GEB 3219: Speaking and Writing in Business
May 11 through August 7, 2015 ♦♦♦♦ Summer Break June 22-26

LEAD INSTRUCTOR & COMMUNICATION COACHES
Lead Instructor for GEB3219, all sections
Dr. Dorothy McCawley  dorothy.mccawley@warrington.ufl.edu
233C Bryan Hall 352-273-3213

Communication Coaches (note your section number) --TBA

<table>
<thead>
<tr>
<th>Section #</th>
<th>Communication Coach</th>
<th>Section #</th>
<th>Communication Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>7704</td>
<td>7696</td>
<td>7743</td>
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<td>737C</td>
<td>74CB</td>
</tr>
<tr>
<td>74A6</td>
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</tbody>
</table>

A major course component is the Communication Coach assigned to each section. Your Coach will:
1. evaluate the graded assignments
2. respond to emails within two business days
3. hold office hours each week

Your Communication Coach holds an advanced degree and has extensive experience teaching business communication. Your coach is your resource, so consult your Communication Coach often!

Course Set-up: All sections share the same Canvas site, but have a separate “page” for assignments, discussion boards, and announcements. So please note your section information and be sure to find your section page.

Course Description
In business, communication needs to be clear and convincing, so, you must be an effective writer and speaker if you wish to succeed. We’ve designed GEB 3219 – Speaking and Writing in Business to teach you the communication fundamentals to prepare you to:

- argue persuasively when writing and speaking
- master basic presentation skills
- learn the types of writing used in business communication
- understand how to write clearly, specifically, and concisely

You will learn communication principles through assignments drawn from business situations.
Email Etiquette
As part of professional business communication, you need to be familiar with email etiquette. Your approach and style can make the difference between success and failure in this class and in your career. The communication coaches may deduct points from your participation grade for an unprofessional email.

Getting Started Writing and Email: (1) know your audience and (2) know your purpose. Craft an informative, yet concise, subject line. In the body of the message, include your full name. Know why you are writing, and then choose the appropriate audience:

<table>
<thead>
<tr>
<th>Administrative matters</th>
<th>Questions about assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>For general <strong>administrative matters</strong>, contact Dr. McCawley (exam problems, textbook issues, technical glitches) via the <strong>Discussion Board</strong> on Canvas. You may also email Dr. McCawley for private questions:</td>
<td>For <strong>questions about assignments</strong>, contact your Communication coach. Please follow these practices for communicating with your Communication coach:</td>
</tr>
<tr>
<td>1. Use <a href="mailto:dorothy.mccawley@warrington.ufl.edu">dorothy.mccawley@warrington.ufl.edu</a></td>
<td>1. Use the email address in the table on the first page</td>
</tr>
<tr>
<td>2. Start with a salutation (Dear Professor McCawley or Dear Dr. Mac)</td>
<td>2. Start with a salutation (Dear Professor/Dr./Ms./Mr. Last Name)</td>
</tr>
<tr>
<td>3. Include section number and communication coach’s name (subject line or under your name)</td>
<td>3. Frontload your request</td>
</tr>
<tr>
<td>4. Frontload your request</td>
<td>4. Be specific and concise</td>
</tr>
<tr>
<td>5. Be specific and concise</td>
<td></td>
</tr>
</tbody>
</table>

For all correspondence, keep the body of your message short. If we need additional details, we will ask you. In closing, provide an alternative means of communication (perhaps the topic warrants a phone call or **Big Blue Button** session?), and a “Thanks” or “Best regards” in concluding.

*Use every opportunity to practice what you are learning about grammar, punctuation, spelling, tone, style, audience consideration, and purpose. Oh, and concision.*

As always, don’t send an email when you are upset. Save your email to your draft folder, and then review it when you are calm. You may find that you need to adjust your wording to accomplish your goal.
Course Texts

**Required**


Textbook is also available for rent and in a Kindle version.

**Required**

Register with GoReact at goreact.com ($15 fee for registration)

**Required**

A microphone and webcam/video camera

**Recommended, but not required**


ISBN: 0-536-86118-8

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
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<td>899-870</td>
<td>869-830</td>
<td>829-800</td>
<td>799-770</td>
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<td>729-700</td>
<td>699-670</td>
<td>669-630</td>
<td>629-600</td>
<td>&gt;600</td>
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The Run-Down

**Individual Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Biography Post</td>
<td>25 pts.</td>
<td>May 19</td>
</tr>
<tr>
<td>Extra credit post</td>
<td>20 pts.</td>
<td>May 23</td>
</tr>
<tr>
<td>E-mail to CC</td>
<td>25 pts.</td>
<td>May 24</td>
</tr>
<tr>
<td>Grammar &amp; Clarity</td>
<td>100 pts.</td>
<td>May 27</td>
</tr>
<tr>
<td>Extemp. Speech/outline</td>
<td>100 pts.</td>
<td>June 12</td>
</tr>
<tr>
<td>Portfolio Assignment</td>
<td>200 points</td>
<td>July 12, 19, &amp; 31, August 2</td>
</tr>
<tr>
<td>Presentation/Outline</td>
<td>100 pts.</td>
<td>July 21</td>
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**Team Assignments (Due July 7)**

- Rank the Emails (100 points: 50 team+50 individual)

**Participation (50 points)**

- On Adobe Connect:
  - One mandatory orientation session (5/17 or 18)
  - May 27, June 3, July 7, July 21, July 28
- Section activities
- Professional email communication

**Quizzes—On Canvas**

- Two 25-question multiple choice quizzes on textbook chapters and video lectures

<table>
<thead>
<tr>
<th>Quiz Type</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>100 pts.</td>
<td>June 14 OR June 18</td>
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<tr>
<td>Final</td>
<td>100 pts.</td>
<td>August 2 OR August 6</td>
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</table>

**Expectations**

To succeed in this class, you need to

- **Regularly check your Canvas email**
- View videos and read 1-2 chapters per week
- Complete exams and assignments on time (one letter grade reduction for each 24 hours late)
- Review instructions for assignments and **ask questions early**

**GORDON RULE WRITING REQUIREMENT (4,000 words)**

The Writing Requirement (Gordon Rule) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive writing credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course and meet 4,000 words. Instructors will evaluate and provide feedback on your written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

Be sure to submit **all** assignments to the appropriate link on Canvas.

Late assignments must be emailed to the communication coach and will result in a reduced grade.
ACADEMIC HONESTY GUIDELINES

University’s Honesty Policy Regarding Cheating and Use of Copyrighted Materials

The University Honor Code embodies some common-sense values: [http://www.reg.ufl.edu/01-02-catalog/student_life/](http://www.reg.ufl.edu/01-02-catalog/student_life/).

The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students are expected to pursue knowledge with integrity. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to act with integrity. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions in paragraph XI of the Student Conduct Code. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule 6C1-4.017).

**Cheating.** “The improper taking or tendering of any information or material which shall be used to determine academic credit.” Taking of information includes copying graded assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student’s paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. The tendering of information includes, but is not limited to, giving of your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

**Plagiarism.** “The attempt to represent the work of another as the product of one’s own thought, whether the work is published or unpublished, or simply the work of a fellow student.” Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

Needless to say, plagiarizing the work of others is a sign of inadequate character and insecurity about one’s writing ability. Bottom line: **all work must be original.**

STUDENTS WITH PHYSICAL DISABILITIES

We don’t meet in classrooms, but let me know if you require any special accommodations. The official statement on ADA issues states: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.” Moreover, we will do everything we can to support your individual needs and concerns.

STUDENT COUNSELING AND WELLNESS CENTER

Campus resources are available for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

- [UF Counseling & Wellness Center](#) (CWC): (352) 392-1575 for documentation, stress and wellness, mental health screening, concerns about a classmate, self-help, sexual or physical abuse

- [University of Florida Police Department](#) (UFPD): (352) 392-1111 or 911 for emergencies

Be sure to consult these resources as you need them.