MGTR3322.001 – Management Communication
FALL 2023
Course Syllabus

QEP
Compass: Navigating Excellence
through Effective Communication

Instructor:	Thomas L. Matula, Ph.D.
Office Hours:	Thursday & Friday 10:00 AM to 3:00 PM
Office Location:	A108 Uvalde Center
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Email Address:	Thomas.Matula@sulross.edu
Class Schedule:	Web Course
Classroom Location:	Blackboard
Required Texts:	1. "*Excellence in Business Communication*" by Courtland L. Bovee and John V. Thill 14th edition ISBN: 978-0137868452 2. "*Writing That Works: How to Communicate Effectively in Business"* by Kenneth Roman and Joel Raphaelson, Collins Reference; 3rd revised edition, ISBN-13 978-0060956431

Section I. Introduction

QEP MAPPED COURSE The application of communication models and principals within organizations including leadership, coordination, control, and teams.

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 21st 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

- 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	450 points	Entire Course
Report Proposal	50 points	A = 895-1000
Proposal Presentation	50 points	B = 795-894
Cover Letter/Resume	50 points	C = 695-794
Brand History Essay [QEP]	100 points	D = 595-694
Brand History Presentation [QEP]	100 points	F = < 595
Report Presentation	100 points	
Final Report	100 points	

Possible Points   1000 points

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

Brand History Essay: Students will write a 2-3 page essay on their favorite brand

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.

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Section IX. Policies

Attendance.
Students are expected to be posting in the discussion board each week to demonstrate their attendance.

Classroom Demeanor.
Students are expected to be respectful and professional in their discussion board posts and their presentations. Students should demonstrate good etiquette and manners towards other students.

Academic Integrity. Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Grading.
Grades for written assignments, presentations and discussion boards will be posted in Blackboard within 1 week of the due. The feedback on the assignment will be posted in Blackboard.

Late Work.
Late work will be accepted with a 10% penalty. No assignments will be accepted after the course ends on

Section X. Notes on University Programs and Services

ADA Statement: SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Counseling: Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries: The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

SRSU Distance Education Statement.

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

Technical Support. SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055.
Email: blackboardsupport@sulross.edu

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my

commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

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Schedule for MGTR3322 – Fall 2023

(This calendar is subject to change)

Week	Topic	Readings
Aug. 28	What is QEP - Communicating in Today's Workplace,	Textbook: Chapters 1 & 2
Sept. 4	Communication Etiquette and Cultural Skills.	Textbook: Chapters 3 & 4
Sept. 11	Business Writing Basics **Report Proposal Due: Sept. 17, 2023**	Textbook: Chapters 12 & 13 "Writing that Works" Book
Sept. 18	Designing Presentations **Report Proposal Presentations Due Sept. 24, 2023**	Textbook: Chapter 14
Sept. 25	Report Presentation Discussion	None
Oct. 2	Resumes and Cover Letters **Cover Letter/Resume Due Oct. 8, 2023**	Textbook: Chapters 15 & 16
Oct. 9	Writing Process: Research, Organize, Compose, Analyze **QEP Brand History Essay Due Oct. 15, 2023**	Textbook: Chapters 9 & 10 "Writing that Works" Book
Oct. 16	Writing Process: Anticipate, Adapt, Revise, Proofread, Evaluate **QEP Presentation – Brand History Presentations Due Oct. 22, 2023**	Textbook: Chapter 11
Oct. 23	Presenting the Report	None
Oct. 30	Business Letters, E-mail Messages and Memos,	Textbook: Chapters 5, 6, & 7
Nov. 6	Remote Work Basics	None
Nov. 13	Virtual Meetings Etiquette	None
Nov. 20	Social Media, Blogs, Linkedin, Personal Image Online **Report Presentation Due Nov. 26, 2023**	Textbook: Chapter 8
Nov. 27	Report Presentation Discussion	None
Dec. 4	Report Presentation Discussion	None
Dec. 11	**Final Report Due Monday, Dec. 11, 2023**	None

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.

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.

	Exemplary	Satisfactory	Developing	Formative
Organization	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	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.
Content Development	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.
Purpose	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
Academic Language	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
Supporting Material	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 or authority on the topic. Generally attributes sources as	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
Technique	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;	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;	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

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.