 2	QEP EFT Assessment Test	
Nov. 9	Communicating in the new Work Place	None
Nov. 16	Social Media, Blogs, LinkedIn, Personal Image Online	"Steal the Show"
Nov. 23	Report Presentation Discussion Report Presentation – Results of your report Due Nov. 22, 2020	
Nov. 30	Report Presentation Discussion	
Dec. 8	Final Report Due Tuesday, Dec. 8, 2019 ONLINE	

## QEP MAPPED CLASS CARDINAL RUBRIC

### Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.

### Framing Language

Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized. Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposely organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.

### Glossary

*The definitions below serve to clarify terms and concepts used in this rubric only.*

- **Organization:** The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.
- **Content Development:** The ways in which a topic is explored and represented in relation to its audience and purpose.
- **Purpose:** The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?
- **Academic Language:** Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.
- **Supporting Material:** In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.
- **Technique:** Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.





## QEP MAPPED CLASS CARDINAL RUBRIC

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.*

	<b>4 = Exemplary</b>	<b>3 = Satisfactory</b>	<b>2 = Developing</b>	<b>1 = Formative</b>
<b>Organization</b>	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
<b>Purpose</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
<b>Academic Language</b>	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.
<b>Supporting Material</b>	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility of authority on the topic. Generally attributes sources as appropriate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.
<b>Technique</b>	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.