



**BUSINESS COMMUNICATIONS**  
**52:135:250:01: INDEX # 16843**  
**Term: Spring 2023**

Professor: Patricia Kline  
Office Phone: (856) 225-6800  
Office Hours: Office hours by appointment  
E-mail: [pkline@camden.rutgers.edu](mailto:pkline@camden.rutgers.edu)

---

**COURSE DESCRIPTION**

Business Communications is the study of written and spoken communication in business. The skills and techniques you learn in this course will serve you well throughout your professional career, regardless of occupation or industry. How you write and speak in the business world are keys to your success. This course is designed to assist you in enhancing your abilities with planning, composing, and carrying out communications with employees, management, stockholders, customers, the general public, and government entities. Approximately one-half of the course involves written communication and one-half involves spoken communication.

**COURSE OBJECTIVES**

The overarching goal of this course is to be able to communicate effectively and professionally. By the end of the course, students should be able to...

- Construct meaningful business memoranda, emails, text messages, letters, written reports, oral presentations, and other forms of business related written and/or oral communications.
- Exhibit creativity or leadership skills while researching, drafting, and revising written content, and preparing and presenting oral presentations and PowerPoint decks.
- Approach business presentations with more confidence.
- Understand why writing skills are vital in the modern workplace that embraces digital platforms.
- Critically think and solve real-world business communications issues on their own.
- Determine the most effective communication method for presenting their messages to their target audiences.
- Understand how to overcome typical barriers to organizational communication.
- Network effectively in professional settings whether in the workplace or while job searching.

To achieve the above learning objectives, you will:

- Learn to communicate in clear, concise language and choose to correct, appropriate, and professional words for your written and spoken business messages.
- Gain familiarity to the art of communicating successfully in a team environment.
- Work independently and in teams to research, draft, and revise written reports and assignments where your instructor will provide you with coaching and feedback.
- Work independently and in teams to prepare and present oral presentations and Power-Point decks where your instructor will provide you with coaching and feedback.
- Gain exposure to best practices on revising and proof-reading business communications.
- Improve your stage presence by practicing spoken business communications methods.
- Learn to use focused language to direct messages to your target audience.
- Analyze significant trends regarding current business communications methods.
- Examine the internal and external flow of communication in organizations through formal and informal channels.
- Analyze ethics in the workplace to recognize ethical dilemmas and avoid failures within written and spoken business communications.

## **COURSE MATERIALS**

Textbook Bundle: Guffey, M. E., *Business Communication: Process & Product*, 10th Edition + Mindtap

## **HOW TO SUCCEED IN THIS COURSE**

The material presented in class provides the essential backbone of the course. You are expected to:

- Read all text material assigned for each class
- Follow instructions in all assignments
- Follow instructor's guideline for gaining feedback when applicable
- Start assignments early and submit them on time
- Consult/meet with the professor immediately when you need help
- If an online tool is used (Canvas, Mindtap) ensure that you can access and use it appropriately.

## **COMMUNICATION**

### **Canvas**

Posted will be the syllabus, resources (articles and examples), Power Point slides, announcements, guides, etc. To access this system, go to <http://canvas.rutgers.edu> log in, and click on the course on the dashboard.

### **Rutgers email - USE YOUR RUTGERS EMAIL ADDRESS**

All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary. **Not checking your Rutgers email is not an excuse for missing any communications.**

## **GENERAL /ADMINISTRATIVE**

### **Pronouns**

This course affirms people of all gender expressions and gender identities. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

### **Chosen Name (Preferred Name)**

If you have a chosen name or preferred name other than what is listed on the roster, kindly let me know. If you would like to have your name changed within the rosters officially, go to:

<https://deanofstudents.camden.rutgers.edu/chosen-name-application>

### **Key Fall 2022 Dates**

Spring 2023 classes begin	Tuesday, January 17th
Last day to drop classes w/o “W”	Thursday, January 26th
Last day to add classes	Thursday, January 26th
Last day to withdraw with a “W”	Monday, April 3rd
Spring recess	Saturday, March 11th – Sunday, March 19th
Regular classes end	Monday, May 1st
Reading day	Tuesday, May 2nd and Wednesday, May 3rd
Final exam period	Thursday, May 4th – Wednesday, May 10th

### **Disability Services/Accommodations**

The University is committed to supporting the learning of all students and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact

<https://success.camden.rutgers.edu/disability-services>.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

## Academic Integrity

The Academic Integrity policy can be found at <http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>

***Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University.*** Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately
- treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated, and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy.

## Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University, you are expected adhere to the Code of Student Conduct.

To review the code, go to the Office of Community Standards:  
<https://deanofstudents.camden.rutgers.edu/student-conduct>

Note that the conduct code specifically addresses disruptive classroom conduct, which means *"engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."*

### **Etiquette expectations from on-line students**

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. (*In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor.*)

Even though many of you are already aware of these protocols, they are explicitly stated here so that everyone is cognizant of the same protocols. These protocols should be followed by all students taking this course to help ensure the online experiences for everyone involved are pleasant. They are as follows:

- If you were to send an e-mail to the professor / tutor, please address the person appropriately such as “Dr. ....” or “Mr./Ms. ....”, not ‘Hey’. Note that I will address you with your first name, unless you prefer that I address you differently.
- When sending an e-mail, you can get better attention by using the following guidelines:
  - use descriptive subject lines, (I am sure you have received a lot of Spam e-mails and I have occasionally and accidentally deleted student e-mails that I thought was Spam.)
  - please be as brief as possible by going straight to the point, and if possible, limit the use of attachments.

**Never send offensive and insulting messages\*** (this is a violation of the Student Code of Conduct). If you disagree, say so and state your reasons. Social media is a very powerful tool for communication. However, it can be badly misused if it is not used correctly or professionally. For example, you may have personal and legitimate concerns with this course. However, other students, who do not have similar feelings, can be negatively influenced by your concerns. This will unnecessarily and negatively affect their overall experience of the course. Therefore, to minimize such an occurrence, please feel free to directly contact the instructor/tutor first to resolve any concerns that you may have to help ensure that everyone’s online experience of this course is beneficial.

- Always guard against inciting others when it comes to content, opinions, etc. That is, avoid blaming or accusing others of wrongdoing.
- Do not start a volley of back-and-forth e-mails, with copies distributed to every student in the class.
- Copy the minimum number of people. That is, send e-mails to only the people you think should receive and will benefit from it.
- Treat all e-mails and postings as permanent forms of written record and do not expect that any your e-mail communications to be private, unless stated otherwise. Instead, assume that all e-mail communications are public.
- Do not publicize your own or others’ personal information (such as email, phone numbers, last names, etc.)

## **CLASSROOM POLICIES**

### **Exam Make-up Policy/Late Policy**

If, for a university-approved reason, you cannot take an exam at the scheduled time, you must give the professor written notice at least one week in advance so that other arrangements can be made. If the situation does not allow for advance notification (for example, emergency hospitalization), contact the professor as soon as possible after a missed exam. Make-up exams for non-university approved reasons are not guaranteed. The professor reserves the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

### **Grade Ranges**

#### Letter Grade Description

- A 90-100 pts
- B+ 85-89.9 pts
- B 80-84.9 pts
- C+ 75-79.9 pts
- C 70-74.9 pts
- D 60-69.9 pts
- F under 60 pts

### **Grading**

<b>Assignment</b>	<b>Percentage</b>
First exam	10%
Second exam	10%
MindTap	20%
Class participation	20%
Writing and Presentation Assignments	40%
Individual assignment (20%)	
Group Project (20%)	
(Writing 50%, Presentation 50%)	

### **WRITING AND PRESENTATION ASSIGNMENTS:**

There will be 3-4 writing assignments and 1 final project, Business Plan (writing and a presentation).

**CLASS PARTICIPATION:** It is expected that you will (1) attend class regularly and arrive on time, (2) listen attentively in class, and (3) contribute often to class discussions. Your comments should be thoughtful and should reflect your careful reading of the assigned course material.

**Participation and Late Work:** lack of participation will be reflected in the final grade. All assignments must be handed in on time; late work will receive reduced or no credit. No makeup exams will be scheduled without prior notification and a physician's excuse.

**Incompletes and Problems:** If you find that you are having trouble completing course work or need further explanation of class topics, please schedule an appointment with me immediately. If you need this class for graduation, you should be sure that your performance is up to standard throughout the course. It is too late to wait until the last week of classes to ask for help. I'm available to meet throughout the entire semester if you need help. "Incompletes" will only be given through prior consultation, under extreme circumstances.

## COURSE SCHEDULE

(The instructor reserves the right to make changes to this course schedule, if needed)

**Please check MindTap daily for announcements and changes**

DATE	CHAPTER	TOPIC	PROPOSED ACTIVITIES	
			Critical Thinking Review in class	MindTap Assignments Due
1/18		Introduction to the course		
1/23	1	Business Communication in the Digital Age	#2&4	
1/25	2	Developing Team, Listening & Etiquette Skills	#4	Chapters 1,2 2/1 by 11:00 pm
1/30	3	Intercultural Communications	#2	
2/1	4	Planning Business Messages	#2	Chapters 3,4 2/8 By 11:00 pm
2/6	5	Organizing and Drafting Business Messages	#4&5	
2/8	6	Revising Business Messages	#4	Chapters 5&6 2/15 by 11:00
2/13	7	Short Workplace Messages and Digital Media	#3	
2/15	TBD			
2/20		<b>Quiz #1 Chapters 1-6</b>		
2/22	8	Positive Messages	#1&4	
3/1	10	Persuasive and Sales Messages		

3/6	13	Proposals, Business Plans, and Formal Business Reports	#3	Chapters 9 &10 3/8 by 11:00 pm
3/8	TBD			
3/20	11	Reporting in the Digital-Age Workplace	#1&3	Chapters 11 & 13 3/22 by 11:00 pm
3/22	12	Informal Business Reports	#3	
3/27	14	Business Presentations	#4	Chapters 12 &14 3/29 by 11:00 pm
3/29	TBD			
4/3 & 4/5	15 16	The Job Search and Résumés in the Digital Age  Interviewing and follow up	(15) #1 (16) #3&4	
4/10		<b>Quiz #2 Chapters 7 - 14</b>		
4/12 & 4/17	TBD			Chapters 15,16 4/12 by 11:00 pm
4/19-5/1	See oral and written presentation rubric	Presentations Papers		



**ORAL PRESENTATION RUBRIC (undergraduate and MBA)**

<b>TRAIT</b>	<b>BELOW EXPECTATIONS (1 Point)</b>	<b>MEETS EXPECTATIONS (2 Points)</b>	<b>EXCEEDS EXPECTATIONS (3 Points)</b>	<b>POINTS</b>
<b>Preparedness</b>	Trouble with responding to most questions even with notes at hand.	Can address most questions with correct information and some use of notes.	Fully prepared presentations with complete knowledge of material, minimal use of notes and ability to answer impromptu questions.	_____
<b>Confidence</b>	Lack of confidence as evidenced by excessive nervousness and/or distracting mannerisms such as shifting feet and/or bad posture.	Makes minor errors but recovers quickly from them with little or no tension displayed.	Exudes confidence when presenting. Shows command of topic and comfort in presentation.	_____
<b>Appearance</b>	Does not meet minimum standards for business attire.	Meets minimally acceptable dress standards.	Appropriate dress relative to quality, style, and color choice for a working professional.	_____
<b>Eye contact</b>	Makes little or no eye contact.	Maintains eye contact most of the time with part of the audience.	Maintains eye contact with everyone in the audience.	_____
<b>Tone, Pace, and Enunciation</b>	Noticeable amount of the following: hard to understand, monotone, erratic pace, little excitement or enthusiasm projected, mumbling, too fast, too slow, too loud, too soft.	Maintains an understandable and appropriate pace and maintains an understandable and appropriate pace and volume. Mostly clear and natural in presentation style.	Excellent delivery. Conversational where appropriate, modulates voice and projects enthusiasm and interest.	_____
<b>Completeness relative to supporting materials</b>	Sloppy and/or unprofessional visual aids. May be difficult to read or interpret. Noticeable lapses in presentation content and focus on audience.	Adequate use of supporting materials with minimal inconsistencies or relevance in their use and application.	Uses resources and visual aids effectively while focusing on audience and not the visual aids themselves.	_____
<b>Transition and Organization</b>	No opening statement or one that is irrelevant. Choppy and uncertain switching from point to point. Questionable organization.	Offers opening statement with adequate outline of intentions. Mostly logical sequencing of material. A few minor points may be confusing.	Clear opening statement with overview and total focus. Smooth, logical and interesting transitions from point to point (and to the next speaker- if applicable).	_____
<b>Presence in front of an audience</b>	Unprofessional in word choice and interactive style with audience.	Content and/or style are occasionally inappropriate.	Maintains a professional relationship with the audience regarding style and content of presentation.	_____
			<b>TOTAL:</b>	_____
<b>Comments</b>				

**WRITTEN COMMUNICATION RUBRIC (undergraduate)**

<b>TRAIT</b>	<b>BELOW EXPECTATIONS (1 Point)</b>	<b>MEETS EXPECTATIONS (2 Points)</b>	<b>EXCEEDS EXPECTATIONS (3 Points)</b>	<b>POINTS</b>
<b>Organization</b>	Unclear, uneven, or missing Introduction/overview of paper. Unclear or missing objectives and/or Conclusions. Uneven and ineffective overall organization.	Adequate introduction/overview and statement of objectives with minor weaknesses. Mostly organized and coherent ideas, but with possible illogical and/or unrelated aspects of the paper presentation. Adequate conclusions and summary with minor shortcomings.	Clear, effective introduction/overview of paper, clearly stated objectives; consistent and thoughtful conclusions and summary.	-----
<b>Development Of Ideas</b>	Most ideas are presented without the application of theoretical concepts or other forms of documented evidence.	Support of ideas with some use of theoretical concepts, as well as mostly effective use of examples and details. May have some inconsistencies in presenting support for ideas or reasoning.	Explores ideas thoroughly; supports points with accurate application and balance of theoretical concepts and subjective and objective evidence.	-----
<b>Spelling &amp; Grammar</b>	Numerous errors in spelling and grammar which interfere with comprehension. Lack of editing throughout paper.	Some errors, mostly minor in nature may present. There is evidence of attempts at proofreading.	The writing is essentially error free in terms of spelling and grammar.	-----
<b>Documentation &amp; Formatting</b>	Fewer sources than required are utilized. Variety of sources is lacking. Bibliographic references are missing or not completed in acceptable style. Writing lacks necessary documentation. Formatting is consistent or absent.	Includes and integrates the number and type of sources required for the assignment. Bibliographic references are mostly correctly presented. Content within the paper is mostly cited correctly and adequately. Formatting is logical and consistent in most places in the paper.	Includes and integrates more sources and a greater variety of sources than is required. Bibliographic references are correctly presented. Content within the paper is cited correctly and adequately. Formatting is consistent and logical throughout the paper.	-----
<b>COMMENTS</b>			<b>TOTAL:</b>	

**Please let us keep the lines of communication open!**