**GEB 3213-000**

**00000**

**RI: Communicating Business Information**

**Fall 2017**

**BU 405 (?)**

**Thursday: 6:30 p.m.-9:20 p.m.**

**Professor Information**

Elizabeth Gillespie

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FL 341

(561) 297-2537

**Office Hours**

***Location***

FL 341

***Times***

Wednesday: 6:45 a.m.-7:45 a.m., 12:30 p.m.-2:30 p.m.

Thursday: 4:00 p.m.-6:00 p.m.

Friday: 6:45 a.m.-7:45 a.m., 12:30 p.m.-2:30 p.m.

By appointment (appointments needed for meetings outside of regular office hours)

**Required Materials**

***Course Materials***

All required materials will be provided on Canvas. These materials will include academic databases, journal articles, and other scholarly materials to supplement the course.

**Catalog Course Description**

*Writing Across Curriculum (Gordon Rule)*
Prerequisites: Junior standing and admission to College of Business
Students learn to think out business decisions through integrated instruction in writing strategies, business, and business reporting techniques in this intensive writing course. This course will feature a research-intensive project.

**GEB 3213: Supplemental Course Description and Research Intensive (RI) Designation**

GEB 3213: RI Communicating Business Information is an advanced communications course that fulfills all the broad objectives of GEB 3213, which are significantly enhanced through sustained research and inquiry. The sustained research and inquiry project in GEB 3213: RI Communicating Business Information concerns international economics, intercultural competency, and business ethics and aims to develop and refine students’ strategic thinking, creative problem-solving, and communication skills.

**Undergraduate Intensive Research Course (RI) Designation**

GEB 3213 carries the RI designation and is a research intensive course. Students’ transcripts will indicate to employers and graduate school admission directors that students are capable of identifying problems and recommending solutions, working in diverse teams, using critical thinking, analyzing research findings to make recommendations.

**Research Intensive Course Designation (RI) and Requirements**

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional learning opportunities and information at <http://www.fau.edu/ouri>.

**Student Learning Outcomes**

Research projects are expected to achieve all six of the following Student Learning Outcomes (SLOs):

**SLO 1: Knowledge**

Students will demonstrate content knowledge, core principles, and skills.

**SLO 2: Formulate Questions**

Students will formulate research questions, with integration of fundamental principles and knowledge in a manner appropriate to the business communications discipline.

**SLO 3: Plan of Action**

Students will develop and implement a plan of action to address research questions.

**SLO 4: Critical Thinking**

Students will apply critical thinking skills to evaluate information, their own work, and the work of others.

**SLO 5: Ethical Conduct**

Students will identify significant ethical issues in research and/or address them in practice.

**SLO 6: Communication**

Students will convey all aspects of their research (processes and/or products) in appropriate formats, venues, and delivery methods.

**How Assignments Facilitate the Assessment of Student Learning Outcomes:**

Table 1 indicates how course assignments facilitate the assessment of SLOs throughout the semester’s duration.

|  |  |
| --- | --- |
| **SLOs** | **Assignment Requirements and Assessments**  |
| **SLO 1:****Knowledge** | Students will consistently demonstrate GEB 3213’s course objectives (i.e., professionalism, formal writing, formal presentations, audience assessment, intercultural communication, and so forth) through various formal and informal activities/assignments. They will also develop and integrate additional knowledge from other major areas, including economics, marketing, and management. |
| **SLO 2:****Formulate Questions** | Students will continuously ask questions in formal and informal venues over the course of the sustained research and inquiry project. They will learn to identify crucial areas of consideration for a business’ international expansion (i.e., economic, sociocultural, and ethical), and they will learn to formulate the most important questions, which vary depending on a given business’ industry/sector (please see “Project Description” for additional detail). Aside from forming questions related explicitly to content, students will also formulate questions related to the delivery of content (i.e., creating questions that address how to deliver the content as effectively as possible to the audience, in both written assignments and formal presentations). |
| **SLO 3:****Plan of Action** | Through continuous scaffolding, students will formulate a plan of action that involves not only recommending a selected country after significant analysis, but also creating a logical implementation plan (i.e., the specifics of how/when the company should enter the chosen country). |
| **SLO 4:****Critical Thinking** | Through continuous scaffolding, students will consistently demonstrate critical thinking by formulating questions; forging connections between myriad economic, sociocultural, and ethical considerations; ultimately recommending a country based on careful evaluation of these considerations; and demonstrating creative problem-solving by proposing a logical implementation plan for the recommendation. Students will also demonstrate critical thinking by consistently taking into account the most effective presentation of their research and inquiry in multiple formats (i.e., informal, formal, written, and verbal).  |
| **SLO 5:****Ethical Conduct** | Students will develop a multifaceted understanding of the ethical issues a company faces when expanding internationally, which may include: labor laws, business practices, environmental regulations (or lack thereof), political repression (and its effect on U.S. business relations), censorship, treatment of various minority groups, and others. |
| **SLO 6:****Communication** | Communication will form an integral component of all aspects of the sustained research and inquiry project, including e-mails, class discussions, informal presentations, collaborative activities, drafting/revising, and creating professional documents and delivering a formal presentation. |

**Florida Atlantic University’s Undergraduate Research Symposium:**

Students are encouraged to submit the final research project to the Undergraduate Research Symposium held at Florida Atlantic University (Boca Raton campus) each Spring Semester. Use the following link for information: <http://www.fau.edu/ouri/undergrad_symposium.php>

**Statewide and National Opportunities to Present Student Research:**

Use the following link to find statewide and national opportunities to present the research:

<http://www.fau.edu/ouri/get_recognized.php>

**Credit Hours, Course Prerequisites, and Class Time Commitments**

*Credit Hours*: 3 credits
*Prerequisites***:** Junior standing and admission to College of Business

*Class Time Commitments*: According to Florida State Statute 6A-10.033, students must spend a minimum 37.5 of **in class** time during a 3-credit course. Additionally, students enrolled in a 3-credit course are expected to spend a minimum of 75 hours of **out-of-class-time** specifically working on course-related activities (i.e., reading assigned pieces, completing homework, preparing for exams and other assessments, reviewing class notes, etc.) and fulfilling any other class activities or duties as required.

**Writing Across the Curriculum (Gordon Rule)**

This writing intensive 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.  Students must achieve a grade of "C" (not C-minus) or better to receive credit.  Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect students to improve their writing over the course of the term. The University’s 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 course 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 the near-end-of-term paper. In this course, the recommendation report (draft and final version) will be submitted to the WAC assessment committee.

**Broad Course Learning Objectives**

1. Analyze communication situations and audiences to select the most effective way to communicate messages.
2. Use the three-step process of planning, writing (or developing for presentations) and completing business messages.
3. Write business documents (including visual aids) that are grammatically correct and in the appropriate business style.
4. Demonstrate ethical communication.
5. Self- and peer-assess papers and presentations providing insights that allow for improvement through the revision process.
6. Conduct research to produce well-supported business communication products.
7. Reference sources according to the APA style manual.
8. Develop a thesis/position and create well-developed arguments to support it.
9. Deliver business presentations appropriate for the audience, purpose and environmental context.
10. Use communication technology appropriately and effectively.

**Grading Scale and Availability**

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

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| --- |
| Grading Scale  |
| Numerical Score | Letter Grade |
| 93-100 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D+ |
| 63-66 | D |
| 60-62 | D- |
| 0-59 | F |

**Course Evaluation Method**

The following items constitute students’ grade for the course and the weight (in percentages). Students will complete drafts of the Professional Memo and the thesis-driven Recommendation Report, and they will revise these drafts based on peer- and instructor-feedback. Substantive written feedback from the instructor on all major assignments (Career Writing, Professional Memo, Proposal Presentation, Recommendation Report, Recommendation Presentation) will be provided in Canvas.

|  |  |
| --- | --- |
| Assignment*W* = Written and *P* = Presentation Assignment | Percentage of Grade |
| In-class Participation & Scaffolding Exercises (W/P) | 15 |
| Career Writing (W)  | 15 |
| Professional Memo (W) | 15 |
| Proposal presentation (P) | 15 |
| Recommendation report (W) | 20 |
| Recommendation presentation (P) | 20 |

The first two weeks of the semester will be dedicated to career development, and students will segue into the sustained research and inquiry project by the third week of the semester. The following paragraphs provide brief insight into the major assignments; Canvas will provide substantive guidance.

***In-class Participation & Scaffolding Exercises***

Class attendance will be taken daily, and peer reviews will accompany every major assignment. Students will attend office hours twice over the course of the semester to discuss their current progress and establish goals for the remainder of the semester. These appointments may take place during established office hours or by appointment. Given the research-intensive nature of this course, students will complete numerous scaffolding activities, which may include, but are not limited to: brainstorming, outlining, drafting, revising, cooperative learning, formulating questions, analyzing source credibility, applying research to business decisions, and so forth.

***Career Writing***

Students will conduct a job search and select a position or internship that interests them. After analyzing the target audience, students will create a cover letter and resume that highlight the qualifications sought by the target audience. Students will be evaluated on organization, content, analysis, conciseness, and mechanics.

**Sustained Research & Inquiry Project**

In this project, students will ultimately recommend a single country for a company’s expansion, based on economic, sociocultural, and ethical considerations, and they will clearly express the reasoning for this recommendation in the final report and presentation. Throughout this project, students will continuously refine their abilities in strategic thinking and creative problem-solving, as well as developing their professional communication skills in an array of communication mediums (informal, formal, written, oral, and so forth). In this project, students individually will write a minimum of 5,000 words (including the drafts, revisions, and final versions).

***Professional Memo***

The professional memo is the first part of the sustained research and inquiry project. In this memo, students will write to a theoretical company supervisor and identify the company’s reasoning for expansion to the particular world region, the logic underlying the selection of two countries within the particular world region, and the specific questions related to economic, sociocultural, and ethical considerations the student intends to research in significantly greater detail to arrive at a final recommendation. This memo will also briefly identify the formal avenues of research that the student intends to use, including databases, academic journal articles, and other credible references. Students will be evaluated on organization, content, analysis, conciseness, mechanics, and APA.

***Proposal Presentation***

The proposal presentation is the second part of the sustained research and inquiry project. In this informative presentation, students will transform their professional memo into a presentation delivered to their theoretical colleagues, outlining their company’s specific research plans and concluding with a brief Q&A session with the audience. Students will be evaluated on organization, content, analysis, verbal communication, nonverbal communication, and visuals.

***Recommendation Report***

The recommendation report is the third part of the sustained research and inquiry project. In this recommendation report, students will ultimately recommend one country to their theoretical supervisor on the basis of various economic, sociocultural, and ethical considerations through stringent analysis and critical thinking. Through creative problem-solving, they will also create a plan of action by detailing the specific implementation of the recommendation. The specific implementation may include the following elements: a reasonable time frame, various marketing strategies, and other essential actions a company must take to achieve a successful international expansion. Students will be evaluated on organization, content, analysis, conciseness, mechanics, and APA.

***Recommendation Presentation***

The recommendation presentation is the fourth part of the sustained research and inquiry project. In this persuasive presentation, students have several major objectives: to present the persuasive reasoning for their recommended country, to delineate the implementation plan for entering the recommended country, and to address any concerns/questions raised by the audience. The audience will be required to ask several questions of the students at the end of each presentation. Students will be evaluated on organization, content, analysis, verbal communication, nonverbal communication, and visuals.

**Additional Policies**

**Late Assignments**

Assignments/activities are due when specified. **Skill-building activities must be completed by the due date—no late work accepted**. For every day a major assignment is late, whether it is an hour or 20 hours late, **5% of its total points will be deducted**.

**Communication Policy**

1. Email Accounts: **FAU requires all students use their assigned fau.edu email address.** If students do not use their FAU account **or if students forward their mail to another account**, students may well miss the email messages sent through FAU: **Students are responsible for being able to receive messages sent to their FAU email address.**
2. Netiquette: Click on the following link for guidelines regarding proper netiquette: [http://www.albion.com/netiquette/corerules.html](http://www.livinginternet.com/i/ia_nq_send.htm#brief).

**Anti-plagiarism Software**

Written components of any assignment or project will be submitted to anti-plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University’s honor code discussed below.

**Code of Academic Integrity Policy Statement**

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. Such violations are **serious** offenses and may result in students’ receiving an “F” for the course and whatever other disciplinary action is allowed by the College and University. Please see the following link for FAU’s Academic Integrity Code: <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>

**Disability Policy Statement**

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)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 117 (561-799-8585).

**Religious Accommodation Policy Statement**

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 **and beliefs with regard to admissions, registration, class attendance and the scheduling of** examinations and work assignments.  For further information, please see Academic Policies and Regulations.

**University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the course instructor at least one week prior to missing any course assignment.

**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 math requirements also have a minimum grade requirement of a “C”. Course syllabi give individualized information about grading as it pertains to the individual classes.

**Incomplete Grade Policy Statement**

Incompletes are issued only in extreme circumstances (e.g., hospitalization). Documentation is required. Incompletes are given only to students who have finished most of the course requirements and are otherwise passing.

**Withdrawals**

Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course. Students are responsible for initiating this process. If a student does not formally withdraw and his or her name appears as a gradable entry on the grade sheet, his or her grade will be an *F*.

**Disruptive Behavior Policy Statement**
Disruptive behavior is defined in the FAU Student Code of Conduct as *“... activities which interfere with the educational mission within classroom.”* Students who behave in the classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

**Weekly Schedule**

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| **Week 1** |
| January 11 | Class Activities:* “Ice Breaker” Activity
* Syllabus & Canvas Overview
* Career Writing Overview
* Job Search Discussion & Workshop
 | **Due:** |
| **Week 2** |
| January 18 | * Cover Letter Workshop
* Resume Workshop
* LinkedIn Discussion
* Job Interview Practice
 | **Due:** |
| **Week 3** |
| January 25 | Class Activities:* Major Project Overview (Memo, Report, 2 Presentations)
* Current Events Activity re: International Expansion [SLO 1]
* Question Development Session #1—Companies, World Regions, Global Concerns [SLO 2]
* Company & World Region Research Workshop [SLO 1]
 | **Due:*** **CW (Final)**
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| **Week 4** |
| February 1 | Class Activities:* Key Definitions (Economic, Sociocultural, Ethical) [SLO 1]
* Question Development Session #2—Economic, Sociocultural, and Ethical Business Issues [SLO 2]
* Information Literacy & Source Credibility Activity [SLO 1]
* Country Brainstorming Research Workshop [SLO 1]
 | **Due:** |
| **Week 5** |
| February 8 | Class Activities:* Qualitative v. Quantitative Research Discussion [SLO 1]
* Analysis Activity #1—Application of Key Terminology to Initial Business Problem-Solving [SLO 4]
* Question Development Session #3—Qualitative, Quantitative, Primary, and Secondary Research [SLO 3]
* Professional Memo Peer Review Workshop [SLO 6]
 | **Due:*** **Professional Memo (Draft)**
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| **Week 6** |
| February 15 | Class Activities:* Proposal Presentation Overview
* Audience Profile Activity [SLO 4]
* Question Development Session #4—Organization, Content, and Delivery of Presentations to Diverse Audiences [SLO 2]
* Research-Driven Revision Workshop [SLO 6]
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| **Week 7**  |
| February 22 | Class Activities:* Visual & Slide Design Activity [SLO 6]
* Verbal & Nonverbal Communication Discussion [SLO 6]
* Active Listening Discussion [SLO 6]
* Proposal Presentation Outline Workshop [SLO 6]
 | **Due:*** **Professional Memo (Final)**
 |
| **Week 8** |
| March 1 | Class Activities:* Proposal Presentations [SLO 6]
* Instructor-Led Question & Answer Sessions [SLO 2]
* Recommendation Report Overview
* Midterm Research & Inquiry Self-Reflection [SLO 6]
 | **Due:*** **PowerPoint or Prezi**
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| **March 5-11 = Spring Break ☺** |
| **Week 9** |
| March 15 | Class Activities:* Clarity & Organization Discussion [SLO 3]
* Qualitative & Quantitative Research Workshop [SLO 1]
* Analysis Activity #2—Application of Qualitative, Quantitative, Primary, and Secondary Research [SLO 4]
* Question Development Session #5 [SLO 2]—Format, Organization, and Presentation of Written Research
 | **Due:** |
| **Week 10** |
| March 22 | Class Activities:* APA Reminders [SLO 6]
* Chart, Graph, & Visual Discussion [SLO 6]
* Analysis Activity #3—Application of Organizational Methods and Visual Aids in Research [SLO 4]
* Analysis-Driven Revision Workshop [SLO 6]
 | **Due:*** **Recommendation Report (Draft)**
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| **Week 11** |  |  |
| March 29 | Class Activities:* Implementation Considerations [SLO 3]
* Analysis Activity #4 [SLO 4]—Application of Revision Techniques to Research Reports
* Question Development Session #6—The “5 Questions” (How, When, Where, What, Why [SLO 2]
* Research-Driven Revision Workshop [SLO 6]
 | **Due:** |
| **Week 12** |
| April 5 | Class Activities:* Recommendation Presentation Overview
* Analysis Activity #5—Transformation of Written Research to Persuasive Presentations [SLO 4]
* Question Development Session #7—Content, Organization, and Delivery of Persuasive Presentations [SLO 2]
* Recommendation Presentation Outline Workshop [SLO 6]
 | **Due:*** **Recommendation Report (Final)**
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| ***\*April 6 = Last day to drop a course or withdraw without receiving an “F” in the course*** |
| **Week 13** |
| April 12 | Class Activities:* Business Ethics Case Studies [SLO 5]
* Analysis Activity #6—Application Problem Resolution and Crisis Communication to Business [SLO 4]
* Question Development Session #8—Student-Created Q&A for Formal Presentations [SLO 2]
* Final Research & Inquiry Self-Reflection [SLO 6]
 | **Due:** |
| **Week 14** |
| April 19 | Class Activities:* Recommendation Presentations [SLO 6]
* Question & Answer Sessions [SLO 2]
 | **Due:*** **PowerPoint or Prezi**
 |
| **Final Exam** |
| April 267:00-9:30 p.m. | Class Activities:* Recommendation Presentations [SLO 6]
* Question & Answer Sessions [SLO 2]
 | **Due:*** **PowerPoint or Prezi**
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