Instructor: Professor Carol Fallon  
Email: carol.fallon@bc.edu  
Schedule (class times and day): Mondays 6:30-9:00pm  
Room: Stokes 115N  

Boston College Mission Statement  

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description  

Success at every level in today’s competitive environment requires strong and sophisticated communication skills. Course offers the knowledge and expertise to effectively tailor your writing style to your message; produce effective business reports, proposals, letters, and memorandums; create and deliver professional presentations; contribute successfully to team meetings and team writing projects through interactive applications of communication technology.

Course Objectives  

1. Students will develop writing skills and competencies which will enable them to compose a well-written memorandum, business letter, report, proposal, critique, and team writing/presentation project by applying the fundamentals of effective writing (identify their writing objective, analyze their audience, use an appropriate tone to achieve a desired outcome, identify major points and supportive details necessary to achieve their objective), by applying the principles of writing style, and using appropriate communication technology.  
2. Students will develop oral presentation skills and competencies to enable them to apply effective presentation techniques (eye contact, hand gestures, voice volume/expressiveness, and effective use of notes and visuals) and persuasive content to engage their audience.  
3. Students will develop an understanding of the impact of gender in the workplace and a commitment to improving communication between males and females by gaining knowledge of sociolinguistic research regarding the difference in communication patterns of males and females in social settings and in the workplace (specifically on teams), and learn strategies for minimizing gender misunderstandings in the workplace.
4. Students will develop an understanding of the impact of generations in the workplace by gaining practical knowledge of the differences among the four generations (WWII, Boomers, Gen X, Millennials) in the workplace (events in the formative years of each generation that shaped their perceptions, behaviors, attitudes, work ethic, and attitude toward authority) and strategies for enabling the generations to work harmoniously in teams in the workplace.

5. Students will demonstrate an awareness and understanding of ethics by participating in a discussion of the importance of reputation and integrity in one’s personal and professional life; of being mindful of presenting ideas with clarity orally and in writing to avoid the “gray area” of deception; and of using resources to guide them to avoid plagiarism in the era of the Internet through proper source citations.

Grading

The following input will be used in assessing each student’s letter grade for the course:
- Participation in class discussions
- Attendance – students should be present at all class sessions
- Every written assignment will be evaluated on following assignment guidelines, incorporating appropriate business content, and demonstrating a professional writing style.
- Oral Presentation / Final Exam – in addition to delivering short informal presentations during the course, students will work through the semester in small groups to design a professional oral presentation. The team’s delivery of the presentation is the final exam.

WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)

Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work

Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].
Scholarship and Academic Integrity

It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Disability Statement

Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Connors Family Learning Center office about accommodations for this course. Telephone appointments are available to students as needed. Appointments can be made by calling (617) 552-8903. You may also make an appointment in person. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html

Attendance

Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.
Deadlines

Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

Late papers will only be accepted up to one week after the original due date and will merit a lower grade. Missing assignments will earn a failed grade. Unusual circumstances should be discussed with the professor.

Course Assignments (readings, exercises and/or experiences)

This is a 3 credit class that meets from 6:30 to 9PM for 15 sessions. It is expected that 4 hours per week of your study time on average will be spent on out of class assignments and exercises over the course of the semester.

Class topics and out-of-class assignment topics which students are expected to complete are listed below. You will receive specific assignment details (chapters, page numbers, case studies, etc.) in class.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Material Covered</th>
<th>Written Assignments</th>
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<tbody>
<tr>
<td>January 12, 2015</td>
<td>Class 1 - Business Style</td>
<td>None</td>
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<tr>
<td>January 26, 2015</td>
<td>Class 2 - Professional Communication</td>
<td>1. Professional Goals Memo</td>
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<td>February 02, 2015</td>
<td>Class 3 - Business Memos</td>
<td>2. New Product Memo Revision</td>
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<td>February 09, 2015</td>
<td>Class 4 - Business Letters</td>
<td>3. President's Visit (Outline/ Memo)</td>
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<td>February 16, 2015</td>
<td>Class 5 - Collaboration/ Project Management</td>
<td>4. Bad News Letter</td>
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<td>February 23, 2015</td>
<td>Class 6 - Reports</td>
<td>5. Business Plan - Template Design</td>
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<td>March 09, 2015</td>
<td>Class 7 - Communication Technology</td>
<td>6. Absenteeism Report</td>
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<td>March 16, 2015</td>
<td>Class 8 - Proposals</td>
<td>7. Visual Aid Creation</td>
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<td>March 23, 2015</td>
<td>Class 9 - Student Conferences</td>
<td>None</td>
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<td>April 06, 2015</td>
<td>Class 11 - Networking &amp; Resumes</td>
<td>9. Application Letter</td>
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<td>April 13, 2015</td>
<td>Class 12 - Cover Letters &amp; Interviews</td>
<td>10. Resume</td>
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<td>April 27, 2015</td>
<td>Class 13 – Elevator Speeches</td>
<td>11. Elevator Speech</td>
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<td>May 04, 2015</td>
<td>Class 14 – Final Presentations</td>
<td>None</td>
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<tr>
<td>May 11, 2015</td>
<td>Class 15 - Final Presentations</td>
<td>None</td>
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