JTC 301: CORPORATE AND PROFESSIONAL COMMUNICATION

INSTRUCTOR INFORMATION
Instructor: Linnea Sudduth Ward, Ph.D.
Email: Canvas Inbox (preferred); linnea.sudduth@colostate.edu

COMMUNICATION POLICY
Please email general course or assignment questions to me within the Canvas learning management system. Although you are welcome to email my @colostate.edu address, communication to this address may not be answered as promptly. You may also contact me, by appointment, via the telephone or video conferencing system.

You can expect a prompt and professional reply from me to weekday communication within a 36-hour period. Communication submitted on the weekends may not be answered until the following Monday, so plan ahead.

Important Note: You will not receive a reply from me if you send a message through the "Comments" section (available when you submit an assignment). This is because I do not receive any notification from Canvas that a message exists. If you wish to contact me, send a message through the Canvas messaging system, accessible from the "Inbox" tab.

PREREQUISITES FOR COURSE
CO 150 (College Composition) or HONR 193 (Seminar)

COURSE CATALOG DESCRIPTION
Principles and practice of effective corporate communication with emphasis on written professional reports.

EXTENDED COURSE SUMMARY
JTC 301: Corporate and Professional Communication works from the premise that the successful corporate leaders of tomorrow need to be trained in the effective communication of today. From instant messaging to text messaging to blogging, today’s corporations are embracing new media platforms to communicate their messages internally and externally. As a result, successful corporate employees must not only be comfortable using these new technologies but be able to critically understand how they are changing the landscape of workplace communication.
This class draws upon popular culture (TV shows like *The Office*, *Parks and Recreation*, and films like *Up in the Air*) and engaging, accessible books like *Message Not Received* to explore how new media platforms are changing the best practices of corporate communication. This course also challenges students to take one writing project, a white paper, through the entire writing process cycle (researching, planning, drafting, revising, editing, and publishing). By the end of the course, students will be able to write more clearly (using both traditional and new communication platforms) and analyze how technology is changing corporate communication.

This course meets the [All-University Core Curriculum (AUCC)](https://www.coloradoschoolofmine.edu/core-curriculum) requirements for Advanced Writing (Category 2) and is approved under [gtPathways](https://www.coloradoschoolofmine.edu/pathways) in the content area of Advanced Writing (GT-CO3).

Upon the completion of this course, students will be able to:

1. Assess their self-presentation in the (digital and international) workplace by drawing upon communication theory texts (fulfills CO-3 Objective 1, ACEJMC Competency 5).
2. Model the writing process by ethically generating ideas and revising, editing, proofreading, and presenting documents (for the self and others) for an international business corporation (fulfills CO-3 Objective 2, ACEJMC Competency 8 & 9).
3. Demonstrate mastery of discipline-specific writing conventions and international English writing standards (fulfills CO-3 Objective 3, ACEJMC Competency 10).
4. Evaluate the influence of technology upon business communication, ethics, collaboration, and traditional forms of business correspondence (fulfills CO-3 Objective 4, ACEJMC Competency 12).

**JTC 301: A GT PATHWAYS COURSE**

The Colorado Commission on Higher Education has [approved JTC 301](https://www.coloradoschoolofmine.edu/pathways) for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO3 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, visit the Colorado Commission on Higher Education's "[Guaranteed Transfer (GT) Pathways General Education Curriculum](https://www.coloradoschoolofmine.edu/pathways)" page.

This course fulfills the GT-CO3 (Advanced Writing Course) requirements. Courses like JTC 301 are designed to increase [written communication competency](https://www.coloradoschoolofmine.edu/pathways), which Colorado Commission on Higher Education defines as, "a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum." Students who complete "Advanced Writing Courses" (like JTC 301) should demonstrate the following learning outcomes:

1. Employ Rhetorical Knowledge
o Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

2. Develop Content
   o Create and develop ideas within the context of the situation and the assigned task(s).

3. Apply Genre and Disciplinary Conventions
   o Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

4. Use Sources and Evidence
   o Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
   o Follow an appropriate documentation system.

5. Control Syntax and Mechanics
   o Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

Since this is an advanced writing course, JTC 301 is designed to cover similar topics as other advanced writing courses across the state of Colorado. The required content areas for advanced writing courses (i.e., courses that receive a CO-3 designation) are the following:

1. Extend Rhetorical Knowledge
   1. Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
   2. Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
   3. Learn more sophisticated ways to communicate knowledge to appropriate audiences.
   4. Apply reflective strategies to the synthesis, communication, and creation of knowledge.

2. Extend Experience in Writing
   1. Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
   2. Critique one’s own and other’s work, including the work of professional writers and/or scholars.

3. Extend Critical and Creative Thinking
   1. Reflect on the implications and consequences of context.
   2. Incorporate alternate, divergent or contradictory perspectives or ideas within one’s own position.
   3. Extend and complicate the consequences of the stated conclusion.

4. Use Sources and Evidence
   1. Select, evaluate, and synthesize appropriate sources and evidence.
2. Use discipline-appropriate criteria to evaluate sources and evidence.

5. Extend Application of Composing Conventions
   1. Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
   2. Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing objects.

What does this information mean to you?: By successfully completing JTC 301 (with at least a C), you have the ability to transfer JTC 301 credits to any other (participating) higher education institution in the state of Colorado.

TEXTBOOK / COURSE READINGS
   • Note: An electronic version of the above resource is available through the Colorado State University library free of charge.

COURSE MATERIALS & EQUIPMENT
You will be required to view the below television series episodes and films in this class. Plan on spending $10-20 in video rentals to access these resources. You may use the rental service of your choice (e.g., Amazon Prime, Netflix, Hulu, Apple iTunes, etc.).


You must have speakers installed and working properly on your computer before beginning the course.
Canvas Information & Technical Support

Canvas is where course content, grades, and communication will reside for this course.

- Login: canvas.colostate.edu
- Support: info.canvas.colostate.edu
- For passwords or any other computer-related technical support, contact the Central IT Technical Support Help Desk.
  - (970) 491-7276
  - help@colostate.edu

The Technical Requirements page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the Canvas Student Orientation materials.

Course Presentation and Procedures

This course includes 16 units. In 16-week semesters, you will complete one unit per week. In 12-week sessions, you will complete 1-2 units per week.

Each unit contains three introductory pages. These pages include the unit “Overview,” “Learning Objectives,” and “Readings and More” pages. Be sure to review these pages prior to starting graded course discussions or activities.

Most units contain one discussion and activity, though some units contain multiple activities. These graded assignments are typically due on either Wednesdays at 11:59PM MST or Sundays at 11:59PM MST. Please note that some assignments, particularly discussions, have multiple due dates. Canvas only allows instructors to list one assignment due date, so for those activities with multiple due dates, you will need to make a note in your calendar to return to the assignment later in the unit.

You are welcome and encouraged to work ahead in the course; indeed, many assignments cannot be completed without extensive prior planning.

Grading

By choosing to enroll in this course, you are making the commitment to complete all course readings, review all course pages, contact me with questions, and submit work by the due dates listed in the Canvas learning management system. It is your responsibility to let me know if you are confused, need help, or would like additional feedback.

Similarly, I take my role as your instructor seriously. As a former online student myself, I have first-hand knowledge about the importance of a present, accessible, timely instructor. With that in mind, my goal is to respond individually to the work you submit and return it to you in a timely manner. Smaller, weekly discussions and activities will typically be returned within five
days. Meanwhile, larger assignments will typically be returned to you within one week. Keep in mind that I am always happy to provide more feedback on assignments. Simply send me an email.

That being said, sometimes unforeseen circumstances come up, which may result in a delay in my grading. In these circumstances, I will keep you informed of my progress and return work to you as soon as possible.

ADDITIONAL GRADING POLICIES:

- Note about instructor edits: Instructor edits are posted on the course shell for your graded assignment. Nearly every assignment will have some comment, and it is your responsibility to carefully read through and understand the instructor’s feedback.
- Note about grammatical and spelling standards: As a professional writing course, you are expected to adhere to proper grammar and spelling. **All spelling errors will receive a 5-point grade deduction, and excessive grammar errors will result in grade deductions.**
- Note about grade accuracy: Although every effort is made to correctly calculate student grades, it is the student’s shared responsibility to frequently check the online grade book to make sure all grades are recorded accurately.
- Note about extra credit: A small amount of extra credit may be offered throughout this course at the instructor’s discretion. Typically, extra credit is offered to encourage students to go above and beyond certain assignment requirements. However, please do not approach the instructor at the end of the semester asking for additional extra credit opportunities.
- Note about incompletes: Incompletes are only awarded in extreme circumstances and are at the discretion of your instructor. Review the [Colorado State University Incomplete Grades policy](#) to learn more.

<table>
<thead>
<tr>
<th>ASSIGNMENT*</th>
<th>GRADE POINTS</th>
<th>GRADE PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Writing Project Assignment Series (formal writing assignments)</td>
<td>450</td>
<td>45%</td>
</tr>
<tr>
<td>General Participation (discussions &amp; activities)</td>
<td>130</td>
<td>13%</td>
</tr>
<tr>
<td>Simon’s <em>Message Not Received</em> discussions</td>
<td>135</td>
<td>13.5%</td>
</tr>
<tr>
<td>Peer Collaboration Group activities</td>
<td>135</td>
<td>13.5%</td>
</tr>
<tr>
<td>Chapter Revisions &amp; Content Check activities</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Examination (multiple-choice, true/false)</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

CSU’s grading scale does not allow C-, D+, and D- for final grades.
ASSIGNMENT DETAILS

MAJOR WRITING PROJECT ASSIGNMENT SERIES
The term "Major Writing Project Assignment Series" refers to a group of assignments that you will complete in this class. These assignments all relate to one another and require you to explore one Fortune 500 Company in depth. Combined, these assignments are worth a significant amount of points—450 points, or 45% of your final grade—and will require a considerable effort on your behalf.

For all these assignments, you will pretend that you are a freelance writer who specializes in writing white papers. White papers are a type of marketing document that companies produce to present a company and its products, services, or processes in a favorable light to a specific audience. In this hypothetical scenario, your ultimate goal is to get hired by the Fortune 500 Company to write a white paper for them. Then, in this class, you will write the white paper you proposed. The white paper you produce should be of high enough quality to be published on their website, and it should be written with the goal of accomplishing some purpose (e.g., gain business, change an audience’s perspective, mitigate negative press, etc.).

In addition to a few minor discussion assignments, seven writing assignments comprise the “Major Writing Project Assignment Series,” including:

1. Major Writing Project Assignment Series-The Big Picture: This assignment requires you to create an image that represents the relationship amongst all the Major Writing Project Assignment Series assignments.
2. Sales Letter: This one-page assignment requires you to write an sales letter to the Marketing Manager of a Fortune 500 Company.
3. Sales Proposal: This two- to three-page assignment requires you to write a sales proposal to the Marketing Manager of a Fortune 500 Company.
4. Sales Presentation: This video recording assignment requires you to present a sales presentation to the Marketing Manager of a Fortune 500 Company.
5. White Paper Audience Analysis and Outline: This assignment (which you will take as a Canvas quiz) requires you to brainstorm and outline your final white paper.
6. Progress Report: This one- to two-page assignment requires you to submit a progress report to the Marketing Manager of a Fortune 500 company. You will also submit a rough draft of your white paper.
7. White Paper Peer Review: This three- to five-page assignment requires you to conduct a peer review of a classmates' white paper.
8. White Paper: This assignment is the final white paper (approx. length: 3000-4000 words). The audience for this white paper will depend upon your topic and approach. Typical white paper audiences include existing or potential business partners, media professionals, government agencies, and investors.
GENERAL PARTICIPATION
Although this is an online course, several assignments in this course require you to discuss course content with your classmates. You will receive credit for completing various activities and discussing those activities with your classmates.

SIMON’S MESSAGE NOT RECEIVED DISCUSSIONS
As a class, we will read and discuss Phil Simon’s book *Message Not Received*. This conversation will enable you to reflect upon how new communication technologies are transforming corporate communication today. Additionally, these discussions will enable you to learn from those students with differing levels of industry experience, which will help everyone better understand how course content relates to the current corporate life.

PEER COLLABORATION GROUP ACTIVITIES
You will work in smaller groups (typically, 3-5 students) to collaboratively write one document, the Collaborative Instructions assignment. In the Collaborative Instructions assignment, you are tasked with creating a series of instructions on how to make a particular food or drink. You will complete several smaller assignments as a group so that you can successfully complete this larger assignment.

CHAPTER REVISIONS & CONTENT CHECK ACTIVITIES
To assess your comprehension over the course materials—especially the Kolin (2015) textbook—you will complete a series of workplace document revisions throughout the semester. Additionally, you will be asked to describe how the course textbook informed your document revision.

EXAMINATION
You will complete one culminating, multiple-choice and true/false examination at the end of the semester to assess your comprehension of course material.

PARTICIPATION/BEHAVIORAL EXPECTATIONS
Expect to spend about nine hours on each unit. This means that, in a 16-week semester, you should expect to spend about nine-hours each week on schoolwork; meanwhile, in a 12-week semester, you should expect to spend about 12-hours per week on course content.

Since the topic of this course is professional communication, you are expected to communicate with your instructor and classmates in a more formal way than you may be accustomed. This means that (in written communication) salutations and valedictions are required, and clear and grammatically correct language is expected. Keep in mind that communicating professionally is different than communicating informally with peers, so treat this classroom communication as if you were in a professional environment.
In addition, you are expected to follow general “netiquette” and civility standards. Please note that all discussion posts and interactions with classmates and the instructor must be civil and respectful. Inappropriate language, content, and interaction will result in grade penalties and, depending on severity, disciplinary action. Review the following information for additional information about the general communication standards in this course: “12 Ground Rules for Online Discussions” and “Discriminatory Language: What Is It?”

**ACADEMIC INTEGRITY POLICY**

Academic integrity means not presenting work for this class that is the work of another or work you previously submitted (in another course or elsewhere). Likewise, students who adhere to academic integrity standards do not turn in material for other students, add nonparticipant names to group assignments, or complete lecture assignments on behalf of others. Remember: Intent does not factor into the determinism of academic integrity violations, including plagiarism. You are responsible for understanding and following academic integrity standards and University policies.

This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog and CSU Student Honor Pledge. At a minimum, violations will result in a grading penalty in this course (typically a "0" on the assignment) and a report to the Office of Conflict Resolution and Student Conduct Services.

Take the time to review Colorado State University’s Student Resolution Center’s Academic Integrity resources and Learning@CSU’s Frequently Asked Questions on Academic Integrity. These resources provide helpful information on academic integrity frequently asked questions, ways to avoid cheating, and information about additional campus resources.

**Note on Citing Outside Sources:** Regardless of the point value of the assignment, all outside resources (e.g., websites, textbooks, interviews, etc.) must be properly cited in either MLA or APA format. MLA and APA format require both in-text citations and a reference list, so you must be familiar with and follow one of these two citation styles. The instructor reserves the right to penalize students for failing to properly cite sources.

**CSU HONOR PLEDGE**

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. While you will not be required to affirm the honor pledge, you are asked to affirm the following statement:

"I have not given, received, or used any unauthorized assistance."
Further information about academic integrity is available at CSU's Academic Integrity Program.

STUDENT SAFETY AND COMMUNITY PRACTICES
CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees.” This designation is consistent with federal law and guidance and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications, or in class assignments.

As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment, to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking, and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Colorado State University’s Sexual Misconduct Resources: Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking, or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response, call 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment, call (970) 491-1350
- Colorado State University Police Department (non-emergency), call (970) 491-6425

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services. The Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. See About Advocacy.

THIRD-PARTY TOOLS/PRIVACY
Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Screencast-O-Matic and YouTube. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.
COPYRIGHTED COURSE MATERIALS
Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

GRADING POLICY
Final course grapes are assigned on an A to F scale. Be aware that the Department of Journalism and Media Communication uses the +/- system. See below.

<table>
<thead>
<tr>
<th>JTC 301 Grading Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

LATE WORK POLICY
In some circumstances, late work will be accepted in this course. All accepted late work is subject to a 50% grade penalty. For example, if the assignment is worth 50 points and the student earns 44/50 points, then the student will be awarded 22/50 points for turning the assignment in late.

To be eligible to receive partial credit for late work, assignment submissions must meet the following requirements:

- Be turned in within one week of the original due date. Work turned in later than one week after the original due date will not be graded and will receive an automatic "0".
- Be due in Units 1, 2, or 3. **Note:** Late work will not be accepted for Unit 4 and "Wrap-Up" unit assignments.
The instructor reserves the right to not apply the late work policy, particularly in extenuating circumstances (e.g., medical, family, personal emergency). Students who believe that their circumstance qualifies for this "extenuating circumstance" exemption should contact the instructor via email as soon as possible and explain the reason for the late submission. Typically, documentation for the emergency is required to receive an extension.

If you have any questions about this late work policy, please contact your instructor.

**REVISE & RESUBMIT POLICY**

Learning is a process, and sometimes we need multiple drafts to master a new skill. It is with this reality in mind that this class includes a revise-and-resubmit policy. Please review the policy below for more information:

- You may revise and resubmit any assignment that is a part of the Major Writing Project Assignment Series, with the exception of the final White Paper assignment. The White Paper assignment is not included because it is due at the end of the term. There is not enough time available to allow for this revise and resubmit process.
- All resubmittals must be turned in within one week after the original due date. Work will not be regraded if it is turned in later than one week after the assignment was due.
- You may revise and resubmit eligible assignments as many times as you need within that one-week time period. Keep in mind that I try to regrade assignments within 72 hours, but this turnaround is not guaranteed.
- The most points you can receive on an assignment that you revise/resubmit is 80%. So, for example, the Sales Letter assignment is worth 30 points. The most points you can receive on any subsequent drafts is 24 points (which is 80% of 30 points).
- Please note that the instructor reserves the right to revoke this opportunity from certain students if it is abused. Your first draft should be a legitimate effort and not simply a placeholder until you have more time to complete the assignment.

**ACCOMMODATION OF NEEDS**

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from Student Disability Center may be required before any accommodation is provided.

**SUGGESTED STUDY METHODS**

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:
• Space—Establish a comfortable and well-organized physical workplace.
• Time management skills—Set personal study and "classroom" time as you would do for a traditional course.
• Organization skills—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
• Communication skills—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
• Initiative—Seek help from your instructor and classmates, ask questions as they arise.
• Discipline—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.