

COMM 286 Business and Professional Communication Course Description

***Please Note – This syllabus is built directly into Canvas so I've copied/pasted the content to this word document in order to share it in the reappointment system. Please advise if you would like to see it as it is presented to students in a Tabs page in their Canvas learning platform.**

Course Description and Learning Outcomes

Learner Tip:

- As you move through this course, take note of the ways you are learning/developing competencies across these outcomes. As you work with the material, interact with your peers, and manage the assignments, consider how you can apply what you are learning to your every day life.

One doesn't have to look far to see the importance employers place on good communication skills in prospective hires. In fact, the 2022 National Association of Colleges and Employers Job Outlook once again rates verbal and written communication skills, problem-solving skills, and the ability to work effectively in a team as among the most highly desired characteristics in new and potential employees. It's no secret that the ability to effectively communicate your ideas in public and interpersonal spaces in the professional environment and to negotiate workplace relationships often means the difference between getting that promotion and being passed over for it. Evidence of your ability to communicate well is one of the top skills that interviewers assess when evaluating job candidates. But what does it really mean to have good communication skills? In this class, you will develop and refine your oral communication skills so that you will be able to apply them in your workplace interactions, at the interpersonal level, in teams, and in a more public space. But achieving "good communication" in organizational contexts depends upon far more than organizational members' possession and execution of these often taken for granted and under-developed skills. It is critical that organizational members recognize the complex nature of communication itself, and its role in shaping organizational relationships and culture. Therefore, as you develop your personal and professional oral communication skills set in this course, we will do so from the foundation of developing an understanding of the complex nature of communication and begin to consider how communication between organizational members shapes and is shaped by an organization's culture--a critical component of how professionals experience the organization and ultimately, of organizational success.

The learning outcomes of this course are directly related to facilitating professional success by helping you to develop a more nuanced understanding of communication in the workplace and through the development of critical communication competencies in professional life. By the end of this course, you will be able to:

- Compare and contrast the transactional and linear model of communication.
- Articulate what communication competence is and why it matters to professional success.

- Develop improved interpersonal communication competence in the workplace.
- Develop and deliver a well-organized, well-supported, informative professional presentation aimed at enhancing personal and peer knowledge around communication competence in the workplace.
- Collaborate effectively with a team of peers using team communication and small group problem-solving competencies to identify a need for and develop a training program around critical communication competencies for a specific organization, industry, or profession.

ACE 2 Learning Outcome

COMM 286 satisfies ACE Outcome 2A: demonstrate competence in communication skills by making oral presentations with supporting materials. In this course, you will develop professional communication competence across interpersonal, small group, and public contexts with a particular focus on learning how to effectively develop and deliver professional business presentations. Course content includes developing and delivering impromptu, prepared, and group speeches (including research, organization of material, delivery, visual aids). Competency in ACE 2A will be assessed using two signature assignments: the individual informative speech presentation outline that allows students to demonstrate their capacity to develop, organize, and support oral presentations with credible research as well the individual delivery of this prepared informative outline.

Advocate, Negotiate, and Relate

The [Department of Communication Studies](#) [Links to an external site.](#) teaches students how to better advocate, negotiate, and relate across personal, professional, and public contexts. This course accomplishes this in several ways, including learning how to prepare and deliver a professional public presentation, navigate difficult interpersonal situations in professional life, and how to effectively collaborate in teams.

Course Structure

Learner Tip:

- Get familiar with your Canvas course site early, both for the whole class and for your individual team once it is established. Make sure you know where to access everything.
- Use the resources listed under "Important Resources" to help.
- Check your [Course Schedule](#) at the start of the week to plan your time out.
- If something is not clear after reviewing the information provided, ask your instructor!

This course is structured as a lecture/lab course that is meant to provide maximum access to and flexibility with the content, while maintaining the value inherent in learning from and with your

peers. Thus, this course is structured and taught in a way that combines recorded lectures and in-person elements. While the lecture and reading for each week will be posted online for you to view anytime prior to the scheduled course meeting for the week, the course will be delivered such that you are expected to be present in class at the scheduled class meeting time.

Weekly Readings, Lectures, and Work

Your Canvas shell is organized around weekly reading, lectures, and work that you will complete each week. Each week includes "pre-class meeting work", "in-class meeting work", and sometimes "assignment due dates". Pre-class meeting work will generally include a reading assignment, a lecture assignment, and sometimes a small task to prepare you for class and should be completed before the start of your scheduled class time each week. The in-class meeting work will include individual work and work that you will complete with your semester team. This work will most often be completed in class. If it is not completed in class, you will need to finish it up before the next class period.

Course Expectations and Policies

Learner Tip:

- Review these expectations and policies and, if you have questions about any of them, please reach out to your instructor.

In order to promote the most productive learning environment in this course, please be sure you are familiar with and abide by the course expectations and policies, detailed below. The first thing to understand are the policies around helping us to meet the safety guidelines this semester.

General Course Policies

Attendance. Class attendance is a key part of your learning in this class. Thus, all students are expected to attend all in-person class sessions. If you are unable to attend class due to illness or some other conflict, you should reach out to your instructor to advise them of your situation. If this is an excused absence, you will be allowed to make the work up for that class period.

Make Up Work Policy for Excused versus Unexcused Absences. To be absent from class means you did not attend and meaningfully participate in your class during its scheduled time. There are many reasons a student may not attend class, some of which can be considered "excused", and others of which will be considered "unexcused". If a student has an unexcused absence, that student is not eligible to make up the work that is missed due to the absence. If a student has an excused absence, that student will be given the opportunity to make up the work for that day for full credit *if done so within 7 days of the absence*. Work not submitted within 7 days of the absence will not be accepted for credit.

Excused absences are absences that result from a *student's illness, death in the student's family, or a conflict due to a university sponsored event*. For an absence to be considered "excused", the student should ideally contact their GTA **via email** prior to the absence about their need to miss

class. In the event of unexpected illness and/or emergency, students should send an email prior to class if possible, and if not possible, should contact their GTA **via email** no later than 48 hours from the time of the absence. ***PLEASE NOTE: On days that you are scheduled to deliver any kind of presentation, you will be required to provide documentation for your absence in order to make up your speech for points.***

Please note, this class comes together one time per week. Multiple and/or prolonged absences will make it difficult for students to keep up with this course. In these cases, students will need to provide appropriate documentation for absence(s) and will want to be in close contact with both their GTA and their advisor.

Self-Direction and Personal Responsibility for Success. Your success in this course is dependent on your ability to take control of your learning experience—develop a personal plan and commit to being responsible for coming to your assessment periods fully prepared. In addition to the communication skills and teamwork skills you will be learning in this class, employers list self-direction and self-motivation as highly desirable skills in today’s workplace. This class has been designed to promote your development of these skills. You will be expected to take personal responsibility for the weekly material presented online—the readings from the text, the weekly online lectures and the supplemental online material posted for your professional and personal development as communicators.

Respect and Contributing to Positive, Productive Classroom Culture. As students in a business and professional communication course, you are expected to remain professional in your interactions in your classroom, with your peers as you work together on team assignments, and with your instructor. Each student contributes to the classroom culture, and contributes to an environment that shapes the learning process. You are expected to respectfully engage in all aspects of the class. When disagreements do occur, you are encouraged to state your perspective in a respectful manner and listen respectfully to others. Respect for yourself, your peers, your instructor, and the class as a whole are imperative.

Part of showing respect for your peers and your instructor is ensuring you are giving your classmates and instructor your attention throughout the class period and throughout the group-related meetings outside of class. This means that in class, you are expected to silence your phones, avoid social media and surfing the internet, and put unrelated technology away when the instructor indicates that you should do so.

Academic Dishonesty and Student Misconduct. Just as ethics are important in business, they also are important in educational settings. Therefore, academic honesty and integrity **are** expected in this course. Any student who is found to have engaged in an act of academic dishonesty (e.g., cheating, plagiarism, complicity, misrepresenting excuses for missing class **or** turning in late work) will automatically fail the assignment and the case will be reviewed to determine whether the student will fail the course. **Plagiarism is any act of submitting another person’s work as your own work. Please note: It is possible to plagiarize yourself.** You may not submit work that you completed in a prior semester (for this or any other class) for a grade in the current semester. ***Doing this constitutes self-plagiarism.*** If you have questions about this, please talk with your instructor.

The Department of Communication Studies is committed to the highest standards of academic integrity. The Department adopts the campus definition of academic dishonesty in the Student Code of Conduct (Article 3, Section B-1) including cheating, fabrication or falsification, plagiarism (including self-plagiarism), abuse of academic materials, complicity in academic dishonesty, falsifying grade reports, impermissible collaboration, and misrepresentation. The instructors will meet with the student and if they determine that academic dishonesty or misconduct has occurred, the instructor will prepare a written account and file a "Misconduct Referral Form" with the Office of the Dean of Students. The full "Academic Dishonesty and Student Misconduct"

policy is linked to the department's website: <https://comm.unl.edu/forms-and-policies> [Links to an external site.](#)

Assignment Turn In. All assignments must be submitted through Canvas as explained in each assignment description. Assignments will not be accepted via email or any other format. It is your responsibility to use Canvas effectively to turn in your assignments and to ensure that your assignment is properly submitted before the assignment due date according to course specifications. **PLEASE NOTE:** Your assignments MUST be Microsoft Word documents. If you are saving your assignments on your MAC, you must add the .doc or .docx file extension to your document in order for it to be accepted.

Late Work. Meeting deadlines is very important and a mark of professionalism. All assignments are due to Canvas by the start of class time on the assigned day. Late assignments, with the exception of SmartBook Assignments and Lecture Quizzes, will be accepted up to four days beyond the due date, with a 10% deduction of the total points possible for every calendar day they are late. *Given the importance of completing the reading and lectures prior to class each week, SmartBook Reading Assignments and Lecture Quizzes will not be assigned points if they are completed after the date and time they are due in the course schedule unless you are missing class due to an excused absence. Please see make up work policy for excused absences.*

Turning Work in Early. You are welcome to turn your work in early. However, please note that your written assignments will not be graded until on or after the assigned due date.

Written Work. The work you turn in should reflect your professionalism. All written assignments must be typed and proofread for errors. Handwritten work will not be accepted.

Student Responsibility in Educational Process. Students are expected to engage in the learning process—come to class prepared and ready to discuss and apply the concepts and respectfully engage with one another and with the instructor. Students should embrace and engage instructor guidance and should respectfully and consistently contribute to their team. Each student has a responsibility to contribute to a positive, productive, respectful classroom culture. The timely completion and submission of coursework is critical to the learning process, as is the timely review and, if necessary, clarification, of feedback. Timeliness in these aspects of the class facilitate a student's ability to build on their knowledge throughout the semester.

Grading as a Part of Learning and Instruction. Instructors assess work in this course in accordance with how well it demonstrates student mastery of the course content (reading,

lectures, instructor classes and meetings, instructor feedback, etc). Students should strive to demonstrate mastery of these concepts in all aspects of their work. As a part of the learning process, instructors provide feedback when they grade to help students improve their skill and understanding as they move forward. Students are expected to review and incorporate this feedback in their future work.

24/7 Rule. Given the role of grading in the teaching and learning process, it is vital that students actively review their feedback and stay engaged in the process throughout the semester. If a student has a question or concern about feedback and/or the grade on a particular assignment, they are expected to take 24 hours from the time of receiving the feedback to consider it and determine how they can incorporate it into their understanding moving forward. If, after considering the feedback in depth, they have continued questions about the assessment, they should address those questions with the instructor within 7 days of receiving the feedback to ensure a productive conversation and the opportunity to learn from the feedback and assessment as they move forward in the class. **Please Note:** *Students must contact their GTA via email. It is not sufficient to leave a comment on your feedback as instructors do not receive notification that a student has done so, and are unlikely to see it in a timely manner. Students with concerns should email their GTA within the specified time frame.*

Grade Appeals Process. If a student has continued concerns after clarifying the feedback, they can consider initiating a grade appeal on the assignment. The Department of Communication Studies “Grading and Grade Appeals” policy document is linked to the department’s

website: <https://comm.unl.edu/forms-and-policies> [Links to an external site.](#)

Incompletes. Incomplete grades are rarely assigned in this class. Please plan to complete all work for the course within the semester you are taking it. In the event you experience circumstances that you see as potentially warranting an incomplete, please note that you must have completed at least 75% of the work in the course and you must approach your instructor before the last week of classes with a proposal for completion of the work. **Instructors generally do not approve these requests given the nature of the course and its focus on team collaboration.**

Team Collaboration. You are required to collaborate with a team to complete required projects ([Team Strategic Plan](#) and [Team Communication Case Analysis & Proposal](#)). You are expected to be a responsible and ethical team member. This includes fulfilling agreed upon tasks, being flexible with your schedule, and being respectful in all interactions. *You will need to be proactive as a team member from the first day of class through the end of the course.* You will need to develop a set of expectations within your group for the timely completion of your group work, demonstrating a clear respect for each group members’ need to complete the work within a specific timeframe. Communication among group members is essential! Be certain that you are responsive to your group members to avoid the development of frustration within your group.

Learning in COMM 286

Class Activity and Privacy: I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an

environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator, and is not to be shared outside the context of this course.

Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from the instructor, the course director, or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact [Services for Students with](#)

[Disabilities](#) [Links to an external site.](#) If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

I also encourage you to use your @husker.unl.edu email addresses; that way I know I am communicating directly with you.

Class Citizenship: Given that this course only meets once a week, it is critical that you pay close attention to your communication as a member of this class to facilitate this productive classroom climate. This means that you need to really think carefully about:

1) The tone of your emails and online communication. It is imperative that you be respectful to your instructor and to your classmates, particularly to your team members. When sending an email, read it over in different tones to see how it might be interpreted by the person receiving it. Is what you are saying clear? Is it respectful? Does it adequately convey your point? Does it provide enough information and context for the receiver to understand? Would you be comfortable with someone in a position to make a decision around hiring you for a professional job reading your message? If the answer to any of these questions is no, revise it before you send or post it. Think about how you are communicating in class. How do the choices you are making shape how your instructor and your peers view you as a student in the class? Do your contributions to class create or inhibit a productive learning environment for you and your peers? If you are not contributing in a positive way to establishing a productive learning environment for everyone, re-think and revise your approach to the class.

2) Your responsiveness to peers and to your instructor. Failure to respond in a timely way can be read as disinterest and disrespect, and can negatively impact your peers' ability to work with you constructively on completing in-class activities and team assignments. Please be certain that you are acknowledging communication from me and from your peers and responding in a timely way.

3) Be mindful of how you are interpreting others' online communication. It is easy to read emotion that we are feeling in the moment into a posting that someone else makes or an email that someone else sends. If you find yourself getting upset about someone's message, consider whether the tone that you are infusing within your reading of it is reflective of the intent, and

allow for the possibility that your interpretation is not reflective of the intent. When in doubt, ask for clarification before responding from a place of anger.

Technology Resources for Learning. We will be Canvas extensively to facilitate instruction throughout the semester. IT Support is available by calling 402-472-3970. You can also request help for Canvas using the Help Function on the left-hand side of your screen. Finally, we have put together a set of targeted resources to assist you with the specific technological platforms we are using in this class. You can find them under the **Important Resources** section of the Course Syllabus.

Your experience with learning in this course is important to the COMM 286 team. If you have questions, concerns, or positive feedback, please contact your instructor at [\[GTA Email\]](#). If I am unable to respond, or you feel I've not adequately addressed your concerns, you can contact the Course Director, Kathy Castle at kcastle4@unl.edu. If you have continued concerns, you can contact Department Chair, Dr. Jody Kellas at jkellas2@unl.edu. If your concern is still not resolved, please contact Associate Dean June Griffin at june.griffin@unl.edu.

Statement on Special Needs Accommodation

Students with disabilities, or who suspect they may have a disability, are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to participate fully in course activities or to meet course requirements. To receive accommodation services, students must be registered with the [Services for Students with](#)

[Disabilities \(SSD\) office](#) [Links to an external site.](#), 132 Canfield Administration, (402) 472-3787 voice or TTY.

Statement on Diversity and Inclusion

The Department of Communication Studies is committed to achieving inclusive excellence as

outlined by the university's [Office of Diversity and Inclusion](#) [Links to an external site.](#). As communication scholars and teachers, we believe communities and relationships are enriched when we give voice and value to diverse perspectives based on "group and social differences (e.g., race/ethnicity, indiginity, class, gender, gender identity, sexual orientation, country of

origin, and [\(dis\)ability](#) [Links to an external site.](#)), historically underrepresented populations, and cultural, political, religious, or other affiliations." We are committed to continual reflection and refinement of curriculum, scholarly endeavors, and community engagement to achieve goals of inclusiveness and equal opportunities for our students, faculty, and staff. If you have questions or concerns, feel free to discuss these with your instructors, the Chair of the

department ([Dr. Jody Koenig Kellas](#) [Links to an external site.](#)), members of the

department's [Committee on Diversity and Inclusion](#) [Links to an external site.](#), or the Office of Diversity and Inclusion.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same accountability and the same support applied to offenses against other protected categories; such as race, national origin, etc. If you or someone you know has been harassed or assaulted, UNL offers several resources for reporting and support

(<https://www.unl.edu/equity/title-ix> [Links to an external site.](#)). Located in Canfield Administration 128, Meagan Counley is UNL's Title IX coordinator. Her contact number is 402-472-3417. In the Student Union, Jan Deeds runs the Women's Center and is the Associate Director of PREVENT (the on-campus student organization aimed toward sexual assault awareness and bystander intervention). Her contact information is jdeeds1@unl.edu, and 402-472-2598. Additional support is offered through Counseling and Psychological Services (CAPS) located in the University Health Center on the second floor. The contact number for CAPS is 402-472-7450.

Required Course Materials

Learner Tip:

- Be sure you have all of the required materials and are able to access each required platform in the first week of class. If you have problems, reach out to your instructor right away to work through them.

This course will require that you have access to a customized e-textbook as well as a computer, tablet, or some other method of regularly accessing and using Canvas, your e-book, and actively participating in the classroom.

Required Textbook

Adler, R.B., Maresh-Fuehrer, M., Elmhorst, J., & Lucas, K. (2019). *Communicating at work: Strategies for success in business and the professions*. [Customized e-textbook for the University of Nebraska Lincoln]. Lincoln, NE: McGraw Hill.

All required course materials including the e-book will automatically be loaded into your course and be made available to you when your Canvas course is published. No access codes will be required for this process. The cost of this book will appear on your student bill as "Inclusive Access Material", and can be applied toward any available financial aid. If you have any questions on this, please contact Student Accounts at 402-472-2887 studentaccounts@unl.edu.

You can access your book by clicking on the **McGraw-Hill Connect link** on the left-hand side of the Canvas menu, and you can access the assigned reading in each work week section.

As a student you always have the choice to not purchase course materials. Thus, students may opt out of the purchase of these materials up to **August 31**. If you take action to opt out and then decide to opt back in, you must do this before August 31 as well. All students will receive an automatically generated email from Follett giving them directions on how to opt out if they so

choose. It is important to note that the required textbook for this course is a customized version that can only be purchased through this process. **PLEASE NOTE:** If you choose to opt out of this process you will not have access to all the materials you need to be successful in this course, and will lose the opportunity to earn a significant number of points in the class based on point-bearing reading and video assignments linked directly to each students' e-textbook account. If you have questions about how to access or opt out of the required course materials, please contact McGraw-Hill technical support (information available in your Canvas Course shell).

What Technology Will You Need?

- Laptop or Tablet
- This device should be able to access Canvas and the e-book so you can engage in class materials that are assigned. Please note, [university computer labs](#) [Links to an external site.](#) will be open.
- You need to be able to submit assignments using Microsoft Word documents and Microsoft PPT. Students can get access to [Microsoft Office from the University.](#) [Links to an external site.](#)

Assignments & Grading

Learner Tip:

- Be sure to review the detailed description and grading rubric for each assignment posted under Course Assignments.
- Be sure to pay attention to content presented in class with your instructor as well as in the online lecture and reading, and use all assignments as an opportunity to demonstrate your mastery of the course concepts as presented across these elements of your class.

Your final grade will be determined based on your performance on the following. **Please Note:** You are expected to read all assignment descriptions, grade rubrics, and pay attention to your specific instructors for all assignments. *Each assignment is an assessment of how well you are understanding and applying concepts presented in class via the textbook, lectures, and in-class discussions.* You are encouraged to work with your instructor to clarify questions prior to completing your work. Full details for each assignment will be posted in Canvas. You are expected to do your best work on each quiz and assignment. Thus, you are encouraged to proactively ask questions and work with your instructor before you finalize your assignment submission. Assignments build toward one another, so it's important that you review the feedback provided and use that to adjust your approach to future assignments. ***No assignment may be re-done for credit.***

SmartBook Reading Assignments (10 @ 10 points each). You are expected to read all assigned readings with attention to detail and a focus on understanding. As you read each chapter, you will be prompted to answer questions about the reading. The questions for each chapter you read represent the potential for you to earn 10 points. **Please Note:** These MUST be completed by the start of your class period on the day they are due so that you are prepared for class. If you do not complete the assignments by that time, you will not be eligible to earn the points associated with them. If something unexpected emerges that inhibits your ability to complete the assignment on time and that would constitute an excused absence (e.g., an extended illness), please talk with your instructor in advance of the due date or to discuss whether an exception can be made. No consideration will be given for an exception if the student has not reached out to make the arrangement within one week of the due date for the assignment.

Video Lecture Quizzes (9 @ 5 points each) After you watch each lecture, you will be prompted to answer questions about the content. **Please Note:** These MUST be completed by the start of your class period on the day they are due so that you are prepared for class. If you do not complete the assignments by that time, you will not be eligible to earn the points associated with them. If something unexpected emerges that inhibits your ability to complete the assignment on time and that would constitute an excused absence (e.g., an extended illness), please talk with your instructor in advance of the due date or to discuss whether an exception can be made. No consideration will be given for an exception if the student has not reached out to make the arrangement within one week of the due date for the assignment.

Class Participation and Engagement Points (10 @ 10 points each). Each week you will be asked to complete an activity that allows you to apply the concepts and ideas from assigned reading and lectures, either in an activity or in working toward the completion of an assignment in the course. This is a vital part of your learning in this course. You are given the opportunity to earn points for effectively working with the concepts and ideas in a constructive way supportive of your learning, the learning of your peers, and in support of creating a positive learning environment in the class. You must be present in class and constructively engaged to earn these points. If you have an excused absence, you will be permitted to make these points up, but must do so within seven days, per the established make up policy. **PLEASE NOTE: There are 11 opportunities throughout the course to earn these points. All students will drop their lowest score - so, in effect, 10 of these will count toward your grade. Please see your GTA with questions.**

Course Introduction Assignment (15 points). This assignment is designed to help your instructor get to know you and to help you get to know this course. It will task you with getting signed up for and getting familiar with the technological platforms we will use in this course, moving through the Canvas shell, finding and reading about course policies and exploring Work Week links. Be sure to ask questions if you have difficulty submitting this through Canvas.

Impromptu Speech (30 points). You will prepare an unrehearsed speech on a topic chosen by your instructor.

Individual Speech (170 points). You will research, organize, and deliver a professional oral presentation that focuses on business-related communication. You are free to choose your

business communication topic; however, you should make an effort to incorporate your newly enhanced communication vocabulary into the outline and speech, and importantly, inform your audience beyond what they have learned in the class content about the topic. This assignment includes points for two outline building block assignments - [building block 1 \(10 pts\)](#), [building block 2 \(10 pts\)](#), your final [outline \(50 pts\)](#), and an [in-person speech delivery \(100\)](#). This speech delivery must be extemporaneous in nature rather than manuscript or memorized. *Please note: If you read your speech from notes you will earn zero points on the delivery portion of this assignment.*

[Team Communication Case Analysis and Proposal Presentation](#) (115 points). With your teammates, you will analyze a case assigned by your instructor. Drawing from course content and credible outside research, you will, as a team, identify a key problem rooted in communication highlighted in the case, identify its cause, and propose a solution informed by what you have learned this semester in this course and additional in depth research. The goal will be to showcase your knowledge around communication processes and strategies and how they shape and are shaped by organizational life. Together, as a team, you will develop a [Team Strategic Plan \(25 pts\)](#) to organize your approach to completing this project. You will turn in a [rough draft of your full sentence outline \(15 pts\)](#) to receive general guidance from your GTA. Teams will be expected to be responsive to this guidance when completing their [final Team Communication Case Analysis outline and delivery \(75 pts\)](#).

[Extra Credit](#) (10 points maximum). Grades are calculated and assigned according to the grade scale below. Often students will hope for their instructor to "bump" their grade at the end of the semester, particularly when that student is close to the next grade level. We do not round grades up in this course, and we do not arbitrarily "bump" grades. However, we do provide each and every student with the opportunity to give themselves a "bump" in their grade by completing up to 10 points of extra credit throughout the semester. Please see the assignment description detailing opportunities to earn extra credit. If you have questions, please contact your section instructor for more details.

Course Grading Scale

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|---------------|---------------|---------------|---------------|----------|
| A+ = 97-99.9% | B+ = 87-89.9% | C+ = 77-79.9% | D+ = 67-69.9% | |
| A = 93-96.9% | B = 83-86.9% | C = 73-76.9% | D = 63-66.9% | F = <60% |
| A- = 90-92.9% | B- = 80-82.9% | C- = 70-72.9% | D- = 60-62.9% | |

Important Resources

Learner Tip:

- Be sure to make good use of the resources posted here and if you need help with something that you are not sure how to resolve, please reach out to your instructor

- If you are falling behind or not sure how to move forward, please reach out to your instructor ASAP for help!

Student Success Resources

Our goal in this course is to help you to be successful. In order to help you to do this, we have culled together some resources to assist you throughout the semester:

- [Sample Full Sentence Outline](#) Download Sample Full Sentence Outline
- [Study Maps By Chapter](#) Download Study Maps By Chapter
- [COMM Studies Communication Center](#) [Links to an external site.](#)
- [APA Style Citations and Formatting](#) [Links to an external site.](#) (Purdue OWL)
- [UNL Writing Center](#) [Links to an external site.](#)
- [How to Use UNL Libraries](#) [Links to an external site.](#)
- [Applying Course Concepts](#) Download Applying Course Concepts

Campus Support Resources

The University of Nebraska-Lincoln is committed to helping you succeed here as a student. There are a number of resources available on campus to help support you through a wide variety of challenges.

- [Counseling and Psychological Services \(CAPS\)](#) [Links to an external site.](#)
- [Student Affairs:](#) [Links to an external site.](#) Provides links to a wide variety of support services
- Forward to Fall: [Resources for COVID-19](#) [Links to an external site.](#)
- Food Insecurity: [Husker Pantry](#) [Links to an external site.](#)
- [Services for Students with Disabilities](#) [Links to an external site.](#)
- [OASIS:](#) [Links to an external site.](#) Office of Academic Success and Intercultural Services
- [Career Services:](#) [Links to an external site.](#) Start preparing for your career after graduation now!

- [Trio Services](#) [Links to an external site.](#)
- [Center for Advocacy, Response, and Education](#) [Links to an external site.](#): Offers support for victims/survivors of interpersonal violence and other crimes
- [Center for Academic Success and Transition](#) [Links to an external site.](#): This center is completely dedicated to student academic success, providing workshops and resources to help you manage your time, develop study skills, work with an academic coach as needed, and much more!
- [Big Red Resilience & Well-Being](#) [Links to an external site.](#): Located in the University Health Center, BRR&WB connects students to well-being resources including peer ambassadors, campus events, and beyond.

Technology Resources

Canvas Resources

Canvas is the University of Nebraska Learning Management System. All of your course materials, assignment submissions, and communication will happen within this Canvas. Below, please find some important resources if you are just getting familiar with Canvas:

- Be sure to bookmark the login URL for Canvas: my.unl.edu
- Use the help button to get [Canvas Help](#) - the live chat system works great!
- Be sure to install the Mobile App: [Apple](#) or [Android](#)
- Be sure to [set up your profile](#)
- Be sure to [set your notification settings](#)
- Remember to click the courses icon to [set what courses show on the dashboard](#)
- [Canvas Student Guide](#) [Links to an external site.](#)

We will be using Canvas extensively in this course. To assist you in this, here are some resources on how to use some of the specific features in Canvas that we will use in this course:

- [Using Canvas Calendar](#) [Links to an external site.](#)
- [How to View Annotated Feedback From My Instructor In Canvas](#) [Links to an external site.](#)
- Canvas Teams: You will work with your peer learning groups in teams, and you will have your own set of resources to work together throughout the semester.
 - Discussion Boards
 - [Collaborations](#) [Links to an external site.](#) These are online collaborative documents that your team can work on together. I recommend using

Microsoft 365 documents. Any time you need to create something together, just begin a new collaboration in your team!

- [BigBlueButton \(Formerly Conferences\)](#) [Links to an external site.](#) There will be times over the course of this semester that your team will need to meet together in a virtual meeting space, particularly as you begin working on your team project. If you or any member of your team has difficulty accessing these conferences, please reach out to your instructor ASAP to identify alternative methods of meeting outside of class.
- [Uploading Video to Canvas as an Assignment Submission](#) [Links to an external site.](#)

McGraw Hill Connect E-Book Resources: SmartBook and Lecture Quizzes

- [Tech Support](#) [Links to an external site.](#)

General Support

All students have the capability of submitting assignments through Canvas. If you have difficulty with this, it is likely due to a small compatibility issue that can be easily addressed. Please make note of the following simple troubleshooting steps if you encounter problems--these alleviate nearly all issues that students experience:

Technology Requirements and Tips

If you are having trouble getting Canvas to behave as it should, try the following solutions. If they do not fix your problem, contact the [UNL Helpdesk](#) [Links to an external site.](#)

Contact Canvas Help

- [Chat with Canvas Support \(Students\)](#)
- [Canvas Student Guide](#)
- Canvas Support Hotline (Students): 877-244-8884 - call 24/7
- Report a Problem. If Canvas misbehaves, tell us about it.

Recommended Computer Specifications

- [What are the basic computer specifications for Canvas?](#)
- [Which browsers does Canvas support?](#)

Problems Accessing Lectures?

- Restart your computer:

Frequently, simply restarting your computer fixes the issue.

- **Clear your browser cache:** Clearing your browser cache removes older temporary files that might affect your computer's ability to render video
- **Try a Different Browser:** If the browser you are using is not working correctly, please try a different browser. PC users are recommended to use [Firefox](#). Mac users are recommended to use [Safari](#) or [Chrome](#)

Common Browser Issues

Clear Cache

Your browser caches temporary copies of internet files to be more efficient, but if the browser fails to refresh its copy you may find yourself stuck with old or out-of-sync page content.

- [How do I clear my browser cache on a Mac?](#) [Links to an external site.](#)
- [How do I clear my browser cache on a PC?](#) [Links to an external site.](#)

Enable Flash

Some components of Canvas require the use of Flash. Review the tutorial [Enabling Adobe Flash](#) for more information.

Enable Java

Enabling Java might also help solve an issue you are experiencing. Canvas requires a working version of Java on the local computer for Chat and other functions in Canvas to work. Make sure you Upgrade to or [Download](#) the latest version of Java directly from Oracle.

Enable Cookies

Cookies are allowed by default on all supported browsers. If you experience problems staying logged in to Canvas, please check your browser settings to make sure you allow third party cookies. For more information on enabling cookies, please select your current web browser:

- [Mozilla Firefox](#)
- [Internet Explorer](#)
- [Safari](#) [Links to an external site.](#)
- [Google Chrome](#)

Disable Pop-Up Blockers

Announcements, assessments, chat, and web links may be opened within new windows in Canvas, which pop-up blockers can interfere with. You could select "Turn Off Pop-up Blocker," or add an exception to the pop-up blocker. The second option will allow functionality while still blocking pop-ups on other websites. Contact the UNL Helpdesk

The UNL Helpdesk is a free service available to all NEBRASKA students. You can contact the UNL Helpdesk with any questions or concerns you have regarding your computer, internet connections, Canvas, MyRed, MyPlan, virus eradication, etc.

You can contact the UNL Helpdesk by phone at **(402) 472-3970**, or toll free at **(866) 472-3970**, or via email at mysupport@unl.edu.

Communication Studies Mission Statement

The mission of the faculty and students of the [Department of Communication Studies](#) [Links to an external site.](#) is to examine human symbolic activity as it shapes and is shaped by relationships, institutions, technology, and culture. This work concerns the creation, analysis, and critique of messages ranging from face-to-face to digital media contexts. The department's research and teaching devote particular attention to scholarly initiatives aimed at understanding and explaining the role of communication in (a) facilitating civic engagement, mediating public controversies, and organizing for social change, (b) constituting individual and family health, promoting healthy behaviors, and helping persons navigate relational challenges, and (c) creating, maintaining, and challenging personal, social, and community identity in a complex and diverse world.

| Week | Date | Learning Goals | Weekly Pre and In-Class Work |
|---|---------|--|------------------------------|
| Week 1 | Aug 23 | Intro to Course and Course Structure and Defining Communication (Ch 1) | Module 1 |
| Week 2 | Aug 30 | Communication, Culture, and Interpersonal Skills (Ch 2 and Ch 5) | Module 2 |
| Course Introduction Due Friday September 2 | | | |
| Week 3 | Sept 6 | Basic Skills of Professional Communication (Ch 3 and Ch 4) | Module 3 |
| Week 4 | Sept 13 | Dev Pres Part 1 (Ch 9) | Module 4 |
| Week 5 | Sept 20 | Impromptus (In Class) | Module 5 |
| Week 6 | Sept 27 | Dev Pres Part 2 (Ch 10) | Module 6 |
| Week 7 | Oct 4 | Outline Work Day | Module 7 |
| Week 8 | Oct 11 | Outline Peer Review Day | Module 8 |
| Individual Speech Outline Due Friday October 14 | | | |
| FALL BREAK: No Class October 18 | | | |

| | | | |
|---|--------|---|---------------------------|
| Week 10 | Oct 25 | Team Skills (Ch 7 and Ch 8) | Module 9 |
| Week 11 | Nov 1 | Delivery (Ch 11) | Module 10 |
| Team Strategic Plan Due Friday November 4 | | | |
| Week 12 | Nov 8 | Deliveries | Module 11 |
| Week 13 | Nov 15 | Deliveries | Module 12 |
| Rough Draft Team Communication Case Analysis Outline Due Friday November 18 | | | |
| Week 14 | Nov 22 | Deliveries | Module 13 |
| Week 15 | Nov 29 | Team Work Time | Module 14 |
| Week 16 | Dec 6 | Team Communication Case Analysis and Proposal Presentations | Module 15 |
| Thursday Schedule | | | |

| Week | Date | Learning Goals | Weekly Pre and In-Class Work |
|--|---------|--|------------------------------|
| Week 1 | Aug 25 | Intro to Course and Course Structure and Defining Communication (Ch 1) | Module 1 |
| Week 2 | Sept 1 | Communication, Culture, and Interpersonal Skills (Ch 2 and Ch 5) | Module 2 |
| Course Introduction Due Friday September 2 | | | |
| Week 3 | Sept 8 | Basic Skills of Professional Communication (Ch 3 and Ch 4) | Module 3 |
| Week 4 | Sept 15 | Dev Pres Part 1 (Ch 9) | Module 4 |
| Week 5 | Sept 22 | Impromptus (In Class) | Module 5 |
| Week 6 | Sept 29 | Dev Pres Part 2 (Ch 10) | Module 6 |
| Week 7 | Oct 6 | Outline Work Day | Module 7 |
| Week 8 | Oct 13 | Outline Peer Review Day | Module 8 |
| Individual Speech Outline Due Friday October 14 | | | |
| Week 9 | Oct 20 | Team Skills (Ch 7 and Ch 8) | Module 9 |
| Week 10 | Oct 27 | Delivery (Ch 11) | Module 10 |
| Team Strategic Plan Due Friday October 28 | | | |
| Week 11 | Nov 3 | Deliveries | Module 11 |
| Week 12 | Nov 10 | Deliveries | Module 12 |

| | | | |
|--|--------|---|---|
| Week 13 | Nov 17 | NCA - No In Person Class Meeting Teams Meet On Their Own to Work During Class Time | Module 14 <i>(NOTE - We are out of order here to accommodate NCA/Thanksgiving - we will do Module 13 when we return)</i> |
| Rough Draft Team Communication Case Analysis Outline Due Friday November 18 | | | |
| THANKSGIVING: No Class Nov 24 - Work in Teams | | | |
| Week 15 | Dec 1 | Deliveries | Module 13 |
| Week 16 | Dec 8 | Team Communication Case Analysis and Proposal Presentations | Module 15 |
| Finals Week | Dec 15 | Reserved for Excused Make Up Presentations if Needed | |