

## DePaul University | School of Continuing and Professional Studies

### Program Identifier: Undergraduate Program

**Course: DCM 310**

**COURSE TITLE: PROFESSIONAL COMMUNICATION  
WINTER, 2021**

#### **INSTRUCTOR INFORMATION**

Name: Nora Murphy

**Virtual Office Hours:** I am available via ZOOM on Monday(s), from 8:00pm until 9:00pm.

**Zoom Room :** <https://depaul.zoom.us/j/91323793621>

**Email:** nmurphy4@depaul.edu

**Course Dates:** January 4, 2020 until March 21,2020

**Course Location and Delivery Format :** Async course with optional ZOOM meeting on Mondays at 8pm.

#### **COURSE DESCRIPTION**

This ten week course consists of 10 modules and provides an overview of the fundamentals of professional communication and writing. It will cover the rhetorical theory and practice necessary for communicating, writing, and designing effective documents in professional contexts.

#### **LEARNING OUTCOMES AND, IF RELEVANT COMPETENCIES:**

AFTER COMPLETING THIS COURSE, YOU WILL BE ABLE TO:

1. Understand and analyze rhetorical roles of purpose, audience, and context in professional communication and writing.
2. Make informed decisions about the appropriate rhetorical tools to use in a specific professional communication situation and in specific organization contexts.
3. Demonstrate effective professional communication through writing, designing, and speaking in a variety of professional genres.
4. Analyze and develop your individual writing process for use a professional setting.

5. Work collaboratively and independently to manage professional communication projects.

**Course Competencies:** If you are an Individualized Focus Area student, the following competencies are available in this course:

**FX** Written by student/instructor.

Example: Can develop, manage, and apply one's communication and writing skills to analyze and respond to a variety of professional situations including those in non-profit organization Contexts

**H-2-X** Can identify and understand the purpose, audience, and context of communication situations in professional organizations and apply various rhetorical theories and modes of communication to address those situations.

**H-3-X** Can develop and manage one's communication and writing skills to analyze and respond to a variety of writing situations in professional contexts.

### **LEARNING STRATEGIES & RESOURCES**

**Required Text:** Oliu, Walter, Charles Brusaw, & Gerald Alred. Writing that Works, 12th Ed. Boston: Bedford St. Martin's, 2013.

To buy your books, go to <http://depaul-loop.bncollege.com>.

### **LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)**

This course consists of 10 modules. The estimated time to complete each module is 1 week. All readings are in the course textbook, Writing that Works, and in the D2L course site at <http://d2l.depaul.edu>.

You will complete the following six projects in this course:

1. Email to a Former Student Project
2. Sunny River Resort Letter Project
3. Employment Search Project
4. Software Learning Initiative Project
5. Workplace Document Project
6. Self -assessment Letter Project

These projects are developed through a series of assignments and discussions. The table following lists the specific assignments and discussions with the maximum points possible. Taken together, the assignments constitute 75% of your final grade and the discussions make up the remaining 25%

This is not a self-paced course. To see course due dates, refer to the Calendar in our D2L course site or to the attached Document. Late submissions to the Discussion Boards are not accepted as “class is no longer in session”. Late entries to the Submissions Box are accepted. The last day any work can be turned in is March 21.

To complete the course, you must participate in every discussion and complete/submit each of the drafts and assignments as described in the course by the assigned deadline. You should login to the course at least three times a week.

## **GRADING CRITERIA & SCALE**

Each assignment requires revision and includes turning in a first draft, a second draft, and most times a final draft. The point value of assignment increases with revision and written self and group assessment turned in at the end of the quarter.

### Percentage Distribution of Assessments

- Assignments to Submissions Box: 75%
- Discussion Board: 25%

Course outcomes are developed in each project. Individualized Focus Area students develop the H2X competence in the analysis and planning stages of each project and the H3X competence in the writing and revision stages of each project. Students working on an FX competence will work with their instructor to identify how to develop it across these projects. See the table below for point distribution.

<b>Assignments (75% of final grade)</b>	
1.3 Email to a Former Student Project (Draft 1)	5
2.2 Planning Worksheet for the Sunny River Resort	3
2.3 Sunny River Resort (Draft 1) Project	5
3.3 Email to a Former Student (Draft 2)	10
3.4 Sunny River Resort letter (Draft 2)	10
4.2 Search for Job Opening	3
4.3 Planning Worksheet for Cover Letter & Resume Project	3
4.4 Cover Letter & Resume Project (Draft 1)	5
5.2 Planning Worksheet for the Software Learning Project	3
5.3 Software Learning Project Draft 1	5
7.3 Individually Written Report and Presentation on Software Learning Project	14
9.2 Brief Summary of Research into Professional Communication Task or Document (memo)	5
9.3 Analysis and Revision of Workplace Document (Informal Report) Draft 1	10
10.1 Final Draft: Email to a Former Student –OR- Sunny River Resort Letter	15
10.2 Final Draft: Cover Letter & Resume Project –OR- Analysis & Revision of a Workplace Document Project	15
10.4 Self Assessment Letter	10
<b>Discussions (25% of final grade)</b>	
1.1 Introduce Yourself	3
1.2 Rhetorical Analysis of Email vs. Memo Discussion	3
1.4 Peer Review of Email to a Former Student Draft 1 Discussion	3
2.1 Rhetorical Analysis Routine Positive and Negative Messages Discussion	3
2.4 Role Play for Sunny River Resort Draft 1 Discussion	3
3.1 Revision Discussion	3

3.2 Discussion: Informal Report	3
4.1 Job Search Resources Discussion	3
4.5 Peer Review of Cover Letter & Resume Project Draft 1 Discussion	3
5.4 Collaborate on Software Learning Project Draft 2 (Group Draft) Discussion	3
6.1 Software Learning Project Group Draft 2 Discussion	3
6.2 Usability Testing Questions Discussion	3
6.3 Responses to Usability Testing Questions	3
7.1 Final Draft of Software Learning Project Discussion	3
7.2 Software Learning Project Final Draft Discussion	3
9.1 Workplace Communication Assessment Discussion	3
10.3 Course Summary Email	5

### **General Assessment Criteria for All Writing Assignments**

*All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.*

All assignments are assessed based on the following criteria:

- Accurate response to the assignment
- Clarity, conciseness, and cohesion
- Appropriate level of detail, precision, and accuracy
- Organization of information
- Tone and style
- Format & document design
- Grammar & mechanics
- Attribution/reference to outside sources (where appropriate)
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You will receive detailed feedback from the instructor on first drafts in the D2L Dropbox within one week of submission. You should also post your first drafts to the appropriate discussion forum for peer

review. Please keep the public nature of your work in mind when drafting so as not to include any confidential or sensitive information.

Your peers and/or instructor will assess your second and final drafts and post that assessment to the D2L Dropbox using the Sloan Management School's Professional Writing Rubric. If at any time you are unclear about your instructor's feedback or how to improve your work in the course, please email him/her immediately for clarification.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit [www.depaul.edu/writing](http://www.depaul.edu/writing).

## **Online Discussion**

### **Assessment Criteria for Online Discussion Participation**

Participation In the online discussions: your responses will be assessed on whether one or more of the following are present:

1. Offering ideas or resources and inviting a critique of them
2. Asking challenging questions
3. Articulating, explaining and supporting positions on ideas
4. Exploring and supporting issues by adding explanations and examples
5. Reflecting on and re-evaluating personal opinions
6. Offering a critique, challenging, discussing and expanding ideas of others
7. Negotiating interpretations, definitions and meanings
8. Summarizing previous contributions and asking the next question
9. Proposing actions based on ideas that have been developed

The above list was adapted from Gilly Salmon's book *E-Moderating: The key to teaching and learning online*.

London: Kogan Page: p.143 (2000).

When you respond to a classmate's post, refrain from simple phrases like, "Great ideas!" or "I like that." Refer to the 9 points above and use words like, "But," "Additionally," "I agree and," "However," "What about," etc.

### **Discussion Forums & Group Work**

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week, some of which will be peer review and some of which will be group work.

When participating in class discussions, it is important to keep the conversation constructive, professional, respectful, and friendly. As many of you have probably experienced in other courses or in the workplace, group discussions are not a place for discussion of "too" personal issues, inflammatory or discriminatory language, or insults.

Group work is a difficult task in a fully online environment, especially when group members may have different priorities, work schedules, personal lives, and communication methods. If at any time you are concerned about discussion that is happening in the forums or in group work, you should email your instructor immediately.

Please read and follow these general netiquette rules: <http://www.albion.com/netiquette/corerules.html>

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

### **COURSE GRADING SCALE**

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80

C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	

### **PASS/FAIL GRADE POLICY**

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

### **MINIMUM SCPS GRADE POLICY**

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

### **INCOMPLETE (IN) GRADE**

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension



to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

### **COURSE SCHEDULE:**

Each module begins on Monday at 12:00a, and all Assignments and Discussions with the exception of the Group Project Assessment is due on Sunday night by 11:59pm. Modules will be open the weekend before they begin and stay open the weekend after so that you have extended flexibility over the weekends to complete your work.

#### **Module 1 – Available - Jan 4, 2021 12:00 AM**

**1.1 Introduce Yourself – Due Jan 10, 2021 11:59 PM**

**1.2 Rhetorical Analysis of Memo vs. Email Discussion – Due Jan 10, 2021 11:59 PM**

**1.3 Email to a Former Student Project (Draft 1) – Due Jan 10, 2021 11:59 PM**

**1.4 Peer Review of Email to Former Student Draft 1 Discussion – Due Jan 10, 2021 11:59 PM**

#### **Module 2 – Available - Jan 11, 2021 12:00 AM**

**2.1 Rhetorical Analysis of Routine, Positive, and Negative Messages Discussion - Availability Ends**

Jan 17, 2021 11:59 PM

**2.2 Planning Worksheet for the Sunny River Resort Letter – Due Jan 17, 2021 11:59 PM**

**2.3 Sunny River Resort (Draft 1) Project – Due Jan 17, 2021 11:59 PM**

**2.4 Role Play for Sunny River Resort Letter Draft 1 Discussion - Availability Ends Jan 17, 2021 11:59 PM**

**Module 3 – Available - Jan 18, 2021 12:00 AM**

**3.1 Revision Discussion - Availability Ends Jan 24, 2021 11:59 PM**

**3.2 Discussion: Informal Report on one chapter from Part Four - Availability Ends Jan 24, 2021 11:59 PM**

**3.3 Email to a Former Student (Draft 2) – Due Jan 24, 2021 11:59 PM**

**3.4 Sunny River Resort letter (Draft 2) – Due Jan 24, 2021 11:59 PM**

**Module 4 – Available - Jan 25, 2021 12:00 AM**

**4.1 Job Search Resources Discussion - Availability Ends Jan 31, 2021 11:59 PM**

**4.2 Find a Job Opening in your Field – Due Jan 31, 2021 11:59 PM**

**4.5 Peer Review of Cover Letter & Resume Project Draft 1 Discussion - Availability Ends Jan 31, 2021 11:59 PM**

**4.3 Planning Worksheet for the Cover Letter & Resume Project – Due Jan 31, 2021 11:59 PM**

**Module 5 – Available - Feb 1, 2021 12:00 AM**

**5.3 Collaborate on Software Learning Project (Group Draft) Draft 2 Discussion - Availability Ends Feb 1, 2021 11:59 PM**

**4.4 Cover Letter & Resume Project (Draft 2) – Due Feb 7, 2021 11:59 PM**

**5.1 Software Learning Project Planning Worksheet – Due Feb 7, 2021 11:59 PM**

**5.2 Software Learning Initiative Draft 1 – Due Feb 7, 2021 11:59 PM**

**Module 6 – Available - Feb 8, 2021 12:00 AM**

**6.1 Software Learning Instructions Group Draft 2 - Leader Posts to this Discussion - Availability Ends Feb 14, 2021 11:59 PM**

**6.2 Group Usability Testing Questions - Leader Posts to this Discussion – Due Feb 14, 2021 11:59 PM**

**6.3 Responses to Usability Testing Questions - Availability Ends Feb 16, 2021 11:59 PM**

**Module 7 – Available - Feb 15, 2021 12:00 AM**

**7.1 Groups Discuss Changes for Final Draft of Software Learning Project – Due Feb 21, 2021 11:59 PM**

**7.2 Software Learning Project Final Draft - Leaders Post to this Discussion – Due Feb 21, 2021 11:59 PM**

**7.3 Individually-Written Report and Presentation on Software Learning Project – Due Feb 28, 2021 11:59 PM**

**Module 8 – Available - Feb 22, 2021 12:00 AM**

TIME TO REST CATCH UP OR GET AHEAD

**Module 9 – Available - Mar 1, 2021 12:00 AM**

**9.1 Workplace Communication Assessment Discussion - Availability Ends Mar 7, 2021 11:59 PM**

**9.2 Brief Summary of Research into Professional Communication Task or Document (memo) - Due**

Mar 7, 2021 11:59 PM

**9.3 Analysis and Revision of Workplace Document (Informal Report) Draft 1 – Due Mar 7, 2021 11:59PM**

**Module 10 – Available - Mar 8, 2021 12:00 AM**

**10.1 Final Draft: Email to a Former Student or Sunny River Resort Letter – Due Mar 14, 2021 11:59 PM**

**10.2 Final Draft: Cover Letter/Resume Project – Due Mar 14, 2021 11:59 PM**

**10.3 Course Summary Email – Due Mar 14, 2021 11:59 PM**

**10.4 Self-assessment Letter – Due Mar 19, 2021 11:59 PM**

**NO WORK IS ACCEPTED PAST THURSDAY, MARCH 21,2020.**

## **COURSE POLICIES**

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[APA citation format](#) (GRAD)[Academic Integrity Policy](#) (GRAD)

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Protection of Human Research Participants](#)

## **OTHER RESOURCES FOR STUDENTS**

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

## **ADDITIONAL CONSIDERATIONS**

Recording of Classroom Sessions Conducted via Videoconference tools:

- Zoom class sessions and meetings can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.