I. INTRODUCTION
A. The purpose of this course is to practice effective oral and written communication skills that will make one a more polished professional communicator. First of all, Oral Communication skills include delivering four public speeches, participating in a job interview, and engaging in problem-solving group discussions. Delivering public speeches is a vital skill that a professional communicator must master, and effective delivery (especially eye contact) is an integral portion of that skill. According to one speech text author, Hamilton Gregory, one should “Look at your audience 95 percent of the time, with the other 5 percent devoted to occasional glances at notes.” Other oral communication activities include participating in a job interview, and solving problems in groups. Secondly, Written Communication skills include the student’s compiling and typing his or her own resume and cover letter, as well as composing and typing structured speech outlines to submit to your instructor. This course satisfies the oral communication requirement for most degree plans.

II. LEARNING OUTCOMES
Upon successful completion of Speech 1321, Business and Professional Communication, the student will be able to:
A. Explain how culture, verbal messages, nonverbal messages, and listening skills impact and individual’s communication and can aid or prevent his/her communicating effectively in professional life. (C5, C6, C7, C14, F5)
B. Demonstrate communication competence through using critical thinking skills to understand the foundational communication models as it relates to professional presentation. (C5, C6, C7, F12, F13)
2. Conduct research using a multiple types of sources to develop and present a variety of well-organized written, oral, and visual documents. (C5-7, F1, F2, F6, F12, F13)
3. Identify and provide employment preparation focused on professional competencies both written and orally as it relates to job searches, interviews, and professional correspondence. (C7, C8, C19, F2, F13)
4. Demonstrate written and oral competencies as it relates to interpersonal interaction, conflict management, leadership, and performance appraisals. (F1, F2, F6, F13-15)
5. Provide feedback, accept feedback, and use feedback to improve communication skills while participating in group interactions and tasks. (C9, C13, F5, F7-9, F16)
6. Utilize various technologies as they relate to competent communication. (C18, C19)
7. Analyze workplace communication situations and audiences to make choices about the most effective and efficient ways to communicate and deliver messages. (F5, F6, F8, F9, F12, F13)
III. INSTRUCTIONAL MATERIALS
The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS
A. Reading Assignments
UNIT TOPIC TEXT ASSIGNMENTS
**Unit One Basics of Professional Communication** - Communicating at Work
Introduce Yourself OR a Guest Speaker Chapters 1 - 5
OR Create a Home-Page or Blog about Yourself
[Professor’s Choice]
Other Assignments

**Unit Two Interpersonal Communication** Communicating at Work
Resume & Cover Letter Chapters 6 – 7, 10 & 13
Job Interview OR Information-Seeking Interview
Informative Speech
Other Assignments
Mid-Term Exam

**Unit Three Public Communication** Communicating at Work
Persuasive Speech Chapters 8, 9, 11, 12, 14
Sales Speech OR PowerPoint Sales Slides
Other Assignments
Group Discussion OR Group Observation Paper
Impromptu Speech (Optional)
Final Exam

B. Oral Reports
The requirements for each type of speech, presentation methods, and evaluation criteria are clearly listed in the Business & Professional Speaking Handbook, or similar criteria should be provided by the individual professor teaching each section of the course. Excellent eye-contact (looking at the audience 95% of the time, with only 5% devoted to occasional glances at notes) is expected on all speeches.

C. Class Performance
General
1. Attend class regularly.
2. Be in class on time and remain for the duration of the class period.
3. Participate constructively.
4. Complete all assignments on time.
5. Know and observe all college regulations.

Specific

1. Speaking Day Schedule: Each student is expected to have his/her speech prepared on the assigned day. The instructor may assign speaking days to each student, or the instructor can have the students draw numbers to determine speaking order, or the instructor can ask for students to volunteer for the days and order which they prefer.
2. Topic Approval: Topics chosen by the student for each speech must be approved by the instructor, to avoid duplication of other speaker’s topics, to avoid inappropriate topics, and to avoid offensive or profane material. Students should also avoid profanity in class discussions.
3. Outline for Speeches: Immediately before giving a speech, the student will provide the instructor with a neatly typed outline of what he or she is going to say, on a “Format for Speech Outlines.” The student will also have note-cards on which he or she has written an outline to use while speaking. Never read any speech word for word. Author Hamilton Gregory says, “Look at your audience 95 percent of the time, with the other 5 percent devoted to occasional glances at notes.”
4. Return of Graded Speeches: Written critiques of speeches will not be returned during the same class period that the speech is given; instead, they will be returned after all the students have given that type of speech. For example, no Informative Speech critiques and grades will be returned until after all students in the class have given their Informative Speeches.
5. Audience Behavior/Civility: While speeches are in progress, students should not talk to others, work on other subjects, sleep, or read, enter or leave the room, or engage in any other behavior which might distract the speaker. No smoking, eating or drinking is allowed in class. No alcoholic beverages, explosive materials, cellular phones, pagers, beepers, or firearms are allowed in class. Turn off cell phones and pagers. Students’ guests are not permitted in class. Do not bring children to class. The CTC Communications Department has formulated guidelines for students to follow when they are unhappy with aspects of an instructor’s teaching procedures, and these guidelines suggest that students respectfully share their feelings in a conference with the instructor during his/her office hours, rather than using class time for this purpose.
6. Late Work: In the case of unexcused absences, students’ grades for that assignment drops two letter grades from what it would have been. With excused absences, full credit is granted if work is completed within one week. Examples of excused absences would be an official, dated note signed by a licensed physician stating that the student was ill on the day he or she missed class, an official, dated note stating that the student was on military maneuvers on the day(s) he/ she missed class, a document indicating that the student was summoned for jury duty or court proceedings, evidence that the student was a member of emergency personnel doing emergency work, or was participating in a school-sponsored trip. Specifically not excused are reasons such as “My car didn’t start,” “My alarm didn’t go off,” “I thought today was a holiday,” “I didn’t want to go to the doctor,” “I had to work,” “I had to pick up someone at the airport,” etcetera. If the student attends class, but is not ready to perform (his/her Speech or Exam), the 20-point penalty still applies. In Distance classes, students are expected to submit work by the deadline dates for each assignment; work turned-in after deadlines may be subject to point-reduction or (if enough time has elapsed) a zero. Instructors may grant short extensions to due dates based on the student’s circumstances; however, the option lies with the instructor and is not guaranteed. Failure to complete assignments or make contact with the instructor is grounds for administrative withdrawal from the course with a “W” or an “F.”
7. **Academic Misconduct:** Academic misconduct consists of plagiarism, cheating and/or using someone else’s work as if it were his/her own. Proof of Academic Misconduct will result in the student’s receiving a failing grade in the course.

8. **Rule Interpretation:** All class rules are subject to the instructor’s discretion.

**V. EXAMINATIONS**

A. **Mid-Term Exam:** *Communicating At Work* typically includes Chapters 1 - 8,

B. **Final Exam:** *Communicating At Work* typically includes Chapters 9– 12.

C. There will be two examinations given in the Business and Professional Speaking class. Tests are taken from reading assignments and/or class discussion. Lesson or chapter quizzes may be given at the Instructor’s discretion. Class attendance and good note-taking are encouraged.

**VI. SEMESTER GRADE COMPUTATION**

60% to 70% of the student’s final grade will be **performance-oriented** (speeches, group activities, participation, discussion, and other activities.)

30% to 40% of the student’s final grade will be **exam-oriented** (quizzes and exams)

These are some possible assignments (all students must give at least two speeches, one of which must be an Informative Speech, the other of which must be some kind of Persuasive Speech—Persuasive, Sales, Group Persuasive Presentation, etc.):

- Guest Speaker Introduction Speech
- Introduction of Yourself Speech
- Home-Page Web-Page about Yourself
- Resume & Cover Letter
- Employment Interview or Interviewing for Information about a Profession
- Informative Speech
- Persuasive Speech
- Sales Speech
- Sales/Marketing Slide-Presentation
- Group Project
- Lesson Quizzes
- Impromptu Speech
- Discussion Boards
- Mid-Term Exam
- Final Exam

This is how your course grade will be determined:

- 89.5 -100% = A
- 79.5 - 89.4% = B
- 69.5 - 79.4% = C
- 59.5 – 69.4% = D
- **Below 59.5%** = F

**VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR**

A. **Course Withdrawal:** It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59).

B. **Administrative Withdrawal:** An administrative withdrawal may be initiated by the instructor when the student fails to meet Central Texas College attendance requirements. In Speech, students are allowed **only four absences, regardless of whether those absences are “excused or “unexcused.”** The designation “excused” and “unexcused” only determines whether or not students will receive...
full-credit when they make-up missed work. If the student does not have an excusable reason which can be officially documented to the instructor’s satisfaction, then the student will lose two letter-grades (20 points) from that assignment. An absence is counted as an absence, regardless of the reason.

C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the coursework but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course. . .” Prior approval from the instructor is required before the grade of “I” for Incomplete is recorded. A student who merely fails to attend and complete the final examination will receive a zero for the final and an “F” for the course.

D. Americans with Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE

A. Unit One: Basics of Business and Professional Communication
1. Learning Outcomes: Upon successful completion of this unit, the student will:
   a. Write an outline for either
      (1) Guest Speaker Introduction, or
      (2) Introducing Yourself Speech, and orally deliver that speech to the class, or
      (3) Create a Home-Page Web-Page or Blog about Yourself.
   b. Demonstrate an understanding of how to develop a presentation, how to organize a presentation, how to use verbal and visual support, and how to deliver various kinds of oral presentations.

2. Learning Activities:
   a. Students will read the textbook chapter’s assigned, complete quizzes or daily work, and (if applicable) take notes on instructor’s lectures.
   b. Students will write an outline for a Guest-Speaker Introduction, (or a Speech Introducing Yourself), and orally deliver that speech while standing in front of the class OR create a Home-Page Web-Page or Blog About Yourself. (C5, C6, C7, F2, F5, F6, F14)

3. Unit Outline:
   A. Communicating at Work—Chapter One
   1. Communication and Career Success
   2. The Nature of Communication
      a. Communication Principles
      b. Basics of the Communication Model
      c. Communication Channels
   3. Communicating in and beyond Organizations
      a. Formal Communication Networks
      b. Informal Communication Networks
      c. Personal Networking
5. Ethical Dimensions of Communication

B. Communication, Culture, and Work—Chapter Two

1. The Nature of Culture
2. Communication in a Diverse Society
   a. Race and Ethnicity
   b. Social Class
   c. Generational Differences
   d. Regional Differences
   e. Disabilities
3. Cultural Differences in International Business
   a. Customs and Behavior
   b. Fundamental Dimensions of Cultural Diversity
4. Diversity and Ethical Issues
5. Communicating Across Diversity
   a. Become Culturally Literate
   b. Develop Constructive Attitudes
   c. Adapt Your Behavior

C. Listening—Chapter Three

1. Listening at Work
   a. The Importance of Listening
   b. Assumptions about Listening
2. Barriers to Effective Listening
   a. Environmental Barriers
   b. Physiological Barriers
   c. Psychological Barriers
3. Listening Styles
   a. Relational Listening
   b. Analytical Listening
   c. Task-Oriented Listening
   d. Critical Listening
4. Listening More Effectively
   a. Listening to Understand
   b. Listening to Evaluate

D. Verbal and Nonverbal Messages—Chapter Four

1. Verbal Messages
   a. Clarity and Ambiguity
   b. Inflammatory Language
   c. Language and Identity
   d. Management
   e. Feminine and Masculine Language Use
2. Nonverbal Communication
   a. Characteristics of Nonverbal Communication
   b. Types of Nonverbal Communication
   c. Improving Nonverbal Effectiveness

B. Unit Two: Interpersonal Skills and Job Applications
1. Unit Objectives: Upon successful completion of this unit, the student will:
   a. Write an effective resume and cover letter (which includes a job objective, educational background and work experience of the applicant) using proper grammar, spelling, and typing.
   b. Participate in an employment interview or an information-seeking interview to learn more about a particular profession or field.
   c. Write an outline for an informative speech on an approved topic and orally deliver that speech to the class.

2. Learning Activities:
   a. Students will take notes on instructor’s lectures.
   b. Students will complete a Job Application Packet, which contains step-by-step instructions for writing a Resume and Cover Letter and for preparing for a job interview. (C11, C12, F1, F2)
   c. Students will participate in a staged Employment Interview or an Information-Seeking Interview about a particular profession. (C11, C12, F5, F6, F13, F14, F15, F16, F17)
   d. Compose and type outlines for an Informative Speech and orally deliver that speech while standing in front of a live face-to-face audience of at least ten English-speaking adults who are at least eighteen years of age who are clearly visible during the speech and remain for the duration of the presentation. Students should provide a minimum of three sources. The use of a visual aid is required. Normally, time requirements are from four to seven minutes (C5, C6, C7, C8, C18, F1, F2, F5, F6) Speeches must be orally delivered in order for students to receive any credit for speech assignments; no points or no partial credit will be awarded for speeches which are researched, outlined, and written but never presented aloud. In the case of a Face-to-Face Speech class and a Blended Speech class, the Instructor and the class will watch the speaker’s presentation live in person during the regularly scheduled room location and class-time. In the case of an Online Speech course, the student must procure an audience of at least ten English-speaking people who are at least eighteen years of age and make a video-recording (which includes audio) in which the camera-operator slowly pans the video camera across the audience to prove that they are present and then—without stopping the camera—zooms in to a head-and-torso-shot of the speaker as the speech begins and records the entire speech, including the audience applause at the end. After checking to be sure that the speech was successfully recorded, the student will then download the recording of the speech to one of two free sites (either You Tube or Vimeo) and give the instructor the information on how to access the recording. No credit will be given to speeches that do not meet the ten-audience member minimum, regardless of whether those students are enrolled in Face-to-Face, Blended, or Distance classes. High school students enrolled in Dual Credit to receive both high school and college credit would be considered adults by definition.

3. Unit Outline:
   A. Interpersonal Strategies and Skills— Chapter Five
      1. Interpersonal Skills and Success
         a. Building Positive Relationships
         b. Affirming Dignity
         c. Enhancing Organizational Climate
      2. Sharing Feedback
         a. Giving Praise
         b. Raising Difficult Issues
         c. Offering and Responding to Criticism
      3. Dealing with Difficult People and Situations
         a. Incivility
b. Bullying

c. Sexual Harassment

4. Managing Conflict
a. What Are Conflicts About?
b. Approaches to Conflict
c. Handling Conflicts Constructively

B. Principles of Interviewing—Chapter Six
1. Interviewing Strategies
a. Planning the Interview
b. Conducting the Interview
2. Types of Interviews
a. The Information-Gathering Interview
b. The Career Research Interview
c. The Employment Interview
3. The Ethics of Interviewing
a. Obligations of the Interviewer
b. Obligations of the Interviewee

C. Unit Three: Public Communication
1. Unit Objectives: Upon successful completion of this unit, the student will:
a. Write an outline for a Persuasive Speech or a Sales Speech or a Group Persuasive Presentation and orally deliver that speech to the class.
b. Participate in, or observe and write a paper about, a group discussion.
2. Learning Activities:
a. Compose and type outlines for a Persuasive Speech or a Sales Speech or a Group Persuasive Presentation and orally deliver that speech while standing in front of a live face-to-face audience of at least ten English-speaking adults who are at least eighteen years of age who are clearly visible during the speech and remain for the duration of the presentation. Students should provide a minimum of three sources. The use of a visual aid is required. Normally, time requirements are from four to seven minutes (C5, C6, C7, C11, C13, C14, F1, F2, F5, F6, F7, F14) Speeches must be orally delivered in order for students to receive any credit for speech assignments; no points or no partial credit will be awarded for speeches which are researched, outlined, and written but never presented aloud. In the case of a Face-to-Face Speech class and a Blended Speech class, the Instructor and the class will watch the speaker’s presentation live in person during the regularly scheduled room location and class-time. In the case of an Online Speech course, the student must procure an audience of at least ten English-speaking people who are at least eighteen years of age and make a video-recording (which includes audio) in which the camera-operator slowly pans the video-camera across the audience to prove that they are present and then—without stopping the camera—zooms in to a head-and-torso-shot of the speaker as the speech begins and records the entire speech, including the audience applause at the end. After checking to be sure that the speech was successfully recorded, the student will then download the recording of the speech to one of two free sites (either YouTube or Vimeo) and give the instructor the information on how to access the recording. No credit will be given to speeches that do not meet the ten-audience member minimum, regardless of whether those students are enrolled in Face-to-Face, Blended, or Distance classes. High school students enrolled in Dual Credit to receive both high school and college credit would be considered adults by definition.
b. Students will participate in, or observe and write a paper about, a group discussion. (C9,
3. Unit Outline:
A. Leading and Working in Teams—Chapter Seven
   1. The Nature of Teams
      a. Characteristics of Work Groups
      b. What Makes a Group a Team?
      c. Virtual Teams
   2. Leadership and Influence in Teams
      a. Perspectives on Leadership
      b. Leader-Member Exchange
      c. Becoming a Leader
      d. Power and Influence of Members
   3. Effective Communication in Teams
      a. Fill Functional Roles
      b. Recognize Both Team and Personal Goals
      c. Promote Desirable Norms
      d. Promote Optimal Level of Cohesiveness
      e. Avoid Excessive Conformity
B. Effective Meetings—Chapter Eight
   1. Types of Meetings
      a. Information-Sharing Meetings
      b. Problem-Solving and Decision-Making Meetings
      c. Ritual Activities
      d. Virtual Meetings
   2. Planning a Problem-Solving Meeting
      a. When to Hold a Meeting
      b. Setting an Agenda
   3. Conducting the Meeting
      a. Beginning the Meeting
      b. Conducting Business
      c. Concluding the Meeting
      d. Following Up the Meeting
   4. Problem-Solving Communication
      a. Stages in Group Problem-Solving
      b. Enhancing Creativity
      c. Systematic Problem Solving
      d. Decision-Making Methods
C. Developing and Organizing the Presentation—Chapter Nine
   1. Analyzing the Situation
      a. Analyzing the Audience
      b. Analyzing Yourself as the Speaker
      c. Analyzing the Occasion
   2. Setting Your Goal and Developing the Thesis
      a. General and Specific Goals
      b. Developing the Thesis
   3. Organizing the Body
a. Brainstorm Ideas
b. Basic Organizational Plan
c. Identify Main Points and Sub points
d. Choose the Best Organizational Pattern
e. Rules for Main Points

4. Planning the Introduction and Conclusion
a. Functions of the Introduction
b. Types of Opening Statements
c. Functions of the Conclusion
d. Types of Closing Statements

5. Adding Transitions
a. Functions of Transitions
b. Characteristics of Effective Transitions

D. Verbal and Visual Support in Presentations—Chapter Ten
1. Functions of Supporting Material
a. Clarity
b. Interest
c. Proof
2. Verbal Support
a. Examples
b. Stories
c. Statistics
d. Comparisons
e. Quotations
f. Citing Your Sources
3. Visual Aids
a. Types of Visual Aids
b. Media for Presenting Visual Aids
c. Presentation Software
d. Guidelines for Using Visual Aids

E. Delivering the Presentation—Chapter Eleven
1. Types of Delivery
a. Manuscript Presentations
b. Memorized Presentations
c. Extemporaneous Presentation
d. Impromptu Presentation
2. Guidelines for Delivery
a. Visual Elements
b. Verbal Elements
c. Vocal Elements
3. Question-and-Answer Sessions
a. When to Answer Questions
b. How to Manage Questions
4. Speaking With Confidence
a. Accept a Moderate Amount of Nervousness
b. Speak More Often
c. Rehearse Your Presentation
d. Focus on Your Topic and Audience, Not On Yourself

e. Think Rationally About Your Presentation

F. Types of Business Presentations—Chapter Twelve

1. Informative Presentations
   a. Briefings
   b. Reports
   c. Training

2. Persuasive Presentations
   a. Organizing Persuasive Presentations
   b. Types of Persuasive Presentations
   c. Strategies for Ethical Persuasion

3. Group Presentations
   a. Approaches to Organizing a Group Presentation
   b. Planning Introductions, Conclusions & Transitions in Group Presentations
   c. Delivering a Group Presentation

4. Special Occasion Speaking
   a. Welcoming a Guest or a Group
   b. Introducing another Speaker
   c. Honoring a Person or Institution
   d. Giving a Toast
   e. Presenting an Award
   f. Accepting an Award