

ADMS 3015 M Winter 2014
Professional Communication in a Canadian Context

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Office Hours: After class; Before class, by appointment.
Class Times/Locations: 7-10pm Thursday TEL 0004
Important Dates: March 7 – Last date to drop course without academic penalty

Overview

This course is designed to increase the communicative competence of Internationally Educated Professionals (IEP) in both business writing and presentation skills, while increasing their ability to analyse and negotiate the Canadian landscape relevant to their chosen profession. The course will explore various genres of business writing, including memos, e-mail, proposals, reports, executive summaries, resumes and cover letters. Students will also be introduced to the principles of effective oral communication by developing and delivering both formal and informal presentations. Key areas of focus include:

1. Identifying Communicative Goals
2. Identifying and Assessing Audience Needs
3. Considering Cultural Contexts
4. Developing a Strategic Approach to Communication
5. Analysing Information and Supporting a Position
6. Structuring Documents and Presentations
7. Developing an Appropriate Style
8. Effective Editing

Theoretical instruction is provided through the textbook and lectures. Students will be expected to enhance their contributions to class discussions and activities by reading the Canadian Business media (e.g. *Globe and Mail*, *Canadian Business* etc.) regularly. Students will also investigate a current issue in their field through trade publications, association newsletters, corporate reports, and /or policy papers. They will then prepare both a formal presentation and a short report summarizing their findings and analysing the key aspects of the issue. Issues of grammar and style will be addressed as necessary throughout the course.

Learning Objectives

- To develop an understanding of the forms and styles of written and oral communication appropriate to the Canadian business context
- To develop the ability to write and present information and ideas clearly, concisely and persuasively
- To develop an appreciation for the value and significance of addressing audience needs in business communication

Required Texts: *Communicating at Work: Creating Messages that Get Results*
 (Fourth edition) by Ron S. Blicq, Pearson, 2005.
 Various articles from the Canadian business press

Recommended Texts: *How English Works* by Anne Raimés, Cambridge, 1998
 Grammar Troublespots (3rd edition) by Anne Raimés,
 Cambridge, 2004
 Research and Documentation Online (5th edition) by Diana Hacker &
 Barbara Fister , Bedford/St. Martins Press, 2004
 <http://bcs.bedfordstmartins.com/resdoc5e/>

Assignments and Evaluation

Participation: in-class discussion and activities	10%
Individual Assignments	
• News of the Week	10%
• Short exercises/activities	30%
Group project	30%
Individual formal written report	<u>20%</u>
	100%

Individual Assignments (40%)

Short exercises/activities (30%): Students will complete several writing activities both in-class and as homework assignments to enhance their business communication skills.

News of the Week (10%): Each student will be assigned a topic on which they will need to find a **news article** related to some aspect of **business communication**. The student will be responsible for creating a bibliographic reference for the article, a summary of the key content, an analysis of the issues as they relate to course content and a written response to the author of the article. **LATE NOTW ASSIGNMENTS WILL NOT BE ACCEPTED!**

Group Project (proposal – 10%; presentation - 10%; individual reflection – 10%)

Students will be assigned to teams to investigate an issue in their professional field. They will complete research in scholarly, trade and business press sources. The group will first present a proposal of their chosen topic and an annotated bibliography of sources, then prepare a 20-minute presentation on the issue which includes both summary and analysis of the issue, its importance, causes, outcomes, and recommendations. Finally, each member will submit an individual reflection on the group experience and what you have learned.

The presentation should include clearly state the issue and analyse its importance, causes, outcomes, and implications for internationally educated professionals joining the field. You may conclude by outlining some specific actions that IEPs should take to respond in a constructive way to either take advantage of the opportunity this issue might afford or mitigate the potential adverse effects on the field and/or on your career.

Your contribution to your Group Project will also be assessed through a peer feedback tool that will be provided. Participation in your Group Project will affect both your Group Project mark and your class participation grade.

Individual Written Formal Report (20%)

Students will analyse a case study (assigned from the text) and submit a formal report with recommendations, including a transmittal letter/e-mail.

Participation (10% in class; 5% from group project peer assessment)

Your participation grade will be based on your regular, punctual attendance and the quality of your contributions to class activities and discussion as well your work in the group project. You are expected to come to every class having read all assigned materials and to participate in all discussions and activities – announced or unannounced – in a meaningful way that demonstrates your understanding of course concepts and vocabulary.

Participation includes asking questions, offering illustrative examples, relating concepts to current events, offering insightful comments and building on the contributions of others. Participation also includes active listening, respect for the contributions of others, and receptivity to new ideas or alternative interpretations.

Written Assignments

All written assignments must be submitted IN CLASS IN HARD COPY AND TO TURNITIN and adhere to the following guidelines:

- **Assignments MUST include Pyramid planning, draft, revisions, final clean copy.**
- word-processed, double-spaced, spell-checked; 12 point font (Times New Roman or Arial only); 1” page margins.
- within page/word length limitations not including exhibits or bibliography
 - an extra paragraph may be acceptable (only if content value or depth of analysis warrant); anything in excess of this will not be read.
- In-text citations and references follow accepted standards (**APA format**)
 - <http://bcs.bedfordstmartins.com/resdoc5e/>
 - <http://owl.english.purdue.edu/owl/resource/560/01/>

LATE ASSIGNMENTS LOSE 1 GRADE POINT PER DAY, STARTING DIRECTLY AFTER CLASS! Late assignments must be submitted in hard copy to the IEP office for date-stamping. Grading and return may be delayed.

- An assignment that would have received “B+” will receive “B” if it is submitted after class; if it is submitted the next day, it will receive a “B-“; if it is two days late, it will receive “C+”.
- **ASSIGNMENTS OVER 2 DAYS LATE WILL NOT BE ACCEPTED.**
- **LATE NEWS OF THE WEEK ASSIGNMENTS WILL NOT BE ACCEPTED.**

Academic Honesty

- **Any** work that contains words, sentences or ideas from another source **without** proper documentation of the source, or written by anyone other than the student, **will either receive a failing grade or result in a charge of academic dishonesty.**
- If you need help with your assignments, please make an appointment at the **Writing Department (416-736-5134)** or at the **ESL Open Learning Centre** (<http://www.yorku.ca/eslclc>) or talk to your instructor.
- You must also complete the student tutorial on academic honesty before the second week of class http://www.yorku.ca/tutorial/academic_integrity/ and visit the “for students” section at http://www.yorku.ca/academic_integrity/.

Tentative Schedule

Date	Topic	Class Activities
Class 1 Jan. 9	Introduction to Communication in the Canadian Context Reading: Chapter 1 Diagnostic Writing Sample (due Class 2) Academic Integrity tutorial, http://www.yorku.ca/tutorial/academic_integrity	<ul style="list-style-type: none"> ● Introduction to course + group assignment ● Elements of effective communication ● Costs of miscommunication ● Barriers to communication ● Cultural factors in communication
Class 2 Jan. 16	News of the Week Workshop session A Systematic Approach to Writing Part I Reading: Chapter 2 *Homework activity (due Class 3)	<ul style="list-style-type: none"> ▪ Identifying goals ▪ Assessing audience ▪ Meeting the reader's needs
Class 3 Jan. 23	A Systematic Approach to Writing Part II Reading: Chapter 2 *Situational Analysis – (due Class 4)	<ul style="list-style-type: none"> ▪ Strategies for organization ▪ Structuring documents to achieve results ● Identifying key information
Class 4 Jan. 30	** News of the Week The Language of Business Reading: Chapter 13 * Text Assignment (due Class 5)	<ul style="list-style-type: none"> ● Constructing clear, accurate sentences ● Creating confident, appropriate messages ● Conveying a professional image
Feb 6	IEP Celebrate Success Event	<ul style="list-style-type: none"> ● Attendance Mandatory
Class 5 Feb. 13	Informative Writing Reading: Chapters 3 & 9 * Text Assignment (Due Class 6)	<ul style="list-style-type: none"> ● Announcements, instructions, transmittals ● Sentence structure issues – active vs. passive voice ● Translating technical terminology
Class 6 Feb. 20	** News of the Week Persuasive Writing Reading: Chapters 4 & 7 * Text assignment (due Class 8) Group project assignments	<ul style="list-style-type: none"> ● Requests, proposals complaints ● A positive approach to conflict resolution ● Structured conversations
Class 7 Feb. 27	Managing Business Intelligence Annotated Bibliographies * Visit to the Bronfman Library (SSB) ** Proposals + Annotated Bibliographies (due Class 9)	<ul style="list-style-type: none"> ● Evaluating and sourcing trade publications and newsletters ● Turning research into business intelligence ● Distinguishing between summary and analysis
Class 8 Mar. 6	** News of the Week Professional Reports Reading: Chapters 6, 8 & 10 ** Formal Report - due Class 10	<ul style="list-style-type: none"> ● Formal and informal report structure ● Executive summaries ● Review of verb tenses ● Workshop on Group Proposals
Class 9 Mar. 13	**Group Proposals + Ann. Bib. due TODAY Resumes and Cover Letters Reading: Chapter 12	<ul style="list-style-type: none"> ● Showcasing results ● Presenting a professional image
Class 10 Mar. 20	** News of the Week ** Formal Report due TODAY Powerful Presentations Reading: Chapter 11	<ul style="list-style-type: none"> ● Preparing to present ● Effective delivery techniques ● Engaging the audience
Class 11 Mar. 27	Writing Effective E-mail Reading: Chapter 5 Group Presentations + Peer assessment	<ul style="list-style-type: none"> ● Understanding when/ how to use e-mail ● Creating professional messages and responses ● Managing e-mail
Class 12 Apr. 3	Group Presentations + Peer assessment Wrap-up and Review Individual Project Reflections DUE TODAY	<ul style="list-style-type: none"> ● Group Peer evaluations (confidential) ● NO LATE ASSIGNMENTS WILL BE ACCEPTED