

Communicating for Results, 5e
Sample Syllabus: Business Communications

Week-by-Week

Week of semester	Reading (completed before class)	In-Class Activities	Homework (completed after class)
1	Chapter 1	<p>Professor-Led</p> <ul style="list-style-type: none"> • Instructor introduces the course and textbook. • Instructor reviews policies and procedures. • In small groups, students complete Exercises, Workshops, and Discussion Forums Exercise #1: Brainstorming Elements of Effective Communication. • As a class, discuss the situations in Exercises, Workshops, and Discussion Forums Exercise #9: Facing Ethical Challenges. <p>Group/Individual Work</p> <ul style="list-style-type: none"> • Students complete Writing Improvement Exercise #4: Communicating with Team Members (memo receiver: group members from Exercise #1 above) and submit to instructor through email by the end of class. • If students do not have LinkedIn profiles, introduce students to LinkedIn and show various personal statements/career summaries by others in their field. 	<p>Choose one of the ethical dilemmas discussed in class (from Exercises, Workshops, and Discussion Forums Exercise #9: Facing Ethical Challenges) and write a paragraph explaining your ethical standpoint.</p> <ul style="list-style-type: none"> • Submit your paragraph through your online course management site.
2	Chapter 2 Chapter 3	<p>Professor-Led</p> <ul style="list-style-type: none"> • In small groups, complete Chapter 2's Writing Improvement Exercise #4: Analyzing Non-Verbal Cues. • Review key concepts of Chapter 2 and 3. • As a class, discuss answers to Chapter 3's Exercises, Workshops, and Discussion Forums Exercise #1: Selecting the Most Effective Communication Channel. <p>Group/Individual Work</p> <ul style="list-style-type: none"> • In groups of four, have students complete Chapter 2's Writing Improvement Exercise #10: Recognizing Cultural Differences. Ensure that each pairing has a different country/region to research. Have the students create point-form lists of relevant information and post them in a location where they can be accessed by other class members. 	<p>Email the professor findings and comparison from Chapter 2's Exercise #10: Recognizing Cultural Differences.</p>

		<p>After each team has completed and posted their list, students will “tour” each culture by walking around the classroom and reading their peer’s notes (i.e., “gallery walk” technique).</p> <ul style="list-style-type: none"> • Due next class (date): Have the students compare their findings to those of students’ who researched a different country. Have them report to the instructor in an email, three differences or similarities between the two countries. 	
3	Chapter 3	<p>Professor-Led</p> <ul style="list-style-type: none"> • Instructor reviews the steps in the writing process. • Instructor demonstrates Track Changes, correcting a poorly written document on screen while students suggest changes. • As a class, answer Writing Improvement Exercises #5 and #10 <p>Group/Individual Work</p> <ul style="list-style-type: none"> • Have the students use Track Changes to edit the press release extract in Exercises, Workshops, and Discussion Forums Exercise #3. • Have students compare their edits to those of another student before submitting. 	Choose one of the scenarios from Exercises, Workshops, and Discussion Forums Exercise #1: Selecting the Most Effective Communication Channel (revisit from Week 2) and draft a message using the appropriate channel. If a verbal conversation is the chosen channel, describe the discussion you’d like to have.
4	Chapter 4 Chapter 5	<p>Professor-Led</p> <ul style="list-style-type: none"> • On white board or screen, instructor writes examples of empty words and phrases (from the list in #4 of the Chapter 4 Achieving Conciseness section). In pairs, students brainstorm more concise word choices. Discuss the effect of word choice on tone. • Instructor reviews building blocks of sentences, sentence types and paragraph building. • As a class, answer Chapter 4’s Exercises, Workshops, and Discussion Forums Exercise #1: Tuning in to Word Choice and Tone and Writing Improvement Exercise #1: Using Familiar Words. <p>Group/Individual Work</p> <ul style="list-style-type: none"> • Complete Chapter 4’s Online Activity #3, Identifying Elements of Effective Plain Style • Have students submit paragraphs summarizing their answer or use the answers for a class discussion wrap-up of the class. 	Complete Chapter 5’s Writing Improvement Exercises #1–3 and Exercises #5–8. Bring your answers to the following class.
5	Chapter 6 Chapter 7	<p>Professor-Led</p> <ul style="list-style-type: none"> • On whiteboard or screen, have students share an original sentence and their revision from the homework exercises assigned in Week 4 	Complete Chapter 6’s Online Exercise #1: Reviewing Memo Guidelines.

		<ul style="list-style-type: none"> • Instructor reviews formatting and purposes of memos and emails, drawing students' attention to the examples in the text. • Instructor reviews the direct writing plan for routine and goodwill messages, drawing students' attention to the variety of uses and examples in the text. • Instructor reviews letter formatting and shows students where to find the letter and memo templates in Microsoft Word that the instructor will accept in assignments. <p>Individual/Group Work</p> <ul style="list-style-type: none"> • As a class, complete Chapter 6's Writing Improvement Exercise #1 and #2 on Subject Lines. • Students choose one of the Case Study Exercises and draft a message in response. Students submit their response to the instructor by the end of class. 	
6	Chapter 9 Chapter 10	<p>Professor-Led</p> <ul style="list-style-type: none"> • Review correct answers for Online Exercise #1: Reviewing Memo Guidelines (homework from Week 5) • Instructor reviews the fundamentals for writing persuasive messages. • Instructor focuses on persuasion in resumés and application letters referring to information in Chapter 10. • Instructor encourages students to refer to this chapter when job hunting in order to be successful at interviews and to write the appropriate follow-up messages • As a class, complete Chapter 9's Writing Improvement Exercises #2: Analyzing Persuasive Openings. Discuss answers as a class and revise each opening. <p>Individual/Group Work</p> <ul style="list-style-type: none"> • Individually, students choose one of the scenarios in the Case Study Exercises and draft a message in response. • Students trade messages with a peer and provide feedback. At the end of class, students return each other's work. 	Revise peer-reviewed message (from class) and submit original and revision to instructor through course learning management site.
7	Chapter 8	<p>Professor-Led</p> <ul style="list-style-type: none"> • Instructor reviews the material relating to delivering unfavourable news, highlighting the indirect pattern and the use of buffers. • As a class, complete Writing Improvement Exercises #2: Choosing a Direct or an Indirect Approach. Discuss answers as a class. <p>Individual/Group Work</p> <ul style="list-style-type: none"> • Complete Writing Improvement Exercises #3, 4, 5, and 6. On the whiteboard or screen, have students share an original sentence and their revision. 	Choose one of the scenarios described in Writing Improvement Exercises #2: Choosing a Direct or an Indirect Approach. Draft a message in response to the scenario. Students will have to create details or use their current/past place of employment to

			develop content for the message.
8	Chapter 11	<p>Professor-Led</p> <ul style="list-style-type: none"> • Instructor reviews the information regarding informal reports. Special attention is paid to the elements of an informal report and information and recommendation reports. • Instructor poses a problem: many students report a high level of stress at this time of the semester (mid-term). What are some recommendations for students to reduce stress? • As a class, students brainstorm stress-relieving strategies that could easily be incorporated into their own routines. <p>Individual/Group Work</p> <ul style="list-style-type: none"> • In small groups, students draft the outline of their recommendation report (no more than five paragraphs) using the brainstorming above to develop content. The audience for the recommendation report is peers. By the end of the class, each group sends draft to the instructor. 	Complete Writing Improvement Exercise #4: Making Subheads Parallel and Writing Improvement Exercise #10: Analyzing and Revising Problem Questions.
9	Chapter 12	<p>Professor-Led</p> <ul style="list-style-type: none"> • Instructor summarizes feedback on the draft outlines of recommendation reports (take up of in-class work from Week 8). Describe common strengths and areas for improvement visible in the students' drafts. • Instructor segues by describing some differences and similarities between informal reports (Week 9) and formal reports (Week 10). • Instructor reviews proposals and formal reports, highlighting the elements of a formal report and making sure students mark these pages in their texts for future reference. <p>Individual/Group Work</p> <ul style="list-style-type: none"> • Instructor sets up groups for the final project: collaboratively writing a formal report with recommendations. Team members create a contract that will show how each team member will contribute to the project. • Once they have chosen a topic, they need to prepare a proposal memo to request permission to research this material and prepare a report. 	Proposal due by next class. Submit to instructor through course learning management site.
10	Chapter 13	<p>Professor-Led</p> <ul style="list-style-type: none"> • Instructor reviews expectations for the oral presentation portion of the final project, based on the information in Chapter 13. • Students can begin working on their oral presentation by 	Ongoing work on formal report. Progress report memo due at end of class.

		<p>selecting and saving useful visuals that they find while researching their topic.</p> <p>Individual/Group Work</p> <ul style="list-style-type: none"> • Students work on their final project. Draft a short progress report memo to be handed in at the end of class. 	
11	Chapter 14	<p>Professor-Led</p> <ul style="list-style-type: none"> • Instructor introduces chapter by starting with Online Activity #1. Share a consumer review of a popular local business (find one or ask students). Analyze the reviews (tone, potential impact on business, etc.). • Ask students if they write online reviews, and open discussion to students' use of social media and mobile communications in general. • Instructor reviews the information on social media and mobile communications. <p>Individual/Group Work</p> <ul style="list-style-type: none"> • Each group creates a short blog post regarding the topic of their project that will end with inviting peers to their presentations. 	<p>Blog post due by the end of the week. Share the link to the blog through course learning management site (or use the Blog tool within the LMS, if available).</p>
12	Review of Chapter 3 (Revising, Editing, and Proofreading)	<p>Professor-Led</p> <ul style="list-style-type: none"> • Instructor reviews strategies for revising, editing and proofreading, encouraging students to use the checklists in Chapter 3. • In groups, students reread their projects one last time to ensure there are not errors and compare their projects to the example in the text to ensure that there are no formatting errors or sections are missing. <p>Individual/Group Work</p> <ul style="list-style-type: none"> • Students use this time to make last corrections before handing in the report. • Students prepare visuals for the oral presentation next week. 	<p>Formal reports due.</p> <p>Oral Presentations due next class.</p>
13		<p>Final Class</p> <ul style="list-style-type: none"> • Oral presentations by students • Wrap-up of course • Instructor/course evaluations (if applicable) 	