

Writing for the Real World: Business Communication for College Students

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Today's college students lack sufficient preparation in the one skill employers value the most: professional communication. Students require expertise in professional communication to complete job applications and interviews, and advance in post-graduate careers. By design, the current liberal arts curriculum does not help students master the principles of effective business writing: clarity, brevity, accuracy, and professionalism. This paper addresses the development of a 3.5 week course on business communication for a small, liberal arts college. This course improved student skills and helped them gain an understanding of the importance of professional communication in today's workplace.

INTRODUCTION

"Considering how highly educated our people are, many people can't write clearly in their day-to-day work." --Sean Phillips, Recruiting Director, Applera (Dillon, 2004, p.1)

Much media attention has focused on increasing concerns that despite the high cost of a college education, college graduates cannot write effectively (Warner, 2012). A 2013 and 2014 test of over 30,000 college students assessing proficiency in critical thinking, analytical reasoning, document literacy, writing and communication reveals serious deficits in communication skills (Belkin, 2015). According to a 2013 study by the Association of American Colleges and Universities, 80 % of employers report that colleges need to increase their instruction in this area. Over 70 % of employers rank writing skills as paramount in their hiring process (National Association of Colleges and Employers, 2014). In addition, most employers believe institutions own the responsibility to improve students' oral and written communication (The Chronicle of Higher Education, 2012).

This lack of skill in the current graduate workforce offers a sobering economic impact: employers spend \$2.9 billion on remedial training to address the poor writing skills among their staff (College Entrance Examination Board, 2004). Beyond these substantial private and public corporate concerns, the U.S. government also values written communication so highly that it implemented the "Plain Writing Act of 2010," which requires federal agencies to use writing that is "clear, concise, well-organized, and follows other best practices appropriate to the subject or field and intended audience." (United States Government, 2010, sec. 3)

In addition to these national trends, our private liberal arts institution, Luther College, also had concerns with the writing skills of our business graduates. All first-year students are required to complete a two-semester writing and reading course. After completing this writing-intensive course during their first year, students who pursue a management or accounting major have only two more courses that require writing—a 300-level marketing course and a final senior project paper and presentation. Our

business faculty were growing increasingly concerned with the low quality of the student writing they observed within these two courses, and saw students struggle to differentiate between effective business writing and academic writing. It was also evident that faculty members had different approaches and expectations about what defined “effective writing.”

In the summer of 2012, department faculty invited a business writing expert to lead a faculty workshop to develop a business writing rubric that faculty could use to help guide students and maintain a consistent level of expectation for writing work done in business courses. This rubric was implemented across the business department in Fall 2013 to help business faculty evaluate written work consistently (see Appendix A: Business Writing Rubric).

As a parallel effort, in July 2013 several Luther College business faculty members met with a group of recent Luther business graduates to learn what curriculum changes could help students be more successful in the workplace. Alumni cited the need for more emphasis and instruction on business communication and writing. They described jobs that require them to write concisely and clearly, and present technical data and results to decision makers in a professional and meaningful way. In addition, alumni identified needs for students to gain presentation skills while still in college—noting that these skills could quickly increase or erode a new graduate’s credibility in the workplace.

Based on these findings and concerns, the department decided to develop a course on Business Communication, to be piloted during an optional, intensive 2014 January Term (also known as “J-Term”), which is an 18-day course. A compressed or “intensive” course immerses students in their subject, which can provide a more focused and effective learning experience. (Scott, 2003). The department’s intent was to first assess the J-Term course’s success (as determined through enrollment levels and student course evaluations), and then offer an expanded offering on a seven-week schedule. Eventually, the department plans to establish it as a required, foundational course for all management and accounting graduates to complete. This paper outlines the rationale, method, and initial evaluation of this pilot intensive course during January 2014.

COURSE APPROACH & TECHNIQUES

In designing the J-Term course (in which students meet for two hours a day for 18 days), it seemed essential to provide a variety of elements to maintain student interest and energy, and to ground the course in highly-interactive real-world activities so that students could connect business writing theory to practice and develop useful material for their professional lives beyond the classroom. A shortened or “intensive” course offers strength in immersing students in the material, a very useful method for building skills. St. Peter and Butler (2001) note that these compressed courses provide students with enhanced and dedicated access to both instructor and other resources.

As detailed in the course syllabus in Appendix B, the course “introduces the fundamentals of writing for business through practical application of the principles of effective communication. Topics examined include organization, drafting, editing, peer review, audience attention, and development of oral/written presentation skills. Students would have an opportunity to write and revise business documents in the course—a key aspect in changing habits and building skill (Greer, 2012). In addition, students would leave the course with a personalized electronic portfolio (often known as an “eportfolio”) that they could further improve and use in other career exploration activities at college. This eportfolio included a LinkedIn profile, resume, job search/inquiry letters, emails/memos, oral presentation and a persuasive research proposal.

The course design required students to practice writing related to the several purposes of business documents: 1) to inform, 2) to instruct, 3) solve problems, and 4) to persuade. Relevant activities included: 1) mini-lectures/class discussion to cover core business communication concepts, 2) individual, peer and group activities in class, 3) guest speaker visits to class, 3) individual reading and writing assignments outside of class, 4) weekly quizzes to assess knowledge, and a 5) final persuasive proposal and oral presentation to bring all concepts together. Students were evaluated on the elements of their

business communication portfolio (40%), contribution/class engagement (20%), weekly quizzes (15%), a final oral presentation (10%) and a final persuasive research proposal (15%).

Daily Format

To keep consistency and establish clear expectations, we followed a similar format for each class period. Each class began with a short mini-lecture (10-15 minutes) to introduce key concepts for that day. Mini-lectures were highly interactive, punctuated with questions to stimulate student interest and input, and I used a gentle “cold calling” technique to invite quieter students to contribute to the conversation. Some lectures began with a short anecdote, or important quote to help students connect to the material. I often started with opening questions to which students would spend time writing a short response, as a way to warm up to the material. Later in the lecture, I would invite students to share their responses to the questions. This technique also enabled quieter students to process and organize their thoughts on paper before sharing with the larger group.

After the mini-lecture and class discussion, students worked on individual, partner, and group activities to reinforce the day’s concepts. We started this structure on the first day of class, when I asked students to write a paragraph-long reflection on their personal story as a class introduction. Each student then shared this paragraph with a partner, and then began practicing their oral presentation skills by introducing their partner to the class. Outside of class, students would build off their draft writing exercises and also complete key reading assignments and exercises using the required class text, as well as relevant articles related to their professional portfolio development.

In the second hour of the course, students worked on group or partner activities. Sample assignments included an analysis and rewrite of a poorly written memo and a resume workshop, in which partners helped evaluate each other’s draft resumes and cover letters, using guidelines and checklists that I provided.

Four guest speakers visited the class over the J-term to share their perspectives on different aspects of business writing and communication in the real world, including use of social media, personal branding, and the principles of effective emails. The curriculum was designed to ensure students applied the information they learned from guest speakers. As an example, one guest speaker reviewed core aspects of an effective LinkedIn profile, and then students directly applied this knowledge by creating or expanding their LinkedIn profile. This activity also tied in well with the concept of personal branding, which another guest speaker discussed in length during her visit. Students were required to conduct research on guest speakers prior to their visit, and prepare questions. In addition, students offered individual feedback on the key value points from each guest speaker session on the online discussion forum in the course’s content management system.

Students took weekly quizzes to measure their understanding of key course concepts. These short assessments required students to apply the concepts they had discussed and practiced in class—example questions included rewriting wordy or awkward sentences, writing a short memo to convey information, or succinctly summarize key concepts from guest speakers.

The topical nature of business communication (a skill we use every day, without even realizing it) also lent itself well to the integration of spontaneous anecdotes and items in the class. As an example, a student with a non-profit project needed to send a persuasive follow-up email to a colleague in Africa to access necessary financial documentation. Together the class workshopped her initial email draft and gave her constructive feedback. Later in the course, I brought a real-world dilemma to class that a former colleague had asked me to help resolve. She had received a request for a recommendation from a colleague of hers, with whom she had many conflicts, and whose communication skills were weak in several areas. As a class we brainstormed how to respond to the colleague in a professional, yet compassionate and truthful way.

Key Business Communication Concepts

Professionalism

At its very core, effective business communication enhances an organization's ability to get things done with professionalism, accuracy, clarity and brevity (Bovee & Thill, 2014). Professionalism is "the quality of performing at a high level and conducting oneself with purpose and pride" (Bovee & Thill, 2014, p. 5). Since students worked daily with their peers and instructor, offering constructive critiques and peer evaluations, it was essential to establish a professional classroom culture built on trust and support, as well as a focus on having fun while learning.

We also integrated aspects of professionalism beyond writing as we worked through students' LinkedIn profiles. Many students either had no photo or a casual "selfie" style photo that did not convey the reliable, responsible image of a professional college student. Within a few days I arranged an walk-in session with the college photo bureau to take professional headshots for students.

On the first day I reviewed key expectations of students, discussing both the level of support they would receive from peers and the instructor, and the high level of student engagement required for success. In addition, students brainstormed their own list of "class rules" for peer and instructor interactions to help design their desired learning community. We also began addressing the meaning of professionalism as it relates to workplace writing, specifically the importance of understanding your relationship to your audience and their communication preferences. If we have a manager who does not respond well to email, we need to find the communication channel she prefers and use that. We also emphasized the importance of using appropriate salutations in business communications, and the importance of starting with a more formal style ("Hi Ms. Smith") with someone we do not know rather than beginning informally ("Hey Judy"). We can become more informal as a relationship builds, but it is difficult to recover from the early mistake of using an overly familiar tone.

Accuracy

In between the time students completed their first-year intensive writing course and their progression into a business major several years later, it seemed many had forgotten about the need to cite the research and data sources in their work. Since much of business communication relates to information sharing, both for simple and complex requests, we focused on the importance of providing specific and accurate information.

The idea of accuracy also relates closely to workplace ethics and data-based decision making. An email that reports that sales are "higher than in Q2" may cause suspicion about why an actual sales figure was not included. A resume that inflates a student's past experience is unethical and a disservice to the student's actual work performance. In our class discussion and exercises, I emphasized the need to give direct answers to questions, details, rather than offer vague suggestions, and also include clear sources for any data or graphs. In addition, students learned that more accurate business communication can actually shorten the communication cycle, reduce the number of emails exchanged, and help us reach quicker and better informed decisions.

Clarity

Feedback from business faculty on previous student writing efforts cited issues with a lack of directness in their writing, and a tendency to bury a request or argument in several lines of text or an entire paragraph. As an example, it is common for even simple email requests from a student to professor to lack clarity—is the email meant to provide information, offer a query to answer, or suggest another action?

As a result, we emphasized the importance of clarity by focusing on the idea of the "ask." Since most business communication relates to an action, it is critical that students articulate "the ask" of their recipient. When the person receives this email, memo, voicemail, or other communication, what is the action requested, and who should complete this action, and by what date? This "ask" should be evident in the document—even within the email's subject line. An unclear ask may merit no response, and wastes

both the sender and recipient's time. A clear ask establishes ownership, saves time, and increases the likelihood of the task's completion.

Brevity

Our faculty had observed that students seemed to have difficulty transitioning from the research-based academic writing they learned earlier in their careers to the crisp, concise style of effective business writing. Students had a tendency to write long and wandering sentences, overly verbose paragraphs without clear topical sentences, and were repetitive in their wording. They also struggled with appropriate tone—seesawing between overly formal, stilted writing (“It has come to my attention.”) and overly informal writing (“hey i am just wondering if u have filled that job posting yet?”).

The primary business communication in today's workplace is email, and research expert Gartner Group predicts social media will eventually eclipse email in its usage (Cardon & Okoro, 2010). As a result, students focused on improving their skills with these key tools. In our course, we talked about the importance of writing “scannable” documents that a recipient can quickly skim for key information. Students practiced reducing their actual word count in long sentences to their bare minimum, and adding white space, headings, subheadings and bullets to make memos and emails easier to skim and read. A sample outside assignment that reinforced the business communication principle of brevity and clarity was a Twitter contest modeled after one from the University of Iowa's business school (“\$38,000 Scholarship for One Tweet,” 2011) in which students were given the following challenge: *In 140 characters or less, tell us what makes you an exceptional job candidate?* Students submitted final tweets anonymously, and then as a class chose a winner (1st place -“The one who skips the coffee break. #dedication”).

Effective business communication conveys authority and confidence. In our course we emphasized how using verbs and the active, rather than passive, voice conveys this confidence to the audience.

Use of Eportfolio

Throughout the course, students developed and refined their eportfolios. This tool is valuable as both a repository of useful career-related documents, as well as central location for students and instructor to evaluate learning development and skill progression. Students created this eportfolio on Google Drive during the first week of class, and then added work to it each day (See Table 1). This tool kept all student work in a central location, accessible to both themselves and the professor. Each student's portfolio had identical subfolders that mimicked the structure of the course—moving from information that was most familiar to the student (their personal story, their skill inventory) to the less familiar—business communication documents, and culminated in two final projects—an oral presentation of their visual resume and a related persuasive written research proposal.

Students completed several drafts of the documents, and received both peer and instructor feedback to help them refine their work. Students also completed a final reflection on their eportfolio to help assess where they had made gains in their writing and communication, as well as identify needs for further work to do after the course.

While students used the eportfolio as a mechanism for course organization, the use of a distributed tool like Google Drive encourages students to maintain and use it beyond the classroom as they grow professionally. The “Getting Hired” documents and visual resume assignment offered students a good framework for submitting applications to internships and volunteer opportunities. In addition, by using the eportfolio approach, students were free to share their visual resume and final proposal as strong presentation and writing samples for prospective employers (Kryder, 2011). Students also left the course with a professional-looking LinkedIn profile to use for future internship and employment applications.

TABLE 1
CONTENTS OF STUDENT EPORTFOLIO

Eportfolio Folder	Contents
1. Getting Hired	<ul style="list-style-type: none"> • Student’s personal story • Current skill inventory/job skills gap analysis • Draft and final resume • Draft and final job inquiry letters
2. Daily Business Communications	<ul style="list-style-type: none"> • Drafts of standard “routine/positive” communications (requests for information, action, adjustments, claims, or recommendations)
3. Complex Business Communications	<ul style="list-style-type: none"> • Drafts of “negative” communications (sharing bad news, critiques, etc.)
4. Presentations	<ul style="list-style-type: none"> • Draft and final “visual resume” (a persuasive 10-minute oral presentation with graphically-driven resume in PowerPoint form, which demonstrates why an employer should hire the student for a particular position).
5. Final Proposal	<ul style="list-style-type: none"> • Persuasive research proposal (5 page document designed to convince target organization to hire student for a special project related to a key problem the company is facing) • Portfolio reflection document

COURSE RESULTS

Student Evaluation

Based on course evaluations and one-on-one student feedback, student response to the course structure, content and approach was positive. Students cited three major strengths of the course: 1) real-world application, 2) active learning style, and 3) evidence of individual learning growth.

Real World Application

Student comments reinforced the usefulness of the course’s focus on business writing and communication as it applies to their current lives—practical material such as employment documents and principles they could use immediately. As one student noted, “I really liked that this course is based off real life situations and prepares us for the real business world. I thought all of the assignments were beneficial and I also learned new things from each guest speaker's lecture.”

Students felt that the material offered a useful window into their future selves. “This should be taken by all college students who are about to enter the workforce. It provided valuable insight on how to improve your resume and how to communicate like a professional.”

Active Learning Style

“The practice of good, collaborative writing makes the difference between great business and bad business — a sale or no sale.” (Wiens, 2013, para. 7)

Students responded well to the mix of active learning opportunities—small- and large-group discussions, partner workshops, and individual class presentations. In a compressed course, students have the opportunity to get to know each other more quickly. These frequent opportunities to connect socially can boost both learning and morale. In addition, while students often think of writing as a solitary

activity, collaborative writing exercises with peers and small groups show the value of including other people's feedback and perspectives. As one student admitted, "It forced you to get out of your comfort zone and work with new people all the time."

As Dallimore, Herterstein & Platt (2013) maintain, the technique of gentle "cold calling," with its intent of inviting less vocal students into the conversation, can actually spark more engagement and participation within the classroom, rather than discourage it. One student noted of our course, "The instructor's way of teaching made everyone involved. Sometimes she asked students randomly in the classes, so everyone had to pay attention 100%."

Evidence of Individual Learning Growth

Skill-based learning works particularly well in a compressed or intensive course structure (Scott, 2003). Students have the opportunities to narrow their focus, and without competing courses, activities, or assignments, they can follow their own development. One student maintained, "I grew in my ability to write in an active voice and with a concise manner," while another agreed, saying, "This course really strengthened my writing abilities in a business or professional setting."

Students also appreciated the course's emphasis on self-evaluation and development, as well as the opportunity to continually improve their communication performance and refine their own work. As one student summarized, "This class really helped me think critically of myself and decide which qualities of mine are useful and important in the workplace. All of the material that we covered this term will be very helpful when I am applying for positions. I also really liked all of the assignments; I never felt like we were just doing busy work--I felt like I was constantly practicing my writing."

Instructor Evaluation

In reflecting on this new course, I felt it was a successful pilot and that it gave students a valuable and enjoyable experience for their 3.5 week time frame. The practical and "real-world" focus of the course's content, along with the daily practice of writing and revising work created an opportunity for me to observe substantial progress in the quality of student work from Day 1 to Day 18. Students quickly developed a supportive learning community, reviewing and critiquing each other's work with sensitivity. Students appeared to enjoy many of the exercises—from revising a "bad" memo to creating the best "tweet" for the Twitter contest.

The course's mix of open discussion, individual work, partner and group activity ensured that student's engagement stayed high throughout the several hours they spent in the classroom each day. In addition to the skills students gained over the course, they all left with tangible evidence of their hard work, in the form of their eportfolios. These eportfolios also reinforced the principle that improving communication is an lifelong skill.

CONCLUSION

Based on the positive feedback and response to the course from students and my own evaluation, it appears this pilot course was successful in gaining and maintaining the interest of students in building their business communication skills. Students were engaged in their learning, interacted well with each other in peer and group exercises, and showed improvement in both skill level and confidence as they progressed through the course.

Areas for improvement for future iterations of the course will be to conduct a more intentional evaluation of student achievement (such as a pre-/post-test or baseline assessment), as well as initiate conversations with faculty to gain feedback on these particular students' written performance in future courses. In addition, it is our intent to expand this course into a seven-week offering to be offered twice during the regular-length semester to enable more business students to build skills in this area.

We see tremendous value in students' enhancing their business communication skills while still in college, and believe it is appropriate to prepare students as much as possible prior to their transition into

professional life. Regardless of career choice, students and future employers will benefit from their ability to write with clarity, brevity, accuracy and professionalism.

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APPENDICES

**APPENDIX A
BUSINESS WRITING RUBRIC**

Luther College Business Writing Rubric

Student's Name: _____

(Note: Rubric form dimensions have been reduced for easy page viewing.)

Criteria	Below Expectations	Meets Expectations	Exceeds Expectations
Micro Skills			
Correct use of articles and prepositions, spelling and proofreading, sentence structuring (absence of fragments, run-on sentences), subject/verb or tense agreements, plurals vs. possessives, appropriate pronoun usage <i>Comments:</i>			
Attention to Audience			
Effective design elements, appropriate use of jargon/technical terms/acronyms, appropriate tone, lack of informal language/clichés, appropriate use of evidence, quotations, and citations. <i>Comments:</i>			
Coherence of Purpose			
Logical consistency, effective statement of purpose/thesis, introduction establishes context, closing establishes a take-away message. <i>Comments:</i>			
Clarity of Expression			
Precise word choices, topic sentences establish a clear position, logical paragraph/section breaks, substantiation of claims. <i>Comments:</i>			
Concision			
Lack of redundancy, active voice vs. passive, lack of unnecessary words. <i>Comments:</i>			
Content			
Accomplished purpose of assignment, all major topics thoroughly supported.			

APPENDIX B COURSE SYLLABUS

Course Description and Objectives:

This course introduces the fundamentals of writing for business through practical application of the principles of effective communication. Students will draft, revise and present a range of useful business documents. Topics examined include organization, drafting, editing, peer review, audience attention, and development of oral/written presentation skills. Throughout the course, students will begin to build individual professional portfolios, completing a LinkedIn profile, resume, job search/inquiry letters, emails/memos, presentations and a research proposal.

This course has the following learning objectives:

1. Students will be able to write in different ways for different audiences.
2. Students will be able to write effectively using appropriate organization, mechanics, and style.
3. Students will be able to write documents that are effective and appropriate for business settings.
4. Students will be able to incorporate source material in their writing and speaking.

Textbook and Class Materials:

Business Communication Essentials – A Skills-Based Approach, 6th edition; Bouvee & Thill, © 2014. ISBN-10: 0-13-297132-1/ ISBN-13: 978-0-13-297132-4.

Course Requirements

Focus Area	Weight
<i>Business Communication Portfolio</i> - homework, e-portfolio and in-class assignments	40%
<i>Contribution</i> – Engagement/participation in class activities	20%
Weekly Quizzes – Three quizzes (Jan 13, Jan 20, and Jan 27) – 5% each	15%
Class Presentation – Jan 27 or Jan 28	10%
<i>Research Proposal</i> - due January 29	15%

Business Communication Portfolio (40% total)

You will create an e-portfolio in Google Drive to develop and store your draft and final class materials assigned for homework and/or in-class. See on-line assignments for further instructions about how your portfolio is to be constructed and what is required.

Contribution (20% total)

Your active engagement in the learning process and contribution to our classroom is an essential part of this course. While attendance is required for this course, simply attending class does not equal active contribution. Active contribution means you are contributing and adding value to the learning environment for yourself and your classmates. There are many ways to actively participate in class, some of which include the following:

- Participate in class discussions.
- Speak up during partner/small group activities.
- Encourage group members to share their points of view in small group activities.
- Post examples of good/bad business communication or interesting articles on the Link Forum
- Ask thoughtful questions in class about our readings.
- Email questions to your professor before or after class

Weekly Quizzes (15% total, 5% each)

Scheduled each Monday

We will have weekly quizzes. These short tests will help you to gradually process course content. Each Monday, we will begin the morning session with a quiz that covers the material from the week before. These quizzes will take many forms—short answer, key terms, or editing/correcting/writing business communication pieces. The questions will be based on content from the readings, lecture/discussion, and in-class activities.

Class Presentation (10% total)

You will create and deliver a persuasive 10-minute verbal presentation (which must include a visual aid such as PowerPoint or Prezi) about why a prospective employer should hire you for a particular position. See on-line forum for further instructions on this assignment.

Research Proposal (15% total)

You will write a persuasive proposal, targeted at a manager in an organization where you plan to work. See on-line for further instructions on this assignment.

Week 1 Business Communication - Getting Hired

Day 1

- Course Introduction – Business Communication
- Getting personal - what's your story?

Day 2 (chapters 1 and 6)

- Using Social Media in Business
- Building a Linked In Profile-- Guest Speaker

Day 3 (chapter 13)

- Resume Workshop

Day 4

- Resume Workshop
- Guest Speaker (via Skype)

Day 5 (chapter 14)

- Effective Application Letters & Interviewing
- Building your personal brand
- Guest speaker

Week 2 - Business Communication: The Daily Show

Day 6 (chapter 3)

- Quiz 1
- Planning Business Messages

Day 7 (chapter 4)

- Writing Business Messages

Day 8 (chapter 5)

- Completing Business Messages
- Guest speaker

Day 9 (chapter 7)

- Routine and positive messages

Day 10

- Portfolio updates due

Week 3 - Business Communication: Dirty Jobs

Day 11 (chapter 8)

- Quiz 2
- Negative Messages

Day 12 (chapter 9 and 12)

- Persuasive messages
- online & oral presentations

Day 13 (chapter 10)

- Reports & Proposals

Day 14

- reports & proposals (Chapter 11)

Day 15

- Presentation prep

Week 4 - Showing off: Your Presentations

Day 16

- Quiz 3
- Class Presentations

Day 17

- Class Presentations

Day 18 -- Last day of class

- Research Proposal due at Noon

APPENDIX C ADDITIONAL COURSE READINGS AND REFERENCES

In addition to the required text listed in the syllabus in Appendix B, students had the following additional assigned readings:

LinkedIn Profile Creation for College Students

- <http://studenthacks.org/2013/08/01/students-guide-linkedin/>
- <http://mashable.com/2013/08/12/linkedin-college-students/>
- <https://owl.english.purdue.edu/owl/resource/624/01/>

Personal Branding & Resume Resources

- <http://mashable.com/2009/02/05/personal-branding-101/>
- <http://www.forbes.com/sites/susanadams/2012/05/10/how-to-write-a-resume-when-youre-just-out-of-college/>
- <http://blogs.hbr.org/2013/07/your-company-is-only-as-good-a/>

Visual Resume & Professional Presentation Resources

- http://sethgodin.typepad.com/seths_blog/2007/01/really_bad_powe.html
- <http://talentegg.com/incubator/2012/08/visual-resume-student-entry-level-job/>
- <http://visual.ly/perfect-modern-resume>
- <http://www.forbes.com/sites/robashghar/2013/05/20/times-have-changed-your-resume-needs-to-change-too-2/>
- http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html