Skill to do comes of doing. (Ralph Waldo Emerson, American poet, lecturer, essayist, 1803-1882)

Course Description

This course is designed to help you increase your awareness and understanding of the basic elements of speech communication in a professional context. This course emphasizes principles and practical application of effective professional communication behaviors and rhetorical sensitivity within professional, business, and organizational contexts.

Course Objectives

Students will understand and appreciate the complexity of interpersonal, group, and presentational communication within a business or corporate environment.

Upon successful completion of this course, students will be able to report increased self-understanding and confidence in human interactions; communicate ideas with fluency and rhetorical sensitivity; apply nonverbal communication theory in communicating and evaluating messages; use critical thinking to understand and resolve issues; demonstrate principles of organization and synthesis of information; adapt messages and behaviors to different communication situations; employ internal and external dialog to respond to messages; demonstrate respect for cultural and social diversity; understand the responsibilities associated with freedom of speech; and demonstrate awareness of historical, cultural and social traditions which influence communication events.

Required Textbook


ISBN10: 0205721494

Yes, you need your textbook. Bring it to class, starting on day one.
Please ensure that you have at least one business casual outfit to wear to graded presentations.

BYOT – Bring your own technology

**Blackboard (via My NOVA)**
http://www.nvcc.edu/about-nova/mynova.html
Blackboard direct sign in: https://nvcc.my.vccs.edu/jsp/home.jsp

**Major Topics to be Covered**

A. Perception and self-concept
B. Interpersonal communication competencies
C. Effective listening skills
D. Verbal and nonverbal messages
E. Communication roles and expectations
F. Defensive and supportive communication
G. Interviewing
H. Working in small groups
I. Conflict management
J. Preparing for business presentations
K. Intercultural communication
L. Power in relationships
M. Using technology

**GRADING RATIONALE**

Each of the following assignments is worth 0-100 points towards your final grade:
- Class participation
- Weekly quizzes
- Business writing portfolio
- Technical presentation
- Public Service Announcement

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450-500 points</td>
<td>A</td>
</tr>
<tr>
<td>400-449 points</td>
<td>B</td>
</tr>
<tr>
<td>300-399 points</td>
<td>C</td>
</tr>
<tr>
<td>250-299 points</td>
<td>D</td>
</tr>
<tr>
<td>0-249 points</td>
<td>F</td>
</tr>
</tbody>
</table>

**CLASS ATTENDANCE AND PARTICIPATION** (0-100 points) Communicate! You are expected to actively listen and to participate in class in a way that demonstrates that you have been reading and deliberating about communication principles. Respect for yourself and others are mandatory. Your grade will be based upon your informed involvement in class discussions, your willingness to practice your communication competencies, and your cooperative and confirming communication attitude. Use appropriate language, dress, and deportment.

- 0-60 points for informed involvement
- 0-20 points for supportive communication with colleagues
- 0-20 points for willingness to take communication risks and to learn from these
In accordance with national standards of accreditation, attendance is required. Please note the following hard realities of life: There are no excused absences. Unfortunately, even serious illness or a major crisis doesn’t make up for the fact that missing class means missing important participation. The best excuse in the world doesn’t change the fact that a person who is absent misses the content and experience of the course. Therefore, if you miss more than 25% of class sessions (i.e., 4 days), you will not be able to pass the course. Excessive tardiness and early departures will also be considered when determining your participation scores. If you miss three class sessions, you’ll not be able to receive anything higher than a “B” in the course. Students who find themselves in a situation where they might miss significant amounts of class time should consult with the instructor as soon as possible, and consider withdrawing from the course.

**WEEKLY QUizzes (0-100 points)**
Each week we will have a quiz that assesses your understanding of exercises, assigned reading, and class discussions. Each quiz is worth 10 points. You must be present to take the quiz. At the end of the semester, I will take the top 10 quizzes towards your final grade.

Do not request a make-up for missed quizzes. There are no exceptions, including lateness, sickness, or adding the course late.

**Business Writing Portfolio (0-100 points)**
Develop a portfolio that includes the following professional items:

- Memorandum
- Resume and cover letter
- Revamped Power Point slides
- Performance appraisal and goals

More instructions for these are available in class and in your text.

- 0-50 points for clarity or writing including mechanics and organization
- 0-20 points for creativity
- 0-30 points for complexity, especially demonstrating that you are applying concepts from class and the text

**Technical Presentation (0-100 points)**
Together with 3-4 colleagues, prepare and present a 10-minute panel presentation/briefing sharing technical information. Be sure to use Chapters 8 and 9 of your text to plan and prepare your talk.

Your finished product should resemble a professional briefing of a technical nature.

This is a shared group grade:

- 0-30 points for clarity of technical information and source citations
- 0-30 points for visual aids that support your content
- 0-40 points for complexity and organization of information
Business casual attire is required. Failure to dress appropriately will result in an automatic 20 points deduction for individual members who are not well dressed.

PUBLIC SERVICE ANNOUNCEMENT (0-100 points)
Using the Monroe Motivated Sequence, create a Public Service Announcement. Your target audience is NOVA students and must feature a NOVA club, organization, or student service. Post your PSA to the Blackboard site, under the Discussion Board. You may work alone or with up to 2 others on this assignment.

1. Decide upon an important issue, problem or need. Analyze your CST audience.
2. Determine a solution that will address the problem. Identify a NOVA campus resource that will satisfy the need (e.g., the Oral Communication Center, the media center, Access HOPE, NOVA Toastmasters, or the Transfer Center).
3. Design the commercial and storyboard it using the motivated sequence. See Chapter 10 of your text for a description of this sequence.
4. Create the video and edit it. Cameras and editing equipment are available in the Media Center at the AN Library, CG 300, blogs.nvcc.edu/anlibrary/media-center/
5. Prepare to present your PSA to the class and to discuss the elements of the motivated sequence and your decisions you made in planning and developing this PSA.

0-60 points for clarity (application of the Monroe Motivated Sequence)
0-20 points for creativity
0-20 points for 5 minute class presentation – each member of the team must speak

Business casual attire is required. Failure to dress appropriately will result in an automatic 20 points deduction.
Tentative Syllabus

Wednesday, January 16
Introduction to course, classmates, text, and your instructor
Clarifying purposes of course and expectations for communication
Understanding the communication process
Assess your communication competence

Wednesday, January 23
Read Chapter 1 – The role of communication in business and the professions
Sign on to Twitter. Answer the question: Why is this course required? Add this to your tweet, #CST 110
Managing communication anxiety
Assess your communication apprehension. Complete and submit PRCA-24 (back of syllabus)
Understanding the role of self-concept on communication

Wednesday, January 30
Active listening
Listening and feedback in organizational relationships
Read Chapter 2
Understanding the role of perception on communication
Improving perception competencies and perception checking
Multi-tasking
Styles and types of listening
February 1 – last day to drop with tuition refund

Wednesday, February 6
Communicating in organizational groups and teams
Preparing and conducting meetings
Read Chapter 3
Staff meetings
Writing minutes and memos
Parliamentary procedures
Read Chapter 6

Wednesday, February 13
Interpersonal communication
Getting along with others
Social and interpersonal intelligence
Read Chapter 4
Organizational power and politics
Dealing with difficult people
Fostering supportive communication climates

Wednesday, February 20
Verbal and nonverbal communication
Conflict management (Chapter 3)
Sexual harassment (Chapter 4)
Crisis communication (Chapter 13)
Thursday, February 27
Professional interviews
Resumes and cover letters
Performance appraisal process
Read Chapter 5
Developing your professional portfolio
March 1 – last day to apply for graduation

Wednesday, March 6
Appraisal of your business writing portfolio
Preparing technical presentation
Goal setting
Read Chapter 9

March 11-17 Spring Break

Wednesday, March 20
Gathering, organizing, and sharing information
Organizing public communication
Prepare technical presentation
Delivering a briefing
Read Chapter 7
Working with the Oral Communication Center

Wednesday, March 27
Technical presentations are due

March 25 – Last day to withdraw without grade penalty

Wednesday, April 3
Persuasive communication
Monroe’s Motivated Sequence
Outline a persuasive message – public service announcement (see Bb Assignments)
Establishing credibility
Identifying emotional appeals
Evaluating logical arguments
Read Chapters 10 and 11

Thursday, April 10
Creating and evaluating visual aids
Read Chapter 8
Working with Media Center

Wednesday, April 17
Professional business writing portfolio is due
Sales presentations (Chapter 11)
Thursday, April 24
Public Service Announcement presentations

Risk communication (Chapter 12)

Thursday, May 1
Putting it all together
Assessing your communication confidence and competence

Wednesday, May 8
Final examination session
OTHER CONSIDERATIONS

Creating a Positive Learning Environment

The Annandale campus community is committed to providing a learning environment that encourages the free exchange of ideas and information. To accomplish this goal, the members of the Annandale Campus Council have established the following expectations for the campus community:

1. That all backgrounds and cultures be respected.
2. That free and civil exchange of ideas takes place, so everyone in a class feels welcome to participate.
3. That all members of the class arrive on time, leave the class only on breaks or in case of emergency, and leave classrooms and all college property in good condition.
4. That distraction is kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and the library. Students remain seated throughout the class and refrain from talking with classmates while another class member or the instructor has the floor.
5. That each student submits his or her own work.
6. That consideration is given to classes in adjoining areas.


The Oral Communication Center (OCC) mission is to enable student success through improved speaking and presentation skills across disciplines. NOVA students can work with trained speech consultants to develop and refine their skills for individual and group presentations. The OCC offers services to students in CM 363 (by appointment).
http://www.nvcc.edu/annandale/lrc/occ/index.htm

Disability Support Services ensures students with disabilities have equal access to the College’s academic programs, services and activities through the provision of reasonable accommodations. You are eligible for disability services if you have a documented physical or mental impairment that substantially limits one or more major life activities. To qualify for disability services, you must provide clear and specific evidence that a qualified professional has established a formal diagnosis of a disability. If you have special needs or a disability that may affect your performance in this course, please inform your instructor within the first two weeks of class.

Media Center - Cameras and editing equipment are available in the Media Center at the AN Library, CG 300, blogs.nvcc.edu/anlibrary/media-center/. You may check these out with your NOVA card.


Please ensure that you are aware of the emergency evaluation procedures for this classroom. Consult the sign at the entrance of this room for more information.
For emergency notifications including college closings, sign up for NOVA Alert, http://alert.nvcc.edu
NOVA Alert is your personal connection to real-time updates, instructions on where to go, what to
do, or what not to do, who to contact and other important information.

There will be automatic e-mail confirmations on all purchases and print functions for temporary
permits and hangtags that are easier to identify. http://www.nvcc.edu/current-students/parking-
services/
Self-Perceived Communication Competence Scale (SPCC)

**Directions:** Below are twelve situations in which you might need to communicate. People’s abilities to communicate effectively vary a lot, and sometimes the same person is more competent to communicate in one situation than in another. Please indicate how competent you believe you are to communicate in each of the situations described below. Indicate in the space provided at the left of each item your estimate of your competence.

Presume that 0 = completely incompetent and 100 = competent.

____ 1. Present a talk to a group of strangers.

____ 2. Talk with an acquaintance.

____ 3. Talk in a large meeting of friends.

____ 4. Talk in a small group of strangers.

____ 5. Talk with a friend.

____ 6. Talk in a large meeting of acquaintances.

____ 7. Talk with a stranger.

____ 8. Present a talk to a group of friends.

____ 9. Talk in a small group of acquaintances.

____ 10. Talk in a large meeting of strangers.

____ 11. Talk in a small group of friends.

____ 12. Present a talk to a group of acquaintances.


Used with permission.
**Scoring:** To compute the subscores, add the percentages for the items indicated and divide the total by the number indicated below.

<table>
<thead>
<tr>
<th>Public</th>
<th>1 + 8 + 12; divide by 3.</th>
<th>Stranger</th>
<th>1 + 4 + 7 + 10; divide by 4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting</td>
<td>3 + 6 + 10; divide by 3.</td>
<td>Acquaintance</td>
<td>2 + 6 + 9 + 12; divide by 4.</td>
</tr>
<tr>
<td>Group</td>
<td>4 + 9 + 11; divide by 3.</td>
<td>Friend</td>
<td>3 + 5 + 8 + 11; divide by 4.</td>
</tr>
<tr>
<td>Dyad</td>
<td>2 + 5 + 7; divide by 3.</td>
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To compute the total SPCC score, add the subscores for Stranger, Acquaintance, and Friend. Then, divide that total by 3.

Higher SPCC scores indicate higher self-perceived communication competence with basic communication contexts (public, meeting, group, dyad) and receivers (strangers, acquaintance, friend).
Personal Report of Communication Apprehension (PRCA-24)

Directions: This instrument is composed of twenty-four statements concerning feelings about communication with other people. Please indicate the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree.

Work quickly; record your first impression.

_____ 1. I dislike participating in group discussions.
_____ 2. Generally, I am comfortable while participating in group discussions.
_____ 3. I am tense and nervous while participating in group discussions.
_____ 4. I like to get involved in group discussions.
_____ 5. Engaging in a group discussion with new people makes me tense and nervous.
_____ 6. I am calm and relaxed while participating in a group discussion.
_____ 7. Generally, I am nervous when I have to participate in a meeting.
_____ 8. Usually I am calm and relaxed while participating in a meeting.
_____ 9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.
_____ 10. I am afraid to express myself at meetings.
_____ 11. Communicating at meetings usually makes me feel uncomfortable.
_____ 12. I am very relaxed when answering questions at a meeting.
_____ 13. While participating in a conversation with a new acquaintance, I feel very nervous.
_____ 14. I have no fear of speaking up in conversations.
_____ 15. Ordinarily I am very tense and nervous in conversations.
_____ 16. Ordinarily I am very calm and relaxed in conversations.
_____ 17. While conversing with a new acquaintance, I feel very relaxed.
_____ 18. I’m afraid to speak up in conversations.
_____ 19. I have no fear of giving a speech.
_____ 20. Certain parts of my body feel very tense and rigid while I am giving a speech.
_____ 21. I feel relaxed while giving a speech.
_____ 22. My thoughts become confused and jumbled when I am giving a speech.
_____ 23. I face the prospect of giving a speech with confidence.
_____ 24. While giving a speech, I get so nervous I forget facts I really know.

Used with permission. See www.jamesmccroskey.com/measures/prca24.htm
Scoring:

Group discussion: 18 - (scores for items 2, 4, & 6) + (scores for items 1, 3, & 5) = ____

Meetings: 18 - (scores for items 8, 9, & 12) + (scores for items 7, 10, & 11) = ____

Interpersonal: 18 - (scores for items 14, 16, & 17) + (scores for items 13, 15, & 18) = ____

Public Speaking: 18 - (scores for items 19, 21, & 23) + (scores for items 20, 22, & 24) = ____

To obtain your total score for the PRCA, simply add your sub-scores together. _______

Norms for the PRCA-24: (based on over 40,000 college students; data from over 3,000 non-student adults in a national sample provided virtually identical norms, within 0.20 for all scores.)

Scores below 51 represent people who have very low Communication Apprehension (CA). Scores between 51-80 represent people with average CA. Scores above 80 represent people who have high levels of trait CA.

Source: