



## Marketing and Consumer Studies

### MCS\*2000 BUSINESS COMMUNICATION IN A CHANGING WORLD Semester F18

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**Instructor(s):** Rob McLean, MBA  
Room: 213E, MacDonald Institute (MINS) Building, Ext 58754  
Email: [mclean01@uoguelph.ca](mailto:mclean01@uoguelph.ca)  
Office Hours: Mondays and Wednesdays 12:00pm – 2:00pm, or by appointment

**Teaching Assistant:** TBD

**Class Times and Location:** **Wednesday 7:00 – 8:50pm (Sections TBD)**  
**Thursday 7:00 – 8:50pm (Sections TBD)**  
**Seminars: Friday, 9:30-10:20 (TBD), 10:30-11:20 (TBD),  
1:30-2:20 (TBD), 2:30-3:20 (TBD)**

#### Course Description and Objectives:

This course provides an overview of business communications by reviewing and discussing key issues (such as leadership, sustainability, ethics and globalization). Weekly lectures are supplemented by discussions of business cases and hand-in assignments designed to develop the written, verbal and non-verbal business communication skills required to persuasively and successfully share ideas, research, proposals, applications, and business plans.

The learning outcomes of this course are:

1. **Create, conduct and deliver** efficient, informative written, verbal, and non-verbal communications in order to persuasively develop a targeted audience's comprehension
2. **Anticipate** audience needs and expectations and adapt behaviour to meet those needs, assessing and leveraging specialized vocabularies employed in specific business contexts (e.g. corporate, organizational, community benefit, intercultural)
3. **Apply** course concepts and best practices to effectively research, plan, write and present information
4. **Cultivate** professional credibility, self-awareness, situational adaptability and confidence
5. Effectively **create and implement** different formats of business communication (e.g. reports, proposals, plans, routine messages)

After having taken this course, you should be able to communicate effectively through various work situations, understanding how the ability to change communication styles can influence a particular situation. You will gain skills that you will be able to use throughout your career in “real life” scenarios. A disciplined approach to seminar work, studying and reading during this course is fully transferrable to other courses, and to the business world.

## Course Materials and Resources:

This course uses a variety of materials and resources. One of your primary resources will be the course website (<http://courselink.uoguelph.ca>). All announcements, required and recommended readings, assignments and updates will be posted here. You will also be able to access any handouts you may have missed through this site. Check this site often.

The required textbook is: Meyer, Carolyn. ***Communicating for Results, A Canadian Student's Guide, Fourth Edition.*** © 2017. ISBN-10: 0199023042 • ISBN-13: 9780199023042.

## On-Line Communication:

The MCS\*2000 CourseLink page is key to this course for quizzes, information, grade posting, and as an centre where you can find *some* course information. However, all class content will not specifically be posted, particularly videos. Students are encouraged to touch base with their peers for class or seminar discussions/lecture or seminar materials if they are unable to attend lectures or seminars. **Attendance and engagement in all classes will greatly enhance your learning, and your grade.**

- Any announcements related to the course that are not made in class will be posted on the “news” board on the MCS\*2000 CourseLink page.
- I may communicate with you via your central email account <uoguelph.ca> from time to time, and you are required to check this account on a regular basis.
- I will only respond to emails sent to mclean01@uoguelph.ca. While I am relatively easy to find online at other email addresses, I will only respond to course-related emails at the @uoguelph.ca address.
- While I usually check my email daily, students can reasonably expect a response from me within 48/72 hours (especially over a weekend) – if not, please politely resend your request.
- If your email is inappropriate in its tone or content, or is requesting information that was already clearly discussed in class, I may not respond directly to your question. Be courteous and professional – use the course content as a guide to practice professionalism in all communication.

**Method and Timing of Evaluation:**

Your performance will be evaluated based on the following:

		<b>Assignments</b>	<b>Associated Learning Outcomes</b>	<b>Due Date/ location</b>
<b>Assessment 1:</b>	30%	Eleven quizzes will be posted on CourseLink. Your final grade in this section will be comprised of your best ten grades of the eleven quizzes (for a total weight of 30%)	Demonstrate implementation of course content, concepts, best practices, and their application. A mix of m/c and t/f questions.	Dates and quizzes on CourseLink
<b>Assessment 2:</b>	35%	Four submissions: Personal Statement (7.5%), Video presentation (7.5%), Business Report (10%), Group presentation critique (10%)	Four written assignments will demonstrate the creation and implementation of different formats of business communication.	Various dates. All submissions to CourseLink Dropbox
<b>Assessment 3:</b>	10%	Group Presentation	Demonstrate awareness of group dynamics verbal presentation best practices	In-class on Fridays, weeks 8 & 9
<b>Assessment 4:</b>	25%	Final Exam	Demonstrate expertise with applied course concepts – a mix of m/c and t/f questions	TBD
<b>Total</b>	<b>100%</b>			

This course will further your understanding of the role of effective business communication in an organization by helping you develop skills and strategies for internal and external communication. You will learn to communicate effectively for your own individual career success. You will learn about (and practice) common communication formats, including memos, letters (emails), executive summaries, informal and formal reports, and presentations. You will develop and implement skills and tactics that will enhance your professionalism, effectiveness and credibility in any workplace.

Final examination conflict: Students are responsible for ensuring that they do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course.

*Unless you have discussed an extension well ahead of the due date, late penalties of 5%/earned grade/day (including weekends) will be assigned. Extensions will only be granted on the basis of extenuating circumstances.*

*If you are registered with the Centre for Students with Disabilities and will require some form of accommodation in the completion of the required learning activities for this course, please meet with me during the first week of classes.*

*Keep a copy of all of your graded work until final marks have been recorded. You may be asked to resubmit your work at any time.*

### **Course Philosophy and Approach:**

The course is based on an active 12-week semester. One of the most effective and efficient use of classroom time aims at reinforcing or clarifying what the student has tried to learn on an individual basis before entering the classroom. For this reason, **it will be assumed that the student has carefully read the assigned material and made a reasonable effort to prepare notes and any questions and/or insights on those readings prior to the class.** These materials will be discussed in class and seminars.

While there is **no participation grade** associated with this course, attendance and participation may contribute greatly to your overall grade. Actively learning to communicate with peers and instructors will help you to achieve the learning objectives of this course. In-class content will directly apply to quizzes and the final exam. Students who attend and actively participate in lectures/seminars have a distinct academic advantage over those who do not. Seminars in particular will involve formative learning activities and opportunities that will also be subject to summative assessments. There will be very limited website posts regarding in-class or seminar discussions/content, so students will be expected to consult with their peers if they miss lectures or seminars. **Material discussed in class will appear on quizzes and exams** so students should attend all scheduled lectures and seminars.

### **General Course Policies**

1. Lectures, seminars and in-class discussion: Recording of lectures by students is allowed only with the prior consent of the professor. Please understand that **in order to communicate effectively, you have to focus, listen and internalize relevant information** – this is impossible when you're "multitasking" with electronic devices, or chatting with a classmate. Be considerate, pay attention, contribute and participate in class discussions. Please keep computers closed and electronic devices packed away, unless needed for specific assignments, group work, or with prior consent of the professor.

2. Assignments: All assignments are noted in the lecture schedule/seminar outline, and information concerning assignments will either be posted on CourseLink or will be discussed in the lectures/seminars. All written assignments will be submitted to CourseLink Dropbox only. There are both individual and group assignments required for this course. Groups will be assigned during the second week of seminars. Students may refer to notes, textbook and dictionaries when completing their assignments.

3. Seminars: Students should attend each scheduled seminar for three main reasons:

1. Seminars divide the class into manageable groups of approximately 50 students – this is where your active contribution will make the most difference to your learning.
2. Seminar content will elaborate greatly upon lecture content.
3. There will be group work assigned in the seminars and you are required to work within your own groups to present and submit those assignments as scheduled.
4. Seminar content, exercises and activities will be assessed in quizzes and the exam.

Missing your scheduled seminar cannot be "made up" by attending another seminar.

**Course Policy on Group Work:**

Grades for the group project will be adjusted based on peer evaluation forms, to be submitted individually by each group member.

**Grading Policies**

Examination: There are eleven quizzes and one final exam scheduled for this course. Quizzes and the exam will be derived from the content of the course text, any additional assigned readings, class lectures, seminars and discussions throughout the semester. They will be structured as a mix of multiple choice and true or false questions. The exact format of the quizzes and exam will be discussed and explained in class. The final examination will be cumulative and will cover the entire term's course content (at the instructor's discretion). The instructor will NOT be responding to emails requiring the instructor to "confirm" or "outline" content for exams. Exam content will be thoroughly discussed in class, and students will be expected to be responsible for listening and taking appropriate notes.

Final examination conflict: Students are responsible for ensuring that they do not have a time conflict with examinations in other courses or any other commitment, whatever its nature. You are not permitted to enrol in this course if you have a time conflict with another course. If a personal conflict arises, this is your issue and accommodation will not be made.

A final note on grading policies for this course: your decision to forgo a lecture(s) or a quiz over some other commitment (be it academic, university athletics or personal) is entirely at your discretion, but please be advised that the choices that you make with your schedule may impact your overall grade.

## Course Schedule and Key Dates:

Classwork	Submissions & Assessments	Homework
<b>Introductory seminar: Friday, September 7<sup>th</sup>: Overview of course outline and expectations</b>		
<b>Week One: Introduction – Sept. 12 -14</b>		
Sept. 12/13: Issues, trends, professionalism, credibility, learning outcomes – purpose, processes, definitions		• Chapter 1 • Quiz
Sept. 14: Writing improvement exercise		
<b>Week Two: The Communication Process</b>		
Sept 19/20: Understanding yourself, understanding your business, understanding your audience; written, verbal, non-verbal communication	• Personal Statement assignment due Sept 24	• Chapter 2 • Quiz
Sept 21:		
<b>Week Three: Personal communication, interviews, applications</b>		
Sept 26/27: Oral communication, interviews, formats and purpose - meetings, video conferencing, presentations		• Chapters 10,13 • Quiz
Sept 28:		
<b>Week Four: Planning, Writing, Revising</b>		
Oct 3/4: Planning for communication, context, steps, collaboration, research, critiquing		• Chapter 3 • Quiz
Oct 5:		
<b>Week Five: Business Style</b>		
Oct 10/11: Understanding audience needs and expectations; using appropriate words, conciseness, grammar, punctuation	• Video presentation assignment due Oct 12	• Chapters 4,5, App. A & B • Quiz
Oct 12:		
<b>Week Six: Reports and Proposals</b>		
Oct 17/18: Informal and formal reports, proposals, applications		• Chapters 11,12 • Quiz
Oct 19:		
<b>Week Seven: Business Communication formats</b>		
Oct 24/25: Memos, emails, goodwill, formats, contexts and uses, contracts, humanity, persuasion	• Business Report assignment due Oct 26	• Chapters 6,7 • Quiz
Oct 26:		
<b>Week Eight: Persuasive communication</b>		
Oct 31/Nov 1: Persuasion, preparation, sales, fundraising, brand awareness, personal branding	• Group presentations Nov 2	• Chapter 9 • Quiz
Nov 2: Group presentations		
<b>Week Nine: Effective unwelcome communication</b>		
Nov 7/8: Buffers, refusals, demands, direct writing	• Group presentations Nov 9	• Chapter 8 • Quiz
Nov 9: Group presentations		
<b>Week Ten: Intercultural Communication</b>		
Nov 14/15: Global economy, diversity, intercultural communication	• Group presentation review assignment due Nov 16	• Chapter 2 • Quiz
Nov 16:		
<b>Week Eleven: Impersonal communication</b>		
Nov 21/22: Online, mobile, video, content marketing, accessibility, multimedia, emotional intelligence		• Chapter 14 • Quiz
Nov 23:		
<b>Week Twelve: Professionalism and credibility</b>		
Nov 28/29: Learning outcomes, cultivating credibility		• All chapters
Nov 30: Final exam course review		

Note: The schedule of learning activities may require modification from time to time. Any changes will

be announced in class and/or on the Courselink site.

## **Policies and Regulations**

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the undergraduate calendar (see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml>). Some regulations are highlighted below:

### **Academic Misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community – faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml> You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

### **Academic Consideration:**

Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar ([http://www.uoguelph.ca/undergrad\\_calendar/c08/c08-ac.shtml](http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml)) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

### **Religious Holidays:**

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>

## University Grading Scheme:

This course follows the University grading scheme outlined in the University Calendar:

A+	90-100%	<b>Excellent:</b> An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
A	85-89	
A-	80-84	
B+	77-79	<b>Good:</b> A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
B	73-76	
B-	70-72	
C+	67-69	<b>Acceptable:</b> An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
C	63-66	
C-	60-62	
D+	57-59	<b>Minimally acceptable:</b> A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
D	53-56	
D-	50-52	
F	0-49	<b>Fail:</b> An inadequate performance.

### Code of Conduct – The Top Ten

As a student in the Department of Marketing and Consumer Studies, College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through ground-breaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed – all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of our students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don't talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others



- appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
  9. When making a presentation, wear business dress.
  10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).