



## Course Outline

MOS 2299F – Special Topics, Professional Communications  
Fall 2022

Course Meets: Mondays, 11:30am to 12:20pm & Wednesdays, 11:30am to 1:30 pm,  
Room: HC – H111

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Instructor: Clarence Michael Borja, MBA  
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## Course Objectives and Format

### Course Objectives:

Increasingly, employers explicitly require that post-secondary graduates demonstrate competencies in research and written and spoken communication, and that prospective employees are able to communicate convincingly using not just general communication principles but also disciplinary conventions. In MOS 2299F, Professional Communications, students will develop these competencies in a participatory and collaborative classroom setting. The course will cover foundational topics such as the principles of rhetoric, effective research practices for business, designing and delivering professional presentations, and genre-specific writing. Through readings, discussion, and individual- and team-based research and communication assignments, students will become confident, credible, and effective communicators with strategies that will follow them through their programs and beyond.

### Learning Objectives:

By the end of this course, learners should be able to:

- gain the skills required, through the application of critical thinking and assessment,
- to prepare and deliver professional communications of complex information in a collaborative team environment effectively
- and credibly, by employing information technologies congruent with audience needs.

More specifically:

1. Describe different communication formats/delivery used by professionals.
2. Be innovative and creative in their professional communications assessment and delivery. Note the balance needed between content and style.
3. Evaluate professional communications by exploring and applying critical thinking and analysis to published communications and information.
4. Develop and deliver professional communications in a credible and academically rigorous manner.
5. Assess and evaluate the needs of the end-user or audience.
6. Develop competence in the (professional) use of information technologies (e.g., data visualization, video production, emerging technologies).
7. Discuss ethical considerations of professionals and their communications.
8. Work effectively in a collaborative team environment

### **Course Format:**

Students in the course can expect instruction from a variety of individuals, aside from the primary course instructor. Guest speakers and offsite learning opportunities will also compromise part of the course. Participation is expected in the course and will be encouraged by the instructor(s). Opportunities for both individual assignments and group work also comprise part of the course. A final group assignment and presentation will replace a formal final exam.

### **Course Prerequisites:**

None

### **Required Readings:**

Weekly readings will be posted on the OWL class site. Class discussion of the readings will be a major contributor to each student's participation mark.

## **Evaluation and Grades**

### **Evaluation**

<b>Assignment</b>	<b>Grade (%)</b>	<b>Due Date</b>
Participation	15	On-Going
Bloomberg Terminal	5	Week 3: Mon.September 26
Rhetoric	15	Week 5: Wed.Oct 12
Short Report	15	Week 7: Wed.Oct 26
Critic and feedback	15	Week 10 Wed.Nov.23
Group Presentation and Report	35	Week 12: Dec. 5/7

**Details for each assignment will be posted on the class OWL website.**

**For Participation:**

Participation is more than just attending class; it means entering fully into class discussions and exercises. Students are expected to share concepts, information, and experiences—and to listen and respond to the contributions of others.

Differing points of view are encouraged, and students are welcome to put forward positions they may not agree with. The goal throughout is a thorough, lively, and loving exploration of ideas.

During class, you should:

- be able to demonstrate knowledge of all the materials covered
- be ready to make thoughtful comments
- relate them to your work and personal experiences
- respond to the materials, the professor, and the ideas of fellow students.

While your voluntary participation is strongly encouraged, you should be prepared to respond when called upon to give your views. On the other hand, you should avoid continuously dominating class and group discussion. The most valuable element of participation is listening carefully and responding to what others have to say.

The following scale will be used to rate your class participation:

**0. Absent**

**1.** Attended class but did not speak or participate. When invited to give an opinion, gave an answer such as "I'm not sure".

**2.** Made minor comments or contributed only when called on.

**3.** Made a reasonable contribution to the discussion and activities. Opinions related to theory and concepts covered in the course.

**4.** Made insightful and significant contributions to the discussion. Built on the contributions of others personal experience and examples provided were supported with theory and concepts.

**5.** Made exceptional contributions.

The course will include simulations, short exercises, and group work. The involvement of every student in these activities is essential to the success of the activities and to their value as learning tools. Your involvement in these activities will be given significant weight in assessing your participation mark.

**For Written Assignments:**

Please note that spelling and grammar will be considered in the evaluation of all assignments.

That is, you may lose points for spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged.

**For Group Work:**

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

1. When working in a team, BMOS students are expected to:
  - Treat other members with courtesy and respect;
  - Honour the ground rules established by the team;

- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

2. Resolving conflicts:

Conflicts are part of the team’s process of learning how to work together. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Course Instructor. The Instructor will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

**Weekly Schedule**

<b>Week of:</b>	<b>Topic</b>	<b>Assignments</b>	<b>Instructor will be in attendance for all classes, but other (invited) guest instructors will take a lead role in some cases)</b>
Week 1: Mon.Sept. 12	Course Introduction  Introduction to Reflective Writing  Introduction to Research Methods		
Week 1: Wed.Sept. 14	Theories of Communication Intercultural communication		
Week 2: Mon.Sept. 19	Business Research I: Bloomberg Terminals	Visit to Ivey Business School Library  Bloomberg Terminal Assignment	Ryan Rabie (Teaching & Learning Librarian)  Elizabeth Marshall/Erik Rayment(Ivey Librarian)

Week 2: Wed. Sept. 21	<b>The Writing Process</b> Introduction to Professional Practice		
Week 3: Sept. 26/ Sept 28	Business Research II: Gray Literature  Business Research III: Summarizing and Integrating Research into Your Writing		Ryan Rabie (Teaching & Learning Librarian)  Julie Nord (Research III)
Week 4: Mon.Oct. 3	Rhetorical Strategies		Julie Nord -Writing Fellow (Writing Centre)
Week 4: Wed.Oct 5.	Body language as rhetorical strategy		
Week 5: Oct. 10 (Monday Thanksgiving)/ Oct 12	Short Writing in the Workplace: Emails, Memos, and Short Reports		
Week 6 Oct 17 (Monday only)	Short Writing in the Workplace: Emails, Memos, and Short Reports		
Week 6 Wed. Oct 19	Writing Business Reports I: Executive Summaries and Abstracts		Ryan Rabie (Teaching & Learning Librarian)
Week 7 Mon.Oct.24/ Wed.Oct 26	<b>Giving and Receiving Feedback</b>  Team Project Management  Effective Meetings		Julie Nord (Writing Centre)
Oct.31 to Nov.6	<b>(Reading Week)</b>		
Week 8: Mon.Nov 7/ Wed.Nov 9	Writing Business Reports II: The Body		Julie Nord (Writing Centre)

Week 9: Mon.Nov 14/ Wed.Nov 16	<b>Presentations:</b> <b>Content</b> Organization and PowerPoint Development		Ryan Rabie, Digital Initiatives and User Services Librarian
Week 10: Mon.Nov 21/ Wed.Nov 23	<b>Presentations:</b> Physical Elements of Delivery		Julie Nord (Writing Center)
Week 11/12: Mon.Nov 28/ Mod.Dec.5	Group Presentations and Reports		

## FASS APPENDIX



### **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022**

#### **Pandemic Contingency**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

#### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

#### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no

adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must

see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

#### **(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

#### **b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the "home faculty" is Huron), with supporting documentation in the form (minimally) of the



Senate-approved Student Medical Certificate found at:  
[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)