



### Course Description

This course is designed to assist students to improve their skills and confidence as effective communicators in an organizational context. Students will explore the issues faced by organizations in communicating internally with employees and externally with diverse publics. The course will focus on both oral and written communication.

**Prerequisite: ACAD 100 or ENGL 100 or EPS 116. Note: Students may only receive credit for one of BUS 205, ADMN 205, and ADMN 265.**

### Learning Outcomes

Upon the successful completion of Management Communications 205, students will be able to:

- Understand how to communicate effectively in modern workplaces
- Write business letters, memos, reports, and emails in different tones to achieve a variety of purposes
- Reflect critically on their oral and written communication skills
- Communicate effectively with colleagues in a professional manner

### UR Courses

The Winter 2023 semester of BUS205 takes place on campus via in-person lectures. URCourses will be utilized for course announcements, submitting assignments, and other course content on an as-needed basis. Important course information will be communicated through the announcements section of UR courses.

**It is your responsibility to check UR courses regularly.**

BUS205  
MANAGEMENT  
COMMUNICATION  
SPRING 2023  
SECTIONS 040/043  
MAY 3-JUNE 19

Instructor: Sara Smit  
[Sara.Smit@uregina.ca](mailto:Sara.Smit@uregina.ca)

Office Hours:  
Mondays 1:30-2:30  
ED527  
or by appointment

**Class time:**  
10-12:45 p.m. ED619

**Final exam:**  
9 a.m.-12 p.m.  
June 23 ED191

**Important Dates:**  
May 3—First day of class  
May 22—Victoria Day, no classes  
June 5—Last day to drop with a W  
June 19—Last class  
June 23—Final exam



## Texts

There is one text for this course: *Management Communication* is an open source textbook and is **free of cost**. The textbook is located on UR courses. Other access options follow below.

### *Management Communication*

PDF Version: <https://mcom320.net/pdf/fulltextbook.pdf>

Online Version: <https://mcom320.net/>

Thomas, L., Haupt, J., & Spackman, A. (2017). *Management Communication*. The Marriot School at Brigham Young University. <https://mcom320.net/>

### *The Elements of Style*

Note: The link to *The Elements of Style* above is for the original (shorter) edition. I highly recommend the Classic Edition (see link below) as it has extra information and can be an invaluable resource for you in your current and future writing endeavors. However, you aren't required to purchase the book (which is available through Amazon for under \$10).

## Recommended Resources

While not mandatory for this course, these straightforward books provide excellent writing tips and tools.

1. *HBR Guide to Better Business Writing* by Bryan A. Garner  
[https://www.amazon.ca/HBR-Guide-Better-Business-Writing/dp/142218403X/ref=sr\\_1\\_1?crid=2RY2PO0PZAFZX&keywords=Garner+writing+guide&qid=1658951846&s=books&prefix=garner+writing+guid%2Cstripbooks%2C195&sr=1-1](https://www.amazon.ca/HBR-Guide-Better-Business-Writing/dp/142218403X/ref=sr_1_1?crid=2RY2PO0PZAFZX&keywords=Garner+writing+guide&qid=1658951846&s=books&prefix=garner+writing+guid%2Cstripbooks%2C195&sr=1-1)
2. *The Elements of Style* by William Strunk  
(Free, open source) <https://www.gutenberg.org/files/37134/37134-h/37134-h.htm>
3. *On Writing* by Stephen King  
[https://www.amazon.ca/Writing-Stephen-King-2012-03-01/dp/B00NYI71B6/ref=sr\\_1\\_1?keywords=on+writing+stephen+king&qid=1658951911&s=books&prefix=On+Wri%2Cstripbooks%2C198&sr=1-1](https://www.amazon.ca/Writing-Stephen-King-2012-03-01/dp/B00NYI71B6/ref=sr_1_1?keywords=on+writing+stephen+king&qid=1658951911&s=books&prefix=On+Wri%2Cstripbooks%2C198&sr=1-1)

## Student Resources at UR

The UR Student Success Centre provides support for all students through their writing clinic at the Dr. William Riddell Centre (Room 230). You can contact them at 585-4076 or visit their website at <http://www.uregina.ca/sdc>.

International and Permanent Resident students may also benefit from the services provided by the UR Global Learning Centre. The Centre focuses on social engagement and academic services, including writing and language support and mental health services. They are located at

CW 115 and you can contact them at 585-5082.

You can find more information at the following links:

- More info about services: <https://www.uregina.ca/international/global-learning-centre/index.html>
- Program & Event calendar: <https://www.uregina.ca/international/global-learning-centre/schedule.html>
- International Peer Advisor Program: <https://www.uregina.ca/international/global-learning-centre/peer-advisor.html>

### **Need for Accommodation**

The University of Regina wishes to support all students in achieving academic success while enjoying a full and rewarding university experience.

Student Accessibility upholds the University's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity. Students who require these services are encouraged to contact Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. For further information, please email [accessibility@uregina.ca](mailto:accessibility@uregina.ca) or call (306) 585-4491.

### **Academic Integrity**

Plagiarism and other forms of cheating are serious academic offenses which occur when student work contains the writing, data, or ideas of others without appropriate sources. The use of AI engines like Chat GPT are considered academic misconduct. It is critical that any idea which is not your own receives the appropriate citation. Suspected cases of academic misconduct will be sent to the Associate Dean (Undergraduate Programs) for investigation.

It is your responsibility to educate yourself about how to correctly cite different sources including articles, textbooks, and websites. **Citations for this course must be in APA format.**

Information and resources regarding in-text citations and references can be found at the Purdue University writing lab: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

Information about the Hill School's Academic Integrity policy are located in Appendix A.

### **Late Assignments**

All assignments/discussions are due by 11:59 p.m. on the date stated in this syllabus.

Assignments **must** be submitted via UR Courses; emailed assignments will not be accepted.

Assignments will have **one mark** deducted for each day they are late. Assignments will not be accepted more than **one week** after the due date. Students who do not complete an assignment will receive no grade for that assignment. If you are experiencing difficulties, please contact me as soon as possible.

### Attendance

Formal attendance will not be taken in this course. It is your responsibility to obtain information about missed assignments, announcements, or material handouts for any missed class. Important information about the course is regularly posted in **UR Courses Announcements**. Your involvement in our weekly group breakout sessions will be tracked and will count towards your participation grade. Not being prepared for breakout sessions and/or disrupting class and/or student presentations may result in a loss of participation marks.

### Communication Expectations

Please contact me via my UR courses email if you are encountering difficulties which may result in class absences, late assignments, or other issues.

**I will respond to emails within 24 hours. Emails sent on weekends will be answered on Mondays.**

This course focuses on professional writing and you are expected to use appropriate salutations and closings when emailing me. Please review your spelling, grammar, and sentence structure prior to hitting 'send'. Messages which do not conform to this expectation may be returned for correction.

**Good communication is essential for success in this course.**

### Evaluation

Assignment	Grade Percentage	Due Dates
General Participation	5%	Cumulative
Breakout-Room Participation	10%	Weekly
Weekly Journal	5%	Weekly
Assignment 1: Presentation Topic Email	10%	Week 2 (May 14)
Assignment 2: Dream Job Research Report	15%	Week 4 (May 28)
Assignment 3: Dream Job Cover Letter	15%	Week 5 (June 4)
Assignment 4A: Transferrable Skills PowerPoint and Speaker's Notes	10%	Week 6 (June 11)
Assignment 4B: Transferrable Skills Presentation	10%	Week 7 (June 18)
Final Exam	20%	June 23 (9 a.m.-12 p.m.) ED191

Your grades are reflections of your mastery of the skills taught in this course and of your ability to complete assignments **correctly** and **on time**. Failure to complete all parts of an assignment might result in a lower grade than you desire. Effort will not be factored into your grade, as 'I worked really hard on this assignment' is a subjective, unmeasurable statement. A rubric is used so that everyone's work is graded objectively, accurately, and according to the learning

objectives for BUS205. It is important to review assignment rubrics prior to completing your assignments.

Final marks are confirmed by the Faculty of Business Administration.

## Students must pass the final exam to pass the course.

### Topic Outline/Calendar:

	Topic	Readings	Assignment
Week 1 May 3-7	➤ <b>Why be a Skilled Communicator?</b>	➤ Review syllabus and other course material ➤ <i>Management Communication (MC)</i> Chapter 1	
Class 1 May 3	Lecture, Syllabus Review, & Writing Exercises		
Week 2 May 8-14	➤ <b>Getting Started: Write—Look Good in Print and Basic Formatting</b>	➤ <i>MC</i> Chapter 2 & 7	<b>Assignment 1: Presentation Topic Email</b> (due via UR Courses by May 14)
Class 2 May 8	Lecture & Writing Exercises		
Class 3 May 10	Lecture & Breakout Rooms		
Week 3 May 15-21	➤ <b>Plan: Think Before You Write</b> ➤ <b>Research: Find the Answers</b>	➤ <i>MC</i> Chapter 3 ➤ <i>MC</i> Chapter 6	
Class 4 May 15	Special Guest Dr. Alexis McQuigge, (Student Success Center) & Writing Exercises		
Class 5 May 17	Lecture & Breakout Rooms		
Week 4 May 22-28	➤ <b>Organize: Structure Matters</b> ➤ <b>Build: Create Clarity &amp; Coherence</b> ➤ <b>Revise – Zoom Out, Zoom In</b>	➤ <i>MC</i> Chapter 4 ➤ <i>MC</i> Chapter 5 ➤ <i>MC</i> Chapter 8	<b>Assignment 2: Dream Job Research</b> (due via UR Courses by May 28)
Class 6 May 22	NO CLASS		
Class 7 May 24	Lecture & Breakout Rooms		

Week 5 May 29- June 4	<ul style="list-style-type: none"> <li>➤ <b>Work – Get the Job</b></li> <li>➤ <b>Brand: Manage Your Personal Brand</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>MC</i> Chapter 14</li> <li>➤ <i>MC</i> Chapter 13</li> </ul>	<b>Assignment 3: Your Dream Job – Cover Letter</b> (due via UR Courses by June 4)
Class 8 May 29	Lecture & Writing Exercises		
Class 9 May 31	Lecture & Breakout Rooms		
Week 6 June 5-11	<ul style="list-style-type: none"> <li>➤ <b>Manage: Get Things Done...With People</b></li> <li>➤ <b>Persuade: Be Convincing</b></li> <li>➤ <b>Present: Stand and Deliver</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>MC</i> Chapter 9</li> <li>➤ <i>MC</i> Chapter 10</li> <li>➤ <i>MC</i> Chapter 12</li> </ul>	<b>Assignment 4A: Presentation PowerPoints</b> (due via UR Courses by June 11)
Class 10 June 5	Lecture & Writing Exercises		
Class 11 June 7	Lecture & Breakout Rooms		
Week 7 June 12-18	<ul style="list-style-type: none"> <li>➤ <b>Individual Presentations</b></li> </ul>		<b>Assignment 4B: Presentation Speakers' notes</b> (due via UR Courses by June 18)
Class 12 June 12	<b>Presentation Week</b>		
Class 13 June 14	<b>Everyone should be prepared to present on June 12<sup>th</sup>, although we will also have presentations on June 14<sup>th</sup>.</b>		
Week 8 June 19-25	<ul style="list-style-type: none"> <li>➤ <b>Wrap-Up</b></li> </ul>		
Class 14 June 19	Exam Review & Writing Exercises		
<b>Final Exam: Friday, June 23—9 a.m-12 p.m.—ED 191</b>			

### Assignment Information

#### **General Participation (5%) and Breakout Room Participation (10%)**

Students will contribute to our class in ways which include (but are not limited to):

- Questions/comments in response to lecture
- Interacting with peers/professor during small group sessions
- Presenting to the class (individually and in small groups)
- Demonstrating preparedness and class engagement
- Responding respectfully during group and individual presentations

Your participation grade is based on your involvement in our class and our breakout groups. I will provide information about upcoming breakout sessions in class and through the UR Courses announcements. Please come prepared to class so that you (and your groupmates) can get the most out of this experience. **If you are unprepared for your breakout group or**

**are disruptive while others are speaking/presenting, you will not receive a participation grade for that week.**

### **Weekly In-Class Journal (5%)**

Each week, you will write informal journal entries **in class** based on prompts.

Your journal will be graded on a **PASS/FAIL** basis and will not be accepted after the last day of class (June 19<sup>th</sup>). You will be given a booklet for your journal; do not lose it or you may receive zero.

All journal entries must meet the specifications of their particular prompt. **You must submit all journal entries to receive credit unless discussed with Professor Smit.**

### **Assignment 1: Presentation Topic Email (10%)**

(Submit as a word doc or PDF via UR Courses by midnight on **May 14**)

Write a clear and concise informational message to Professor Smit concerning your upcoming presentation. This email should contain the following information:

- Your hobby or interest
- Why it is meaningful to you
- The transferable skills you gain from this hobby/interest
- How these transferable skills might be useful in a **specific** workplace or career

Your email should also:

- Contain a salutation and a complimentary closing
- Use email format (TO, FROM, SUBJECT LINE)
- Be between 150-300 words (not including address lines, salutation, and closing)
- Be formatted as a single-spaced document with block margins and double spacing between paragraphs

Sources are not required for this assignment. If you choose to use sources, you must properly cite them using APA format.

Please use 12 pt. Times New Roman, 1-inch margins. Spelling, sentence structure, grammar, and punctuation matter. Provide specific, concrete details to support your statements. Please choose your words carefully and aim for conciseness.

**You must receive approval of your topic from Professor Smit to submit Assignment 4A and B. If you do not get approval, you will receive 0 on Assignment 4A/B.**

### **Assignment 2: Dream Job Research (15%)**

(Submit via assignments in UR courses by midnight on **May 28th**)

Imagine your ideal dream job – not necessarily what you are doing now, but the job that you are working towards or wish to have someday. You need not limit yourself by practicalities—be it space explorer, kitten and puppy care provider, movie mogul, roller derby champion, inventor, or private eye. A dream job is (by definition) something you have dreamed of and thus anything is possible. I urge you to use your enthusiasm and your imagination when choosing a dream job.

You are welcome to use the same dream job for all of your assignments. Conducting thorough research for this assignment will make your other assignments a little easier.

Once you have settled on a dream job, please identify four **high-quality** sources which expand your knowledge of this dream job. Your research should be conducted using search engines such as Google and Google Scholar and other resources like the UR library. Chapter 6 of *Management Communications* has some good information about search strategies, evaluating sources, and other aspects of conducting research.

**Part One (5%):**

Using the chart found in UR Courses under Week 7, you will provide a title (article name, website name) and a correct citation in APA format. You will then summarize the source in 2-3 concise sentences and discuss the source's significance in 2-3 course sentences. **The significance of the source should focus on why YOU chose this source, and how it illuminates your understanding of your dream job.**

**You must use the Dream Job Research template (found under Week 3 in UR Courses) for this assignment. You will receive 0 on Part One of this assignment if you do not use the appropriate table/template.**

**Part Two (10%):**

On a separate page following your chart, you will write a concise and professional letter to a former teacher or employer asking for a letter of reference to support your quest for your dream job.

This letter will contain:

- An appropriate greeting and salutation
- A brief mention of your past connection with them (remind them of your former relationship)
- A concise explanation of why you are writing them (what you want them to do)
- A concise explanation of why you want this letter of reference (how it will help you secure your dream job)
- Your email or letter will be in the appropriate format (see examples of letter and email styles on UR Courses)

**You are expected to have at least 2 examples/anecdotes and concrete details in your letter.**

Your letter will be 250-400 words long. Please use 12 pt. Times New Roman, 1-inch margins. Spelling, sentence structure, grammar, and punctuation matter. Provide specific, concrete details to support your statements. Please choose your words carefully and aim for conciseness.



Assignment 2 must conclude with a References page which lists all of your sources in APA format.

**I highly recommend taking your final draft to the Student Success Centre for review prior to submission.**

### **Assignment 3: Your Dream Job—Cover Letter (15%)**

(Submit via assignments in UR courses by midnight on **June 4th**)

Using the dream job you chose in Assignment 2 and your imagination (where necessary), please write a cover letter to a prospective employer. You may find it useful to locate a real job posting for your dream job so that you can better identify the needs and expectations of your potential employer. This will make it simpler to tailor your cover letter to a specific position. Please note: using job postings for ideas, does not mean that you can take phrases and wording from these posts to use as your own. Your cover letter must be written in **your own** words.

In the real world, cover letters must be entirely truthful about qualifications for a job. However, some of you may not have much in the way of job experience yet. To provide maximum opportunity to practice and demonstrate your writing skills, you can base your cover letter on hypothetical qualifications. Because it is understood that your cover letter will be based on a hypothetical situation, you have permission to get creative when discussing your education and qualifications—aim high!

Refer to Chapter 14 in *Management Communications* for more information about cover letters and job searches.

The cover letter should be single-spaced with block formatting on **one** page only. **You should provide specific and concise details discussing why you would be a good candidate for the position. You must also provide at least one example/anecdote demonstrating your skills.** Avoid vagueness and generalities.

Please use 12 pt. Times New Roman, 1-inch margins. Spelling, sentence structure, grammar, and punctuation matter. Provide specific, concrete details to support your statements. Please choose your words carefully and aim for conciseness.

**I highly recommend taking your final draft of Assignment 4 to the Student Success Centre for review prior to submission.**

### **Assignment 4A—Transferrable Skills PowerPoint (10%)**

(Submit via assignments in UR courses by midnight on **June 11th**)

Your PowerPoint will showcase your **approved** topic. **You cannot submit this assignment if your topic email (Assignment 1) has not been approved by Professor Smit.**

Your transferrable skill can be any talent, skill, or hobby that is important to you. You must be able to justify how you would transfer this skill into a workplace. Be creative in your thinking and your overall presentation.

For example: I have excellent sewing skills. I taught myself to sew using YouTube videos. This indicates that I have dedication to research and applying what I learn from my research. This might be useful in my work as a university professor.

Another example: I build birdhouses in my spare time. I have developed woodworking and organizational skills which would be useful working in a carpentry shop or which could be useful in any office environment which requires creativity, dedication, and attention-to-detail.

You may find this list of 76 transferrable skills from Columbus Tech helpful as you think about how you can connect your talent, skills, and hobbies to your future careers:

<http://www.columbustech.edu/career-connections/transferable-skills.htm>

Your slides should:

- Introduce yourself and your skill/talent/hobby
- Discuss why your skill/talent/hobby is meaningful to you
- Explain what aspects of this topic may be transferrable to a **specific** workplace (feel free to discuss its applicability to your dream job)
- Provide a brief conclusion (remember to thank your audience for listening!)
- Visuals for your slides should be unique and specific to you, your hobby, your transferable skills, and your future job – photos are ideal; photo stock images, clip art, and generic visuals should not be used and will result in a grade deduction

This PowerPoint assignment should be 4-6 slides in length. While slides should not be overly wordy, each slide must contain substantial information. Your cover page and references do not count towards the 4-6 slides. (not counting your cover page or references). You may use a 7<sup>th</sup> slide if you have extra photos to include in your presentation.

Your PowerPoint **must** include speaker's notes submitted as a word document. **Please submit these under Week 7 in UR Courses by June 18th.** These notes are meant to guide you through your presentation and demonstrate to me the thought and care that you put into your work. Your notes should be between 300-600 words. Your PowerPoint must also have **two** high quality references which are directly related to your topic.

**I highly recommend taking your final draft to the Student Success Centre for review prior to submission.**

**Assignment 4B—PowerPoint Presentation and Speaker's Notes (10%)**  
(Speaker's notes are due June 18th in UR Courses)

In-class presentations will take place in Week 7 on **June 12<sup>th</sup> and June 14<sup>th</sup>.**

**All students should be prepared to present on the first day of presentations.**

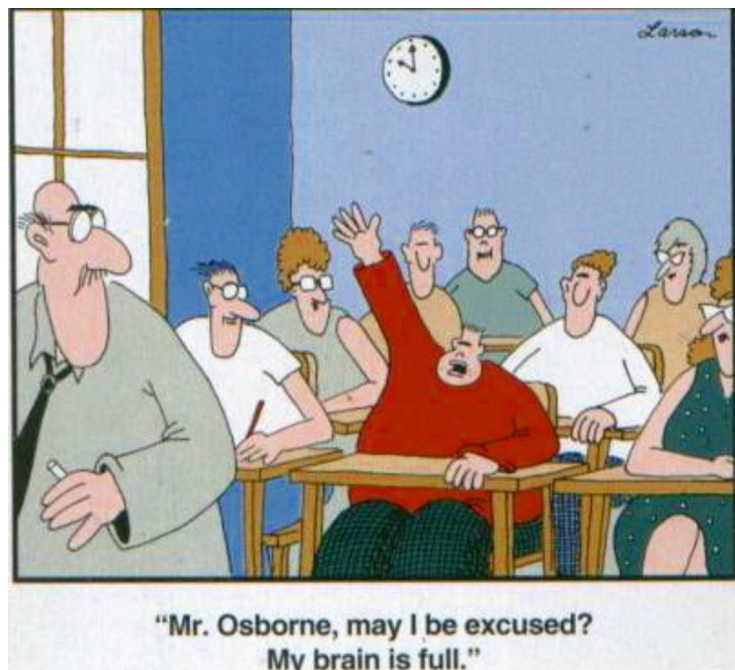
Students will give a 2–3-minute in-class presentation, demonstrating knowledge of the topic, audience awareness and engagement, and organized content and delivery. If your chosen topic is something that you can show to the class through a hands-on demonstration, feel free to take this approach.

**Your presentation and your PowerPoint are a linked project. You cannot present in-class if your PowerPoint has not been submitted. You cannot receive a grade for your PowerPoint unless you present in class.**

**Final Exam (20%)**

(June 23, 9 a.m-12 p.m., ED191)

This exam will require you to answer short answer and/or essay questions and/or respond to writing prompts to demonstrate what you have learned during the course. No textbooks or devices are permitted during the exam. **You must pass this exam to pass the course.**



**QUESTIONS???**

**Feel free to contact me via my UR Courses email.**

## Appendix A

### **Important Information about Academic Integrity**

Academic integrity is expected of all students taking business courses at all times. The Hill and Levene Student Code of Professional & Ethical Conduct (which all students are expected to sign) includes three commitments concerning academic integrity. Each of these commitments is discussed further below:

***“Every exam or quiz that I write will be done with honesty and integrity, following all University and instructor requirements”*** (Hill and Levene Schools of Business, n.d., p. 1). Students must ensure that what is submitted in an exam or quiz is entirely their own work in accordance with the rules of the exam/quiz. Not doing so is cheating. Examples of exam cheating include: copying (or attempting to copy) the work of another student; bringing any kind of unauthorized material or device into an exam/quiz; communicating with another student during an exam; or helping another student cheat (see University of Regina, 2022, p. 49).

***“Every assignment that I submit for University of Regina classes will be my own work, or in the case of group submissions, the work of my group members”*** (Hill and Levene Schools of Business, n.d., p. 1)

Cheating on an assignment is a situation where a student receives or gives unauthorized information/help to aid in its completion. Examples can include copying the work of another student in an assignment; using an existing solution to an assignment question (or similar question) as a basis for answering an assignment question; or collaborating with another student in completing an assignment where collaboration is not specifically allowed (see University of Regina, 2022, pp. 49-50).

***“Every paper, report, reflection, journal, or other similar work that I submit will properly acknowledge the source of ideas contained therein”*** (Hill and Levene Schools of Business, n.d., p. 1). This commitment concerns the avoidance of plagiarism. Plagiarism is a risk in the specific situation where students are allowed/expected to use other sources in a term paper or similar assignment; plagiarism occurs when a student has failed to acknowledge those sources using an appropriate method of citation. To avoid plagiarism, students must ensure that every item of information that has been paraphrased or quoted from another source includes acknowledgement of that source using within-text citation; full information about the source should be also provided in the document (typically the full information is contained in a reference list at the end of the document). In addition, any passage that has been taken word-for-word from another source (i.e., quoted) must be enclosed in quotation marks. In the case where the quoted material is lengthy, an indented block quotation form can be used as a substitute for quotation marks.

Additional examples of academic misconduct can be found in the University of Regina Undergraduate Calendar under the heading **Acts of Academic Misconduct**. As academic misconduct is a serious offence, the penalties are severe. A first offence typically results in a zero on the exam or assignment, and further instances of academic misconduct can result in a zero or XF in the course and/or suspension or expulsion.

## References

Hill and Levene Schools of Business (n.d.) *Hill and Levene Student Code of Professional &*

*Ethical Conduct*. <https://www.uregina.ca/business/hill/current-students/student-conduct.html>

University of Regina (2022). *University of Regina 2022-23 Undergraduate Calendar*. Available online [here](#).