

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>		UUPC Approval <u>9-9-24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Business Communications <b>College</b> College of Business		
<b>Current Course Prefix and Number</b> GEB3213	<b>Current Course Title</b> Introduction to Business Communication		
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b> Business Communication: Critical Analysis and Application  <b>Change prefix</b> From: _____ To: _____  <b>Change course number</b> From: _____ To: _____  <b>Change credits*</b> From: _____ To: _____  <b>Change grading</b> From: _____ To: _____  <b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>  <b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See Definition of a Credit Hour.          **WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>.          ***GE criteria must be indicated in syllabus and approval attached to this form. See <u>Intellectual Foundations Guidelines</u>.</small>		<b>Change description to:</b> This advanced communications course focuses on building critical thinking and problem-solving skills essential for workplace success. Students develop written and oral communications skills in current business practice, including research methodologies and analysis, organization and format, team membership and interpersonal strategies, business communications technology, and corporate ethics. Students create professional correspondence, formal reports, and presentations applicable to career and work environments.  <b>Change prerequisites/minimum grades to:</b>   <b>Change corequisites to:</b>   <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b> Spring 2025		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b>			
<b>Approved by</b> Department Chair <u>Joseph Coraggio</u> College Curriculum Chair <u>Julia Higgins</u> College Dean <u>Marc A. Rhorer</u> <small>Digitally signed by Marc A. Rhorer Date: 2024.08.27 17:25:12 -04'00'</small> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		<b>Date</b> August 27, 2024 <u>8/28/24</u> <u>9-9-24</u> <u>9-9-24</u> _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**GEB 3213 3 credits CRN #**  
**Business Communication: Critical Analysis and Application**

## **Course Description**

This advanced communications course focuses on building critical thinking and problem-solving skills essential for workplace success. Students develop written and oral communications skills in current business practice, including research methodologies and analysis, organization and format, team membership and interpersonal strategies, business communications technology, and corporate ethics. Students create professional correspondence, formal reports, and presentations applicable to career and work environments.

- This intensive skills-based course serves as one of two “Gordon Rule” classes at the 2000-4000 level that must be taken after completing ENC 1101 and 1102 or their equivalents. You must achieve a grade of “C” (not “C-”) or better to receive credit.
- The class also fulfills the College of Business requirement for an upper-division business communication course.
- Furthermore, this class meets the university-wide Writing Across the Curriculum (WAC) criteria, which expects you to improve your writing over the course of the term.

## **Instructional Method**

- Primarily Classroom, Fully Online, In-Class with Live-Remote Option

## **Prerequisites**

- Junior standing and admission to College of Business

## **Program Learning Outcomes Covered in this Course**

- PLO(1): Students will identify and apply legal and ethical principles to the operation of businesses
- PLO(2): Students will demonstrate and apply general knowledge of business processes
- PLO(3): Students will select and utilize appropriate technologies for business practices
- PLO(4): Students will apply statistics and data analytical skills in the analysis and interpretation of business data
- PLO(5): Students will demonstrate interpersonal skills to collaborate in a team setting
- PLO(6): Students will deliver professional oral business presentations in a group setting
- PLO(7): Students will create professional business documents using appropriate language, organization, and content

- PLO(8): Students will use critical thinking to make business decisions by identifying, evaluating, researching, and proposing solutions
- PLO(9): Students will make business decisions using knowledge of local and international environments

## ➔ **Course Objectives/Student Learning Outcomes**

Upon completion of the course, you will be able to demonstrate the following abilities:

- (CO1) Analyze communication situations and audiences to select the most effective way to communicate messages
  - PLOs Covered: PLOs 1-9
- (CO2) Use the three-step process of planning, writing (or developing for presentations) and completing business messages
  - PLOs Covered: PLOs 1-9
- (CO3) Write business documents (including visual aids) that are grammatically correct and in the appropriate business style
  - PLOs Covered: PLOs 1-9
- (CO4) Demonstrate ethical communication
  - PLOs Covered: PLOs 1-9
- (CO5) Self- and peer-assess papers and presentations providing insights that allow for improvement through the revision process
  - PLOs Covered: PLOs 1-5, 8
- (CO6) Conduct research to produce well-supported business communication products and reference sources according to the APA-style manual
  - PLOs Covered: PLOs 1-9
- (CO7) Prepare documents and strategies for an effective job search that targets your field
  - PLOs Covered: PLOs 1-9
- (CO8) Develop a thesis/position and create well-developed arguments to support it
  - PLOs Covered: PLOs 1-9
- (CO9) Deliver business presentations appropriate for the audience, purpose, and situation
  - PLOs Covered: PLOs 1-9
- (CO10) Use communication technology appropriately and effectively
  - PLOs Covered: PLOs 1-3; 5-9

## **Required Computer and Internet**

Computer with Internet access, Word, PowerPoint, Working web-camera, and microphone; smartphone or camera for taping videos. You are responsible for having a relatively new (i.e., fast) computing device with high-speed Internet access that is capable of uploading and downloading large, many megabyte files, including 5-6 minute video files. You must also have a

currently supported version of Windows with Microsoft Office (or a fully functional equivalent) that is fully compatible with FAU's Canvas software.

Students' presentations will video record their online, virtual, or on-campus presentations to allow for self-, peer-, and instructor-review to meet Course Objectives. **Have access to a webcam, either built into your computer or an external one.** If you record on a late-model smart phone, know that these video files are quite large, and may need to be converted, compressed, or first uploaded to an external site like Google Drive or YouTube to be accepted by our Canvas platform. Late uploads due to technical difficulties can result in a reduction in assignment grade.

**FAU and Canvas = PC environment** If you have a Mac, please allow yourself extra time to complete assignments in the event Mac software is not recognized by Canvas. All work submitted to Canvas must be in WORD; Pages or other word processing programs are not acceptable. Students are ultimately responsible for ensuring their devices and software used are compatible with the Canvas and FAU environments. Please see this link for more information: <https://canvas.fau.edu>.

By registering for an online course, you accept responsibility for mastering technology necessary to satisfactorily complete assignments. Your instructor is not responsible for advising you on technological problems. The FAU Help Desk can be reached at 561-297-3999; Canvas support is available at <http://www.fau.edu/oit/canvas> and clicking the "submit a ticket" link.

## Canvas Course Platform

This course uses Canvas: <https://canvas.fau.edu>. Go to the Canvas website through My.Fau and log in using your FAUNet ID and password. This site must be checked daily for important updates and announcements. This platform will be used to facilitate all requirements of the course. You must review the platform and the tutorials to be able to perform in the course. You will use Canvas to submit your assignments and to participate in the mandatory review of all evaluated assignments.

Assignments must be submitted to Canvas in the designated locations to receive a grade. Emailed assignments are not considered submitted for grading purposes. Students who do coursework from shared or work computers are not exempt from these requirements. No assignment extensions will be granted for a student's inability to fully access Canvas functions from shared or work computers.

**It is the student's responsibility to ensure functional access to Canvas once the semester begins. If you have problems with Canvas, FAU's Office of Information Technology provides technical support from its website: at <http://www.fau.edu/oit/canvas>.**

## Writing Across the Curriculum (WAC) <http://www.fau.edu/WAC>

The University WAC program promotes the teaching of writing across all levels and all

disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions. If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

## Course Evaluation Method

The following items show the (representative) available points per assignment for the course:

<b>Assignments</b>	<b>Points</b>
Skill-building and Participation Activities	250
Career writing: LinkedIn or Cover Letter/Resume Assignments (CW)	100
Informative presentation outline (IPO)	100
Informative presentation (IP)	100
Business letter (NBL)	50
Recommendation Report Skeleton and Research Assignments	50
Recommendation report (RR)	150
Recommendation presentation outline (RPO)	100
Recommendation report presentation (RP)	100
<b>Total</b>	<b>1000</b>

### Assignment Descriptions

**You will prepare the following, or equivalent (but not limited to) graded assignments:**

#### *Professionalism, Participation, and Skill-building Activities*

Participate in class activities such as the following: threaded discussions, self-evaluations, peer reviews, office-hour discussions, online discussions and journals, interactive tutorials, readings and quizzes, Toastmasters visits, and various other writing and speaking weekly activities.

#### *Career Readiness Assignments*

Develop a personal career footprint through cover letters, resumes, and use of career technology and platforms targeted to the student's discipline and career goals. Emphasis is on creating a personal professional brand, interviewing techniques, error-free writing, developing leadership attributes, and demonstrating emotional intelligence.

#### *Informative Presentation Outline*

Create an informative presentation outline based on an assigned topic. This outline must include concrete details and demonstrate correct outline conventions: format, clarity, conciseness, cohesiveness, and mechanical accuracy. Additionally, it must include an APA reference list with corresponding parenthetical references (in-text citations).

### ***Informative Presentation***

Individually or with a team, (1) convert your *Informative Presentation Outline* into an effective, professional team presentation; (2) prepare slides that reinforce and illustrate your key points; (3) dress appropriately for the assigned situation; (4) meet the assigned time requirement.

### ***Negative Business Message***

Individually or with a team, write a business letter, email, or memo. This assignment requires analytical thinking, creativity, tact, effective writing and revision, and people skills.

### ***Recommendation Report***

Gain approval from company decision-makers for your recommendation: (1) Gather research from outside sources; (2) use an analytical report or memo structure to write a report; (3) analyze a business decision based on clearly defined criteria relevant to a particular audience; (4) include varying options; and (3) provide and justify your recommendation. You will submit a draft of this report and revise it before submitting the final report (≈3,000-4,000 words for draft + final paper)

### ***Recommendation Presentation Outline***

Prepare for a boardroom presentation: (1) Convert your *Recommendation Report* into a persuasive presentation outline for the assignment-specific audience; (2) create a direct, persuasive outline of your recommendation, reasons, and evidence; (3) anticipate concerns the management team might have and address them.

### ***Recommendation Presentation***

Based on the *Recommendation Presentation Outline*, (1) deliver an individual persuasive presentation for the assignment-specific audience including slides that reinforce and illustrate key points; (2) meet the assigned time requirement; (3) dress appropriately for the situation; (4) communicate your ideas conversationally.

**NOTE: No extra-credit assignments are given in this class. A passing grade for the course cannot be earned unless all assignments are submitted.**

### ***Mandatory Meeting Requirement***

Additionally, ***you are required to attend “touch-base” meetings with your instructor as scheduled during the semester*** to discuss your progress, review assignment feedback, work on course material, and establish goals for the remainder of the semester. This class will offer meetings through Zoom or Webex. The student is required to dress appropriately for all meetings and keep a professional view open through their webcam.

## Course Grading Scale

The following table provides the grading scale for both individual activities/assignments and for the course. You can check your grades by going to the Grade Center in Canvas.

**NOTE:** No extra-credit assignments are given in this class. **Final grades will reflect the exact score seen in your Canvas gradebook after the last assignment is graded. Final grades will not be rounded up, as those right-side decimal places are mathematically significant. For example, a student would have to achieve a perfect score on an additional assignment to raise a final 91.8% to a 92.00%.**

Points / Percentage	Letter Grade	Points / Percentage	Letter Grade
920-1000 / 92%	A	720-779 / 72%	C
900-919 / 90%	A-	700-719 / 70%	C-
880-899 / 88%	B+	680-699 / 68%	D+
820-879 / 82%	B	620-679 / 62%	D
800-819 / 80%	B-	600-619 / 60%	D-
780-799 / 78%	C+	0-599 / 0-59.9%	F

### Grading Criteria

A specific grading rubric will be provided with each major assignment along with specific comments on the assignment itself. The following table provides you a general grading-scale rubric for all assignments:

<p><b>A= Accomplished demonstration:</b> meets all assignment objectives; provides an organizational structure strategically targeted to the communication’s purpose; precisely targets the identified audience; expresses ideas clearly, concisely, precisely and appropriately; demonstrates near-perfect mechanics; meets deadlines for drafts and final submissions.</p>
<p><b>B= Better-than-acceptable demonstration:</b> meets all major assignment objectives; provides clear organization to achieve the purpose; clearly targets the audience; generally expresses ideas clearly, concisely, precisely, and appropriately; demonstrates occasional mechanical deviations; meets deadlines or agreed upon extensions for drafts and final submissions.</p>
<p><b>C= Acceptable demonstration:</b> generally meets the assignment objectives; provides enough organization to achieve the purpose; overall targets the audience well enough to achieve the communication objective; expresses ideas understandably, but may need to be more concise and precise; demonstrates mechanical deviations, but none significant enough to impede the communication and/or discredit the communicator; meets deadlines or agreed upon extensions for drafts and final submissions.</p>
<p><b>D= Insufficient demonstration:</b> falls short of meeting the major assignment objectives; presents either an unclear organizational structure or one that detracts from the communication’s purpose; does not target the audience well enough to achieve the objective; expresses ideas using vague, excessive, or inappropriate words; demonstrates mechanical deviations significant enough to impede and/or discredit the communication; misses deadlines.</p>

**F= Unacceptable demonstration**—does not meet the major or most of the minor objectives of the assignment; expresses ideas in unclear language or with major mechanical deviations; demonstrates writing that ignores concepts taught in course or professor’s comments on previous papers; does not hand in the assignment; or includes plagiarized material in the assignment.

## Grading Method

All major assignments in this class provide feedback to students in three distinct ways: grade scores, rubrics, and Instructor comments. Students must be able to access all the feedback provided for a given assignment to be able to understand the grade and improve skills. Students will of course receive a numerical score for all assignments. In addition, students should access the personalized rubrics for each assignment in the Canvas gradebook. These rubrics show the grading criteria and point values for each element of an assignment.

In addition to evaluating overall performance for each element, the rubric will contain comments from your Instructor. These comments should be studied to better perform on the next assignment. The rubrics accompany each assignment, so students will understand how an assignment will be graded before the assignment is due.

For written assignments, students will also receive Instructor’s comments on organization, format, content, grammar, and mechanics. Students may see their papers commented on directly in Canvas, and/ or they may see an attached document with editing comments in the Canvas gradebook. Every written assignment will have comments, so students must contact Instructors immediately if no comments are viewable.

**Students may have difficulty viewing the comments appearing directly on their submitted work, on Smartphones and certain Apple devices. All students are required to view comments. ALL COMMENTS MUST BE VIEWED within 48 hours of receipt. Students who do not VIEW FEEDBACK will lose 5 points per assignment.**

**Questions about Assignments or Grades.** If you have questions about assignments given or grades issued in this course, including your final grade, you must first contact me; this course will adhere to FAU procedures for grade reviews. **Follow the 24/7 rule: Wait 24 hours before contacting me about your grade so that you have time to study the rubric ratings and feedback, but do not wait more than seven days.**

## Policies on Exams, Attendance, Late Work, Incompletes

### Exams

This course may have skill-building quizzes but does not have mid-term or final exams.

### Participation



To keep up with announcements and the class activities/assignments, **log in at least three times per week—be sure to check the announcements and your FAU email account. If ten consecutive days (two business weeks) go by and you have not logged in, you will be viewed as having abandoned the course, which may result in your receiving an F.**

You will be required to participate in threaded discussions a number of times during any given week. Some activities have “interim,” or mid-session due dates requiring your input before the final session due date. Missing these mid-session dates will result in a reduction of points for that activity and can have a negative effect on your final grade. To earn even minimum points, posts have to exhibit a main idea, employ topic sentences, and be free from grammar, spelling, or word choice errors.

Once a session closes, students cannot go back to earn missed participation points for that week, as the rest of the class will have moved on.

This course averages not less than six hours (two hours for each credit hour) of out-of-class assignments each week for the semester. Out-of-class assignments may include readings, research, homework assignments, research papers, interactive tutorials, study groups, or other activities appropriate for the course. For this class, set aside 5.5 to 8 hours a week for outside work. Of course, your time might be at the low end or might extend beyond the 8 hours, depending on your current skill level in the subject matter. Be honest with yourself and err on the high side. This course requires your time, so be sure to adjust your other commitments as necessary.

**University Attendance Policy.** Students are expected to attend all scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

### **Late Assignments**

All assignments and revisions are due on or before the date specified.

- **Major assignments** (outlines, papers, and presentations) that are late will be penalized

5% of the total possible points per day for that assignment. For every day an assignment is late, whether it's an hour late or 20 hours late, 5% of the total points for that assignment will be deducted. **The assignment drop boxes are set to close after 7 days; once they do, the assignment will no longer be accepted and the student will earn zero points for the assignment.**

- **Weekly skill-building exercises** (discussion threads or shorter learning activities) must be completed by the due date—access to the assignment dropbox will close and no late work will be accepted. Please do not email or attach document files to your instructor after the assignment due date.

If you anticipate a problem completing an assignment, contact me immediately **ahead of time**. Provide documentation for all problems reported after the fact.

## Incompletes

Incompletes are not issued for this course except in extreme and rare circumstances (e.g., hospitalization). Documentation will be required. **To receive an “I” under these circumstances, you must be passing the course with only the final assignment remaining.** Incompletes are NOT issued (1) when the student has established a pattern of late assignment submissions over the course of the semester, and/or (2) to allow students additional time to complete more than one assignment in the course. The student must make up the work in a specified time, which will be within the next semester.

The College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete (“I”) grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing (“F”) grade. Please see the University policy on Incompletes, below, which is modified by this section.

## Netiquette and Professionalism Policies

Click on the following link to familiarize yourself with proper netiquette:

<http://www.albion.com/netiquette/corerules.html>. Pay particular attention to these points:

- a. Before emailing or posting a question, review the syllabus, schedule, and/or course assignments for the answer.
- b. Communicate on a professional business level; use complete, grammatically correct sentences and professional-level language. Do not use texting conventions or social media shorthand. Using any type of profanity (even acronyms) or engaging in any type of unprofessional behavior will result in your access being denied.

- c. Create accurate subject lines. Do not introduce a new issue/question using an old or resolved subject line, which might result in the email being overlooked.
- d. **Provide your full name. Email addresses often do not. I will not respond to non-FAU emails, especially when it is unclear whether the author is a student in my class.**
- e. Remember that what you write is more likely to be misinterpreted than what you say because written words are devoid of body language and vocal/facial expression.

## Communication Policy

Check for announcements in Canvas at least once a week. Be sure you are getting (and reading) announcements and emails sent from our Canvas course.

FAU's primary source for correspondence with students is through the student's FAU email. Messages sent by the University may include time-sensitive information regarding student accounts, announcements and class information. Students are responsible for checking their FAU email on a regular basis. FAU has partnered with Google to bring students Owl Apps, a Gmail interface that replaces the MyFAU email and includes a 25 GB inbox, among other features. To switch to Owl Apps and for more information about FAU email, visit [www.fau.edu/owlapps](http://www.fau.edu/owlapps). For issues with logging into MyFAU, contact the Office of Information Technology Help Desk or 561-297-3999.

Be sure to check your FAU email address and Canvas daily. I'll be using it to contact you throughout the semester. Please do not forward your FAU email to your personal account; forwarding is not reliable, and you will be held responsible for information sent to your FAU email address. All emails should be sent to the instructor of record at [dfuente1@fau.edu](mailto:dfuente1@fau.edu) and not to any TA listed in the Canvas platform. Except for Saturdays, Sundays, and holidays, I generally will respond to emails within 24 hours.

## E-Mail/Web & Technical Assistance

The online environment always creates the possibility for technical issues. Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success increase greatly. Please take the following steps should a problem occur:

1. Screen cap the page(s) where the problem occurred.
1. Complete a Help Desk ticket at <http://www.fau.edu/helpdesk>.
1. Send me an email to notify me of the problem. Include the information and attachment you sent to the Help Desk.
2. If you do not have access to a computer, leave a detailed message at 561-297-3940 (Business Communications Office)
3. If you do not hear back from the Help Desk or me within a timely manner (48 hours), follow up with the appropriate person until a resolution is obtained.

## Remediation Requirement

Students who do not demonstrate satisfactory writing or speaking skills in their assignments will be required to seek tutorial help and/or attend Toastmasters; if these skills do not rise to an acceptable level by the end of the semester, they will be required to repeat the course.

## Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

**Anti-Plagiarism Software.** Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. Turnitin, a plagiarism detection service, will be used along with other means for detecting plagiarism for any papers submitted to this course.

**Restriction on use of Artificial Intelligence-generated text:** The FAU Code of Academic Integrity, Regulation 4.001, indicates cheating includes receiving assistance from another person or entity while working on an assignment. Further, as the Code makes clear regarding plagiarism, not only is plagiarism the use of words from any source without giving proper credit to the source and author, but plagiarism also includes using ideas or facts from a source within your own words without proper citation.

As such, the unauthorized use of artificial intelligence or any text-generating software used in assignments will be treated as plagiarism and a violation of the Code of Academic Integrity in any business communication course. Unless specifically directed by the course instructor, you are prohibited from using any type of generative tool. Please contact your instructor if you are unsure about assignment instructions. For the complete Code of Academic Integrity, please see <https://business.fau.edu/undergraduate/current-students/academic-policies/academic-integrity>

**Citation Method:** Students must give credit to the information sources used for papers and presentations. This class uses the Publication Manual of the American Psychological Association, 7th ed. (hereafter referred to as APA). Click on the following links for guidance:

- APA Basics Tutorial: <http://flash1r.apa.org/apastyle/basics/index.htm>
- Red Deer College Library: <http://rdc.libguides.com/apa>

- FAU Libraries Information Literacy & Instructional Services:  
<http://www.library.fau.edu/depts/ref/instrsrv/mainwksh.htm>

APA—not MLA or any other style you previously learned—is the required format to use. You are probably most familiar with MLA, but MLA is a style guide used for the language arts, not for business.

## **Selected College and University Policies**

**College of Business Minimum Grade Policy Statement:** The minimum grade for College of Business requirements is a “C.” This includes all courses that are a part of the pre-business foundation, business core, and major program. In addition, courses that are used to satisfy the university’s Writing Across the Curriculum and Gordon Rule requirements also have a minimum grade requirement of a “C.” Course syllabi give individualized information about grading as it pertains to the individual classes.

### **Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

### **Disability Policy**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### **Religious Observance Regulation**

*In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, please see FAU Regulation 2.007 at <https://www.fau.edu/regulations/chapter2/Reg%202.007%208-12.pdf>*

### **Grade Appeal Process**

A student may request a review of the final course grade when he or she believes that one of the following conditions applies:

A computational or recording error in the grading.

Non-academic criteria applied in grading process.  
 A gross violation of the instructor's own grading system.  
 Follow these procedures:

[http://www.fau.edu/regulations/chapter4/4.002\\_Student\\_Academic\\_Grievance\\_Procedures\\_for\\_Grade\\_Reviews.pdf](http://www.fau.edu/regulations/chapter4/4.002_Student_Academic_Grievance_Procedures_for_Grade_Reviews.pdf)

### Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise.

To ensure these rights, faculty members have the following prerogatives:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct



## Sample/Representative GEB3213 Course Topical Outline

### TOPIC/CHAPTER

Learning Module	To Do for Class	Assignments to be submitted by 11:59PM	Representative Course Objectives Covered
1 Introduction	<ul style="list-style-type: none"> <li>• Read about the importance of and effective implementation of Business Communication Skills.</li> <li>• Read about working in teams and intercultural communication</li> <li>• Read content on leadership, emotional intelligence, and professionalism</li> </ul>		COs: 1-4; 9-10
	<ul style="list-style-type: none"> <li>• Complete Student Introduction Assignment</li> </ul>		
		Student Introduction Video	
2 Audience Analysis	<ul style="list-style-type: none"> <li>• Read about the importance of planning what you write.</li> <li>• Read about the writing process and audience</li> <li>• Read about Public Speaking and Audience Analysis</li> <li>• Complete Audience Analysis Assignment</li> </ul>		COs: 1-4; 7-8

		Audience Analysis DRAFT	
		Audience Analysis PEER REVIEW	CO: 5
		Audience Analysis FINAL	
3 Career Writing	<ul style="list-style-type: none"> <li>● Read about resume writing, and one to one communication skills.</li> <li>● Complete Career Writing Documents</li> </ul>		COs: 1-4; 6-10
		Resume DRAFT	
		Resume PEER REVIEW	CO: 5
		Cover Letter DRAFT	
		Cover Letter PEER REVIEW	
		Resume, Cover Letter <b>AND</b> Job Posting FINAL	
4 Speaking to Inform	<ul style="list-style-type: none"> <li>● Read about the principles of verbal and non-verbal communication</li> <li>● Read about personal branding</li> <li>● Read job interview tips</li> </ul>		COs: 1,4, 5, 6, 7, 8, 10
		Mock job interview Outline	
		Mock job interview	
		Self-Evaluation Job Interview	
5 Challenging Conversations	<ul style="list-style-type: none"> <li>● Read about engaging in challenging conversations</li> <li>● Submit Challenging Conversations Draft</li> <li>● Complete Challenging Conversations Assignment</li> </ul>		COs: 1-4; 6, 8, 10

		Challenging Conversations DRAFT	
		Challenging Conversations PEER REVIEW	CO:5
		Challenging Conversations FINAL	
6 Writing to Persuade	<ul style="list-style-type: none"> <li>• Read about crafting formal business documents</li> <li>• Read about APA formatting and plagiarism</li> <li>• Submit Draft of Recommendation Report</li> <li>• Complete Recommendation Report Assignment</li> <li>• Complete Team Work Assessment</li> </ul>		COs: 1- 6; 8-10
		Rec Report DRAFT	
		Rec Report PEER REVIEW	CO: 5
7 Presenting to Persuade	<ul style="list-style-type: none"> <li>• Read about the importance of effective persuasive presentations.</li> <li>• Submit Recommendation Presentation Outline Final</li> <li>• Present Persuasive Recommendation</li> <li>• Submit Teamwork Assessment Form</li> </ul>		COs: 1- 6; 8-10
		Presentations Self-Evaluation  Team Assessment (Rec Report)  Team Assessment Rec Presentation	

**TOPICS INFUSED THROUGHOUT THE CHAPTERS**

**Critical Thinking**

- All assignments undertake foundational purpose and audience analysis; topic-specific assignments require strategic approach to research, content development, organization, technology, format, and delivery of the communication. Students



will analyze complex communication situations, demonstrate critical thinking, and problem solve in all assignments.

### **Interpersonal Skills**

- As all communication assignments require audience analysis and listener/reader assessment, interpersonal skills are developed through each exercise. Class participation, career readiness assignments, and collaborative and peer assessment reinforce leadership, personal and professional responsibility, emotional intelligence, and a willingness to engage with the class and the course content.

### **Effective Speaking and Writing**

- Communication assignments are designed to enrich students' writing, speaking, and composition skills in their degree program and in the workplace. Through scaffolded assignments designed to build skills understanding and acumen, students develop confidence communicating with enhanced clarity, mechanics, organization, and professionalism.

### **Problem Solving**

- All assignments require assessment of the methods and formats for optimal communication. Semester-long case studies require students to gather and evaluate data, facts, and sources; conduct business research; and offer solutions to current business challenges or impediments. Students learn to balance problem-solving innovation and creativity with solid research skills and viable, ethical solutions.

### **Technology**

- All written and oral assignments require the application of appropriate technologies to facilitate communication between speaker and receiver. Technologies range from “traditional” Microsoft 365 Office products to interviewing software and AI platforms for visuals and data communication.

### **Career Readiness**

- Career readiness is reinforced not only in Career Writing assignments, but also in weekly professionalism and participation assessments. Career readiness assignments stress development of personal brand, demonstration of superior interviewing skills, and skillful engagement with recruiting platforms and technologies. Students are empowered to market themselves by matching their skills, vision, and talent with industry opportunities.

### **Communication as a Business Process**

- All assignments are rubric- and feedback-scored along an array of communication criteria. Consistent rubric scoring in GEB 3213 and across the Business Communication Department reinforces that critical communication skills are measurable and reproduceable data points for student improvement.