

Business Communications (CIS 304)

Spring, 2008

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Hours:
Monday 2:30 – 6:00
Tuesday 1:30 – 3:30
Wednesday 2:00 – 5:00
Friday 2:00 – 4:00 (by appointment)

Required Text Davis, K. W. (2005). *The McGraw-Hill 36-Hour Course in Business Writing and Communication*. New York: McGraw-Hill.

Supplemental Text

Abell, Alicia (2003). *Business Grammar, Style & Usage: The Most Used Desk Reference for Articulate and Polished Business Writing and Speaking by Executives Worldwide*.

Optional Text

Rotondo, J. & M. Rotondo (2002). *Presentation Skills for Managers*. New York: McGraw-Hill.

Supplemental, Online CIS 304 PAWS Website (assignments described & other resources)

PAWS: <http://paws.wcu.edu/gjones/>
WebCat: <http://online2.wcu.edu:8900/>
Publisher: <http://college.hmco.com>

ASSIGNMENTS DESCRIBED:
<http://paws.wcu.edu/gjones/CIS304.html>

Course Description

This course is designed to develop the application of written, oral, and interpersonal communication theory in the business environment. Based on an overview of relevant theory, students refine their skills as business communicators through assigned projects and exercises as well as in-class presentations, critiques, and discussion. A high level of competency in spoken and written English is assumed, as is a substantial degree of computer literacy. This course consists of a number of written assignments, in-class exercises and presentations, and the creation of an online career portfolio (as part of individual personal websites). A business research paper is optional. Additionally, there is a final exam, as well as a series of text-related online quizzes. There is a prerequisite for this course: ENGL 102. Interested students may also want to investigate related courses in English, Management, and Marketing.

Course Objectives (note course objectives matrix online)

Skills

Write clearly and concisely in professional language
Integrate relevant computer applications and technologies in the development of communication skills—including format of written documents and oral presentations in a professional context
Design and prepare communications for various organizational needs
Identify and employ the skills needed for effective interpersonal and small-group communications
Enhance awareness of the importance of nonverbal communications and listening skills in achieving successful communication
Prepare and deliver oral reports generated from business research
Design and prepare appropriate personal documentation and presentation skills for employment

Knowledge

Demonstrate knowledge of communication theory, particularly as it relates to the understanding of communication processes and challenges in the workplace

Expand awareness of selected business communication legal and ethical issues

Identify the impact of diversity and culture in business communication and implement strategies for multicultural understanding

Conceptualize the importance of communication to leadership development

Expand familiarity with selected current issues in your chosen field

10 Course Policies

Attendance, Tardiness, Dates & Deadlines

Regular attendance, in your registered section, is expected. Except as the distinction might affect a presentation or homework grade, I do not deal with the difference between “excused” and “unexcused” absences. Adults sometimes need to make difficult choices. Any absence might affect your grade in that we often do a short in-class exercise in this course. Beyond that, absences from more than six class periods (two 3-hour night classes) will affect your grade (see “Attendance/Attentiveness/Participation/Effort” points). Missing more than nine class hours (three night classes) could result in letter grade reductions beyond the loss of “attendance points.” **If you miss a class, you are responsible** for obtaining, from a classmate, any missed handouts, lecture notes, or other class material. **Tardiness** is unprofessional and disruptive; to discourage this, doors close at the beginning of class. Two occurrences of tardiness equal one absence.

Requirements and Expectations

As an upper division course in the College of Business, all students are expected to exhibit intellectual maturity that includes (1) meeting all assignment and presentation deadlines, (2) taking part/leading class discussions, and (3) doing some reading outside of required class assignments as a means of building your individual expertise. The professor has responsibilities also. Note the *Statement of Mutual Expectations and Responsibilities* provided separately and posted on the course Website.

Course Schedule

I will make every effort to stick to the printed course schedule and the assignment point values as described below. I foresee no changes, however I reserve the right to make minor alterations if necessary. If any modification is made, a broadcast e-mail and in-class announcement shall be sufficient notification of any such change.

Regarding Late Stuff

Late assignments, presentations or other obligations are abhorrent in business and are not acceptable in this course. In practice, they can lose an account, delay a scheduled promotion, or cost you your job.

Assignments: Any assignment not turned in at the beginning of class (unless otherwise noted) on the due date is late; there is a five-minute grace period. *Assignments are to be printed and turned in as hardcopy by the deadline unless otherwise noted. Hand-written assignments will not be accepted. Except for serious illness or emergencies, there is no allowance for make-up homework. Even in emergencies, conditions apply. In such circumstances, **prior to the class in which the assignment was due, you must leave a message for me by phone or email briefly describing the crisis. If an assignment submitted under these circumstances is late, it may avoid penalty, at my discretion, if it is accompanied by a formal written explanation, memo style, of the circumstances and is provided to me within five days of the absence. In any event, **oral explanations/excuses are not acceptable; you must put it in writing. In-class exercises will not be accepted late in any case.*****

Half Credit: A late assignment received by me **within 24 hours** of the time due (or 4:00 p.m. the following day for night classes) will be accepted and penalized 50% of the points otherwise earned. No assignment should be turned in after the expiration of that time unless okayed in advance. If you miss a deadline, take advantage of this policy; half of the possible points is much better than none.

Presentations: Only serious personal medical problems or serious (immediate) family emergencies are acceptable reasons for missing personal presentations or other classroom obligations. If such an emergency arises, **notify me in advance** of your missing class, either by email or voicemail, and subsequently provide written verification in order to be excused, at my discretion, and scheduled for a make-up presentation.

Quizzes and Exams: Same policy as with presentations, above; however, make-up exams per se will not be offered. If an exam absence is excused in advance, the points missed will be rolled into the total point value of the final exam. If unexcused, very significant penalty will result.

Back it up! (This means you.) As we all know, technology can occasionally turn on us. To avoid disasters, save your work files to computer early and often, save frequent backup files, and save them to more than one disk or drive. Always keep copies of your work. Come to your presentations with a backup of your PowerPoint file. In the professional world, technology-blaming excuses are no more acceptable than any other kind of excuse for failure. Jump drives are much more reliable than disks, but you still need your current work saved in more than one location!

E-Mail

10 Successful e-mail communication is essential to this course. Monitoring your class-related e-mail is important. I will communicate with you via your WebCat account. I will be checking WebCat for any mail from you *several times a week—as well as over the weekend whenever possible.* For purposes of effective course communication, I also ask, and will presume, the same of students. So, **check your WebCat email at least twice a week.** When sending email, **use a meaningful subject line.** If you need a same-day reply, use my gJones WCU account; put CIS304 first in the subject line, then your name, and then subject keywords. Ideally, because communication with the larger organization (WCU) is also important, all students should ensure that their university email accounts are also functional—but only WebCat e-mail communication is a course requirement.

Academic Integrity

20 Plagiarism, taking unethical shortcuts, and other forms of cheating are not tolerated and will result in a failing grade for that assignment, test, and/or the course. Do not recycle other people's work. Provide appropriate citations (in APA style) when you use the words or ideas of another. You must abide by both the letter and spirit of University policy. Please refer to the Academic Honesty Policy in the *WCU Undergraduate Catalog* and relevant sections in the *Student Handbook*. See also my Web postings under "Writing Resources." See also, examples of plagiarism posted on my website. If you have any questions, talk to me.

Student/Teacher Procedural Expectations and Responsibilities / Course Grading Standards

As provided on a separate handout and posted on the **CIS 304 PAWS Website**.

Evaluation

Quizzes and Examinations

We will schedule some class time, on occasion, to work through portions of various on-line quizzes.

30 There are several required short quizzes and three scheduled exams: a grammar exam (30 pts), a midterm (in-class or take-home (20 pts), and a final exam (30 pts).

You are responsible for all (testable) assigned readings, whether actually discussed in class or not. As there is considerable writing involved in other aspects of this course, quizzes will be administered in multiple-choice format (the midterm and final will have a written component).

Assignments

40 Written assignments--unless otherwise noted--are to be typed, 1.5 or double-spaced, in 11 or 12-point proportionately-spaced font, use standard margins, follow the prescribed organizational format, and handed in on the due-date, hard copy, at the beginning of class or as otherwise indicated. Do not email assignments unless specifically asked to do so. Also please refer to "Late Stuff" section above. Specific assignments are described on my **CIS 304 PAWS Website** and will be explained in additional detail in class. Note that I will be happy to discuss general organization and content before an assignment is turned in, or address any specific concerns regarding style or grammar. However, in fairness to all, I do not pre-edit or "pre-grade" papers or presentations. Save all returned graded work until after the semester is over.

Projects, Presentations, and Other Assignments

All other assignments, as listed below in both the Course Schedule and Schedule sections, will be explained in more detail in class and/or are described on the **CIS 304 PAWS Website**.

Evaluation Criteria and Final Grade Determination

50 A summary of all quizzes and assignments—and their respective point values—is provided below. Grading standards are described on a separate handout. This syllabus, grading standards and related course documents are posted on the course Web site. Two notes in passing: First, it is a competitive world. Although I set firm percentage cutoffs for grade assessments, and stick to them, *recognize that your work is to some*

extent evaluated against the best that is submitted (or has been submitted in recent semesters)—the best setting the standard for excellence. Second, note that *being a good listener is part of being a good communicator*. Unless invited to do so, do not engage with the computer or otherwise ignore classroom focus. Failure to resist this temptation is unprofessional, and will cost you points. The category of “Attendance, Attentiveness, Participation and Effort” is self-explanatory. Students are expected to help maintain a professional, considerate classroom environment. Again, further description of evaluation criteria is posted on the **CIS 304 PAWS Website**.

Bonus Points (Presentations & Web page)

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“Bonus points” may be earned by doing exceptionally well on presentations and/or your individual Web page. Additionally, a student may elect to write a research paper (strictly optional), which, if turned in by the due date, will be worth 25% of his or her grade in this course. Further, a research paper can earn up to 10 bonus points. See course schedule below for due date. Note that written proposals must be turned in no later than five weeks before the date of the final class meeting.

Requests for Grade Re-Evaluation

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If you would like the grading of an assignment or presentation reviewed, please type a memo using correct memo format regarding the grading points to be considered. Give the paper (or printout of your slides) to me in a folder with your memo, carefully and professionally describing reasons for the requested review. When I review a paper, I reserve the right to take into account any serious deficiencies I might have missed on first read, as well as acknowledge and credit any valid points to the positive that you present. You have five (5) days (including weekends) after the paper is returned (or presentation evaluated) to do this.

Grading (*Optional Research Paper is not listed below*)

	<u>Exercise</u>	<u>Points</u>
	Writing:	
	WCU Memo, Suggestion for Improvement	20
	Midterm Written Exercise	20
	Newsletter (2-person team)	35
	Group Process analysis paper (typed, 4-to-5 pages, double-spaced)	25
	Journals [enter observations on (a) all presentations, (b) team interaction/process]	40
30	Presentation and Oral Communication:	-
	Current Topic in Business Communication	-
	Hardcopy printout of slides (on one page)	5
	Presentations (5 min.)	25
	Team Communication Analysis presentation (4-person team; end of semester)	30
	Printout of (quality) references, separate page, APA format	10
	Printout of (quality) PowerPoint slides (single page)	10
	Web Page Project (final, linked, pages as described in class)	-
	Web page, first evaluation	25
	Web page, second evaluation (some bonus points possible for outstanding work)	10
40	Quizzes/Exams	-
	Syllabus Quiz	10
	Davis text quizzes (<i>approximately</i> 30 points)	30
	Grammar Exam	30
	Midterm (see above)	-
	Final exam (text & composition)	30
	Career:	-
	Resume & cover letter	25
	Online WebCat Discussion Board postings (per syllabus; <i>approximately</i> 8 points)	8
	Attendance, Attentiveness, Participation and Effort	<u>30</u>
50	TOTAL (<i>plus or minus</i>)	418

Course Resources

See particularly: http://paws.wcu.edu/gjones/links_writing.html
http://paws.wcu.edu/gjones/304_Assignments_Described_AY_07-08.html

Final Course Grade

92 – 100%, A	90 – 91.5%, A-	88 – 89.5%, B+	82 – 87.5, %B	80 – 81.5%, B-	78 – 79.5%, C+
72 – 77.5%, C;	70 – 71.5%, C-	68 – 69.5%, D+	62 – 67.5%, D	60 – 61.5%, D-	

CC Grade: Please note university policy regarding Composition-Condition marks (CC) described in the Undergraduate Catalog.

Accommodations for Students with Disabilities

- 10 Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. Occasionally, significant unfortunate events happen during an academic semester. If such an occurrence impacts your mental or physical state to the point that it affects your studies, then, again, get university assistance immediately—and procure documentation for that help. All information is confidential. Regardless of the nature of the disability (physical, psychological, psycho-motor, whatever) the professor cannot be expected to accommodate a student without the requisite diagnostic documentation. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu

WCU Academic Support

<http://www.wcu.edu/success/>

The **Writing Center** offers one-on-one peer tutoring for writing across the curriculum. Both English graduate assistants and undergraduate students from departments such as Communications/Electronic Media, Computer Science, English, History, Music, and Philosophy interact collaboratively with students to strengthen both the paper and the writer.

30 The **Math Center** provides tutoring in all lower-division mathematics classes and computer science classes. Student peer tutors are available on a drop-in basis to provide assistance with homework, review concepts, help with math study skills, and answer questions about math courses. Individual, regularly scheduled tutoring appointments are available. The Center also offers a workshop on "How to Survive a College Math Class" for students taking their first college math course.

40 The **CAT Center** is designed to ensure the academic success of all WCU students by offering peer tutoring, study groups, and workshops to improve learning. The CAT Center will offer small group tutoring for most 100 and 200-level classes in subjects ranging from Psychology to Chemistry to Economics. If you are experiencing difficulty in a course that does not offer tutoring, stop by the Center and fill out a request form.

The **Student Technology Assistance Center (STAC)** (in Hunter Library) contains 11 Windows-based and 3 Macintosh computers and is set up much like other computer labs across campus; however, the Center emphasizes the individual needs of the student. Contact us if you need help using word processing, spreadsheets, databases, electronic presentations, campus network tools (such as WIN, Campus Pipeline, VAX), or the Internet (such as web browsers, newsgroups, E-mail).

Course Schedule (MONDAY)

JAN 14

Syllabus and course policy overview; course objectives; presumptions and expectations
Syllabus; note taking; time management; planning and scheduling; responsibility for learning; problem solving and persistence; time and efficiency; feedback in proportion to effort; maintaining objectivity; realistic self-evaluation; obtaining contact information from your classmate neighbors.

Course Website

WebCat; WebCat e-mail; the WebCat calendar

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QUIZ: SYLLABUS QUIZ (10 PTS)

In-class: We begin memo assignment, "Suggestion for Improvement"

Assignment: Read Davis, Introduction and Ch. 1 ("Find the We"); note quiz on pp. 36-38.

Assignment: Read Davis, Ch. 2 ("Make Holes, Not Drills")

Assignment: Research and compose "Suggestion for Improvement" memo (300-500 words)

Read: How to Be a Competent Student

<http://homepages.ius.edu/GSLOSS/socprobhome/id214.htm>

Read: Memo and letter formatting material on course PAWS Website

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http://paws.wcu.edu/gjones/WCU_COB_Writing_Resources.html

In-class, filling in the WebCat calendar

Tip: Get yourself a flash memory stick (if you don't already have one)

JAN 21 MLK DAY – NO CLASS

JAN 28

QUIZ DAVIS, INTRODUCTION & CHPTS. 1 & 2

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DUE: Memo on "Suggestion for Improvement"

Discussion of Davis

Formatting review

In-class: Discussion of memos

In-class: Discussion of "What makes an oral presentation good?"

PowerPoint Basics, Part I

In-class: Format designated references in APA style

Assignment: Identify one interesting, substantive, current topic on a business-communication related subject. Find three current, informative, authoritative magazine or journal articles on this subject (articles, not somebody's personal Web page). Prepare 5-minute PowerPoint presentation. (Note: -1 point for every 30 seconds off; practice first.) Record and number each search in your **Journal** (Blue Book): a. Database used; b. Keyword combination used; c. Number of 'hits' returned.

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The approximate presentation sequence will be : (A-M), (M-Z)

See: http://paws.wcu.edu/gjones/WCU_COB_Business_News.htm

(SIGNUP SHEET)

Assignment: Read On-line material relating to presentations (PAWS Website)

Be sure and bring your 'journals' to class next week

FEB 04

DUE: On day of presentation, Printout of your PowerPoint presentation slides
(Due at the door; six slides per page; *File, Print, Handouts*; 5 points)

Bring your presentation/team-interaction journal (bluebook); Enter today's date. For each presentation: enter presenter's name and topic; write a brief, *specific* comment or two regarding *content, organization, and delivery* (see evaluation sheet handout for specific criteria about which to comment). *About five lines* per student presentation. Journals are further described online. As with all Assignments Described entries on the course Web page, this description is required reading,

Student Current Topic presentations (approximately A-M) Note Evaluation Form. INTEGRATE your material; CITE your sources. (5 minutes, with PowerPoint; 25 pts; -1 per 30 seconds off)

Assignment: Do your research / Work on your presentations

Assignment: READ Abell, pp. 7 - 45; Davis, Ch. 8 (Manage Your Subjects & Verbs)

FEB 11

DUE: On day of presentation, Printout of your PowerPoint presentation slides
(Six slides per page; 5 points)

Bring your presentation/team-interaction journal (bluebook); Enter today's date. For each presentation: enter presenter's name and topic; write a brief, *specific* comment or two regarding *content, organization, and delivery* (see evaluation sheet handout for specific criteria about which to comment).

Student Current Topic presentations (approximately N-Z) Note Evaluation Form. INTEGRATE your material; CITE your sources. (5 minutes, with PowerPoint; 25 pts; -1 per 30 seconds off)

- At conclusion, class votes on top three presentations for award of bonus points

Assignment: Review online grammar resources (link below). Note especially: Modifiers, pronouns, subject-verb agreement; verbs (general review). READ Abell, pp. 45 – 70; Davis, Ch. 11 (Manage Your Spelling, Punctuation, & Mechanics). Online grammar resources (note resources in CAPS): http://paws.wcu.edu/gjones/WCU_COB_Writing_Resources.html#Writing_Grammar_Punctuation_Formatting

FEB 18

Discussion of "Basic Language Arts"; Review of Grammar sections of WW; again, note online grammar help on PAWS Website (linked above), including word choice and review of basic punctuation rules.

Grammar exam handout; grammar discussion

On-line practice grammar quizzes (gjones PAWS page, Writing Resources link)

Discussion of Grammar and Style

In-class practice quizzes

Assignment: READ Abell, pp. 71 – 99.

Assignment: Review all grammar study materials: PAWS Website, Writer's Workout, and Abell

FEB 25

➤ 30-point exam: grammar, style, punctuation, & word choice

Review grammar exam

Workshop: Introduction to MS Publisher I; form teams. Produce an actual newsletter that you intend to distribute (or could distribute if you had a printing budget) to members of an organization into article format. Interviews required. See "[Assignments Described](#)" for more. Follow carefully the directions provided online (Assignments Described); study the examples provided. Two or three articles are required—parts of which are to be based upon two interviews (of management). Do not use "Q & A" format. Gather some meaningful empirical data; include at least one table OR at least one graph in your newsletter. If you design for color, do not turn in a black & white product.

NOTE: "Effective Slide Design" tips in online PowerPoint guidelines also holds true here.

TEAM FORMATION (teams of two people, but EVERYONE must learn the basics of Publisher; [journal entries are not required for this project](#))

Assignment: For Newsletter, review:

http://paws.wcu.edu/gjones/304_assignments_described-fy06.htm#Newsletter

noting especially the links to suggestions of "Do's and Don'ts" and effective page design. Study example newsletters posted; generally, follow their style and formatting (clean and professional). Decide on focus of the newsletter, and interviewees, before next class meeting.

Assignment: Create draft of newsletter; be sure and have your partner's contact information

Assignment: READ Abell, pp. 101-114. READ Davis, Chapters 3, 4, & 5

Assignment: READ Interviewing techniques (online)

http://paws.wcu.edu/gjones/WCU_COB_Writing_Resources.html#Interviewing

Note: In-class midterm exam (composition only) next class period

MAR 03 SPRING BREAK

MAR 10

[For any of you working ahead, bring draft newsletters (on jump drive), including drafts of your articles, to class today.]

Discussion of Davis, Chapters 3, 4, & 5

Workshop: MS Publisher, II; team-work on newsletter design and layout

In-class 'Discussion Board' Post

EACH PERSON in class, POST your Newsletter Preliminaries: (a) Names, titles, phone numbers of two managers/directors you will interview (or have interviewed) for newsletter articles; (b) also, five thoughtful, focused, specific questions you will ask (or have asked) these interviewees that will help you compose a meaningful article (include questions that demonstrate you have done some homework on this organization). There will be some duplication here, but each person must post. Related to these interviews, have a particular reason for composing each of your two short articles; your articles should not meander. Again, read the directions posted online under Assignments Described.

Newsletters, final touches. Due, beginning of next period (one page, printed front-to-back; color)

- Turn in finished newsletters, next class period, printed copy, beginning of class

[Deadline: Approval of optional research paper topic (talk to professor)]

Assignment: Read Davis, Chapters 6, 7, & 9

Request: If you have a resume, please bring in to class on a jump drive next week

MIDTERM EXAM (7:30-8:50) In-class writing exercise; scenarios will be provided. *Written memo or letter (as appropriate), between 400 and 500 words in length. Format appropriately.*

MAR 17

DUE: At the door, team-produced newsletters, printed front-to-back (NOT stapled)

QUIZ: DAVIS, CHAPTERS 3, 4, & 7

Note: If you happen to have a resume, bring it on disk or jump drive this evening

Discussion of Davis, Chapters 6, 7 & 9

Discussion of Resume and Cover Letter; note my links to relevant websites

http://paws.wcu.edu/gjones/304_Assignments_Described_AY_07-08.html#Resume_and_Cover_Letter

MS Word – more on formatting

In-class exercises: Job search; Find employment possibility; work on resume

- Introduction to the **Org Comm Analysis Team Project** due at the end of the semester (14-minute presentations; teams of four; based upon at least two quality interviews and at least six quality references related to your stated purpose. See course Web page. To be further discussed in class.)
Team assignments: 4-5 people per team. Tentative sign-up sheet. ("Free agents" declare yourselves.)
Discussion of Journals and Group Process Analysis paper (due as noted below).
([Presentation/team interaction journal entries ARE required for this project; be sure to date your entries; see Assignments Described online](#)). READ about this project on the course Web page, "Assignments Described."

Assignment: Resume and cover letter; SAVE THESE FILES.

Assignment: READ Davis, Chapters 10 & 12

Assignment: Read through Houghton Mifflin's online guide to Career Resources:

<http://college.hmco.com/business/resources/careers/students/index.html>

Assignment: Firm up Org Comm Analysis topic for end-of-semester group presentations; *talk informally with a potential interview subject to confirm viability of your topic and its focus*

MAR 24 Business Communication and culture; selected Hollywood portrayals. Analysis & discussion.

MAR 31

DUE: Resume and cover letter; printed and stapled or paper-clipped before you get to class

Discussion of teamwork; team presentations

Further discussion of the Organization Communication Analysis Presentation project (teams)

Team meetings (journal entries required)

Discussion of source credibility; research expectations for Org Comm team project

Topic Sign-up DEADLINE: Teams confirm topic for end-of-term Org Comm Analysis presentation

Assignment: Read *Work-Team Communication resources on course website*

Remember: Bring resume on jump drive next week

APR 07

QUIZ: DAVIS, CHAPTERS 8, 9, & 10

Discussion of Davis, Chpt. 10, on the use of 'Plain English' (SEC and other sources)

Bring resume on jump drive to class

Web Page I, Mozilla/Sea Monkey; Hyperlinking (internal vs. external links)

Introduction to Web page construction with Mozilla/Sea Monkey; draft your home page; creation of links

In-Class: Familiarize yourself with Mozilla; improve your home page, save to disk

In-Class: Find at least 10 Websites, professional or academic, related to your major

Web Page II, PAWS account, FTP, uploading html files

Link your homepage and page of links to one another; uploading to your PAWS account

'Save As' your resume as an htm file; upload; link to your resume on your home page

(**Tip:** Backup all your important files to your PAWS server space, whether html or not)

Goal: Basic home page, formatted resume page, page of links—all linked to each other

Assignment: Finish your Web page, with links from home page to Resume page and to Links page. For possible extra credit, upload, and link to, any additional WCU work product you would like to feature.

(If you miss today's class you will need to visit the STAC (Hunter Library) or see a classmate to catch up, BEFORE the next class period)

APR 14

Web Page III Your digital portfolio (again, bring Web page disk, including html Resume)
Finishing touches to Web page and links
Optional: Post your PowerPoint presentation(s) on your Web site; bring file on a disk
Discussion: Review of Presentation Guidelines
Discussion of Work-Team Communication
Team Meetings for final presentations (last 30 minutes); journal entries recommended
Assignment: WEB PAGE GRADED tomorrow afternoon at 1:00 (25 points)
Remember: Group process analysis papers are due as noted below

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APR 21

The graphic display of information; using Excel to graph data
In-class assignment

Web page show-and-tell

All students make informal presentation of personal Web pages and choice of professional links, 2-3 minutes each. (You are encouraged to post and link to significant examples of your work product accomplished so far here at Western. Digital portfolios, or "Electronic Briefcases," will become an important component of student files at WCU over the coming years—although this is not a requirement for this course at this time.)

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DUE: At beginning of class, optional research paper (20% of course grade if turned in)

Typical job interview questions

Last 30 minutes reserved for group meetings

Assignment: READ: Davis, Appendices A, B, C, D

APR 28

30

DUE: Communication Analysis Team Presentations (see Assignments Described)
Be sure to integrate, and cite, your references.

JOURNAL ENTRIES: Bring your presentation/team-interaction journal (bluebook); Enter today's date.
For each group presentation: As you did with individual presentations earlier in the semester, write brief, specific, constructive comments regarding content, organization/integration, and delivery. About *ten-lines* per group presentation.

TURN IN:

40

1. INDIVIDUAL GROUP PROCESS ANALYSIS PAPERS (4-5 PAGES): Using SELECTED concepts and terminology from links to group process websites on course PAWS page):
[http://paws.wcu.edu/gjones/304_Assignments_Described_AY_07-08.html#\(Individual\)_Group_Process_Analysis_PAPERS](http://paws.wcu.edu/gjones/304_Assignments_Described_AY_07-08.html#(Individual)_Group_Process_Analysis_PAPERS)
2. Individual Journals (end of class)

PLUS (from GROUP):

3. Printout of PowerPoint slides (today's presenters; 6 slides per page)
4. (Separate) printout of all references used, in APA format (6-reference minimum, with at least 1 scholarly. Up to two interviews may count as references).

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Web page: Make absolutely certain yours is retrievable by your standard, current, PAWS URL
DUE tomorrow: Final Web page will be graded at 1:00 (10 pts, plus possible bonus points)

Final Exam – As scheduled; composition and multiple choice, chapters and appendices to be announced.

Have a great summer