

# HRD 325: WIP: Communication in Human Resource Development

Human Resource Development Program  
Department of Educational Leadership  
College of Education  
Northeastern Illinois University  
[Semester, Year]

**Instructor:**

**Office:**

**Phone:**

**E-mail:**

**Office Hours:**

**Course Meetings:** [Day/s, times, location]

**Pre-Requisites:** HRD 300, admission to COE, minimum grade of C for ENGL 101

**Course Text:** Ober, Scott, *Contemporary Business Communication*. (2009)  
7<sup>th</sup> Edition, Houghton Mifflin Company: Boston, MA.

**Additional Course Resources:**

•Articles and Handouts to Be Distributed Throughout the Course

•OWL at Purdue University On-Line:

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

- ◆ This is an on-line writing lab (OWL) where you can access writing-related assistance at your own pace and convenience—just in time—just when needed--and where you can find answers and examples for formatting your written assignments according to the American Psychological Association's (APA)\* most current style guide. For example--
  - There, you can find useful information regarding format, flow, composition, and style for research papers and other kinds of writing assignments (examples: essays, persuasive writing, e-mails, and so on);
  - At the OWL of Purdue website, you will also find information about proper grammar and mechanics for all of your writing projects (examples: paragraph formation, sentence structure, punctuation, spelling, and so on);
  - The OWL of Purdue website also provides examples and explanations about how to appropriately cite in-text and how to pull together all cited sources into an appropriately formatted references list; and

- You will be able to refer to this site for supporting information about ways in which to approach a writing project, steps you can expect to follow as you complete your writing tasks, suggestions for breaking through occasional writer's block, proof-reading, editing, and so on.

\*NOTE: This is important because all citations and references in your writing for this course as well as the layout and formatting of more formal course-related writing projects must conform to APA formatting and stylizing guidelines

**Writing Assistance:**

Writing Lab at 773-442-5480, LWH 2046, <http://www.neiu.edu/~ewlab/>

- ◆ The Northeastern Illinois University Writing Lab provides assistance and support to all levels of writers throughout the university at no additional cost to you. The Writing Lab staff do not do your writing assignments for you, they do not teach you how to write any particular project, they do not proof-read or edit for you, nor do they *tell* you what to do/how to put your thoughts into writing. Instead, they will work with you to identify and develop your own effective approaches for completing your writing assignments. If you know you need help with some aspects of your writing and want to find ways to overcome your obstacles, or if you already write well and want to develop your writing skills to the next level, remember that the Writing Lab staff are there to help you achieve your writing goals. You are strongly encouraged to schedule a tutoring appointment (or as many appointments as you believe you need), although you *may* be able to find available staff to help you on a walk-in basis as needed or recommended.

**2009-2010 Catalog Description of HRD 325:**

This course will explore the role of communication skills in the Human Resource Development field, concentrating on written and oral presentation skills. Topics covered include audience analysis, topic selection, research techniques, interviewing/questioning, organization/outlining, and active listening. Prereq: HRD 300, admission to COE (p. 256).

**Writing Intensive Requirement**

This course has been approved as a Writing Intensive course as part of the Writing Intensive Program (WIP). Successful completion of this course fulfills the Writing Intensive graduation requirement for human resource development (HRD) majors who entered the university in Fall 2008 or later. Speak to your advisor, Dr. Daniela Truty, [d-truty@neiu.edu](mailto:d-truty@neiu.edu), 773-442-4554, or visit <http://www.neiu.edu/~wip> for more information.

**Course Goal:**

The major goal of this course is to assist you in gaining a heightened awareness of the importance of effective business communication within the context of HRD and to provide you with opportunities to develop/enhance competence with written, oral, and

non-verbal communication. This will be done through relevant readings and varied application exercises throughout the semester.

### **Course Objectives:**

As a result of having participated in this course, you will be able to:

- Interview a speaker/co-learner
- Prepare and deliver a 60-to-90-second introduction
- Deliver an impromptu speech
- Write and present an infomercial
- Provide motivational and developmental peer feedback using *I* statements
- Write an agenda and plan an effective meeting
- Write a bad news letter and a refusal of request letter
- Write a claim letter
- Create and ask informational interviewing questions
- Engage in role-play answering behavioral interview questions according to the PAR method
- Design an up-to date resume for your own use
- Compose a *T* cover letter in response to a job posting
- Write freely about your thoughts as you reflect on a given and perhaps challenging task at hand
- Write a business report, including a questionnaire and a table or a chart

### **Course Approach:**

Various instructional strategies such as lecture, discussions, group work, case studies, research, readings, critical reflection, writing, and oral presentations are utilized to enhance your learning. The design and utilization of these strategies and techniques are in alignment with the principles of adult learning.

### **Students with Disabilities:**

If you believe that you would benefit from a change in seating, testing protocol, or other class accommodations, please let me know as soon as possible so that you could have the best chance for success in this course. Additionally, please do not hesitate to consult the staff in NEIU's Accessibility Center, 773-442-4535, in D 104.

### **Course Policies:**

#### **Absence:**

All absences and missed segments (*late arrivals, early departures or extended breaks*) of scheduled course activities result in ***your responsibility*** to acquire any missed information or material from a trusted co-learner or myself.

#### **Incompletes:**

**A grade of Incomplete will be given only in extenuating circumstances.** The University policy on incompletes states that all incompletes must be requested in writing on a University incomplete form by the student. The request must detail work not completed and timeline within the following two semesters when

all outstanding work will have been submitted. If you require an incomplete, you must discuss this with me as soon as possible, and no later than the last date of class activities. It is the option of the instructor not to issue an incomplete. Please refer to your student academic catalog/handbook to review University policies.

**Plagiarism:**

**Please note the following excerpt from the NEIU Student Handbook, followed by the official stance of the HRD Program:**

“A student is subject to University discipline for participating or conspiring in the following acts of misconduct.

**Academic:**

Academic misconduct is an offense against the University. Acts of academic misconduct include but are not limited to:

1. **Cheating.** Use or attempted use of any unauthorized assistance in taking an exam, test, quiz, or other assignment. (Please note, cheating on exams includes all required University, State, and/or national assessment exams.)
2. **Encouraging Academic Dishonesty.** Intentionally or knowingly helping or attempting to persuade and/or influence another to violate the University’s rules, policies, and regulations governing academic integrity.
3. **Plagiarism.** Appropriation or imitation of the language, ideas, and thoughts of another author and representation of them as one’s original work. This includes (1) paraphrasing another’s ideas or conclusions without acknowledgement; (2) lifting of entire paragraphs, chapters, etc. from another’s work; and (3) submission as one’s own work, any work prepared by another person or agency.

If the student’s observed conduct or apparent behavior is such as to lead to suspicion of academic misconduct, the faculty member in whose course the alleged infraction occurred may adjust the grade downward (including F – failure) for the test, paper, or course or other course related activity in question.”

*The Human Resource Development Program’s adopted policy is to enforce penalties related to all forms of academic misconduct. Should a student be found cheating, encouraging academic dishonesty, or having conducted plagiarism, the student **will fail** the test, paper, or project in which the misconduct occurred. The extent of failure (0-59%) will be determined and executed by the professor in which class this misconduct occurred.*

**In this class, plagiarism will not be tolerated. The penalty for plagiarism could be an automatic zero (0) for the assignment with no possibility to make it up or a mandatory rewritten assignment with a 50% grade reduction.**

**Electronic Devices:** Please turn off all hand-held electronic devices during class. They may be on the vibrate mode. If you need to make or receive a call, quietly exit the classroom and return without disturbing your co-learners in their class activities.

**Course Schedule:** Please note: The following course schedule *may be adjusted* as the course progresses for the purpose of enhancing the learning experience.

Class Meeting	Date	Topics	Readings & Assignments	Due Date
1		<i>Introductions; Ice breaker; Overview of Course Requirements; Business Report Guidelines; Research Points; and Presentation Tips</i>		
NO CLASS (Holiday)		-----	-----	Professionally written e-mail sent to me at <a href="#">[instructor's e-mail address]</a> (5 points)
2		<i>Business Communication</i> Avoiding jargon, slang, and euphemisms  <i>Work Team Communication; and Cross-cultural Communication</i>  ACTIVITY: Interview a speaker	<b>Chapter 1</b> “Understanding Business Communication”  <b>Chapter 2</b> “Contemporary Issues”	-----
3		<i>Interpersonal Communication</i> Non-verbal communication and listening	<b>Chapter 3</b> “Interpersonal Communication”	E-mail research—bring highlighted article and your notes to class to guide your participation in discussion (5 points—

Class Meeting	Date	Topics	Readings & Assignments	Due Date
		<p>WRITING ACTIVITY: Meeting planning and agenda competition</p>		<i>No grade for the notes to guide discussion)</i>
4		<p><i>The Writing Process</i> Overview</p> <p>WRITING ACTIVITY: Audience analysis</p> <p>WRITING ACTIVITY: Proofreading and editing</p> <p><i>Stage Fright; Introduce Your Co-learner Speeches</i></p>	<b>Chapter 4</b> “The Writing Process”	<p>Introduce a speaker speech and notes (<b>50 points—No grade for the notes to guide the interview)</b></p> <p>Blackboard assignment (<b>0 points—course requirement)</b></p>
5		<p><i>Revising Your Writing</i> Style, positive and confident language, and specific and concrete words;</p> <p>WRITING ACTIVITY: Six-sentence paragraph on Ober chapter 5</p> <p>WRITING ACTIVITY: Exercise 5 on p. 171, “Specific and Concrete”</p> <p>WRITING ACTIVITY: Exercise 22 on p. 175, “Positive Language”</p> <p>ACTIVITY: Practice impromptu speeches</p>	<b>Chapter 5</b> “Revising Your Writing”	<p>Written agenda <u>based on the Fireworks Company handout</u> (<b>50 points)</b></p> <p>Written meeting preparation plan (<b>45 points)</b></p>

<b>Class Meeting</b>	<b>Date</b>	<b>Topics</b>	<b>Readings &amp; Assignments</b>	<b>Due Date</b>
6		<p><i>Routine Messages</i> Providing details, friendly closes, and appropriate tone</p> <p><i>Persuasive Messages</i></p> <p>WRITING ACTIVITY: Writing a persuasive claim</p>	<p><b>Chapter 6</b> “Routine Messages”</p> <p><b>Chapter 7</b> “Persuasive Messages”</p>	
7		<p><i>Bad-News Messages</i> Beginning the message, justifying your decision, presenting the news, and closing positively</p> <p>WRITING ACTIVITY: Refusing a favor</p>	<p><b>Chapter 8</b> “Bad-News Messages”</p>	Completed exercise 13, “Claim Letter Poor Service,” in Chapter 6 on pages 210-211 ( <b>50 Points</b> )
8		<p><b>**The Business Report: Planning the Business Report</b></p> <p>WRITING ACTIVITY: Muddiest points—questions or concerns that you currently have regarding the business report assignment, both on process and on content</p> <p>WRITING ACTIVITY: Brainstorming what you should include in your business report and developing a</p>	<p><b>Chapter 9</b> “Planning the Business Report”</p>	<p>Completed exercise 2, “A Claim Refusal”—“Process” and “Product” segments--in chapter 8 on pages 284-285 (<b>75 Points</b>)</p> <p>Bring to class anything you’ve already written/outlined thus far in preparation for writing your business report (<b>For the Writing Activity—0 Points</b>)</p>

Class Meeting	Date	Topics	Readings & Assignments	Due Date
		tentative outline of your report		
9		<p><i>The Business Report: Writing the Report</i> Determining the structure, organizing the data, and presenting conclusions and recommendations</p> <p>WRITING ACTIVITY: Fine-tuning the outline of your business report and organizing the various segments</p> <p><i>Guest Speaker from NEIU's Writing Lab</i> Citing your sources in order to avoid plagiarism; concerns about ethics within the research/reporting processes</p> <p>WRITING ACTIVITY: Constructing a questionnaire and preparing charts and tables to guide data collection/management for your business report</p> <p>WRITING ACTIVITY: Formulating questions for the upcoming speaker panel</p>	<p><b>Chapter 10</b> “Writing the Report”</p> <p><b>Chapter 9--</b> “Planning the Business Report”- —(focus: a review on building charts, tables, and questionnaires)</p>	<p>Bring your written business report to class as you have built it thus far. Try to reflect upon and list your answers for the following: --What do you know about your topic? --What will you need to know about your topic by the time it is completed? --What information must you get in order to get at everything you must know about the topic by the time it is completed? --From where will you get it? (What/who will be your sources)? <b>(For the Writing Activity—0 Points)</b></p> <p>Written questions for the upcoming panel of speakers <b>(Feedback only will be provided)</b></p>
NO				

Class Meeting	Date	Topics	Readings & Assignments	Due Date
CLASS-Spring Break		_____	_____	_____
10		<p><i>The Business Report: Building the Business Report</i> Tips for organizing and effectively communicating findings in your paper</p> <p>WRITING ACTIVITY: Organizing and writing your findings</p> <p>WRITING ACTIVITY: Design a graphic representation of your business report data</p> <p><i>Making Oral Presentations</i> Informational interviewing</p>	<p><b>Chapter 10</b> “Writing the Report”—(focus: a review on writing your research findings)</p> <p><b>Chapter 11</b> “Making Oral Presentations”</p>	<p>Bring your written business report to class as you have built it thus far, including the draft write-up of findings you currently have (<i>For the Writing Activity—0 Points</i>)</p>
11		<p><i>The Business Report: Building the Business Report</i> Summarizing, concluding, and recommending—in powerful alignment</p> <p>WRITING ACTIVITY: Writing a summary of your report/findings, writing conclusions based on findings, and writing your recommendations</p> <p><i>PARS and T Cover</i></p>	<p><b>Chapter 10</b> “Writing the Report”—(focus: a review on summarization, conclusion, and recommendation)</p>	<p>Bring your written business report to class as you have built it thus far, including your draft summary, conclusions, and recommendations (<i>For the Writing Activity—0 Points</i>)</p> <p><b>Blackboard under “Assignments”--</b></p> <ol style="list-style-type: none"> <li>1. Locate the handouts on <i>T</i> cover letters and <i>PARS</i>.</li> <li>2. Read and bring both sets of handouts to class.</li> </ol>

Class Meeting	Date	Topics	Readings & Assignments	Due Date
		<p><i>Letters</i></p> <p><i>Brainstorming for Networking; and Providing References</i></p> <p>WRITING ACTIVITY: Determining your skills</p>		
12		<p><i>Employment Communication</i></p> <p>Resume writing; guest speaker from NEIU’s Job Placement Office; elevator speech; and infomercial</p>	<b>Chapter 12</b> “Employment Communication”	Infomercial--See the grading rubric and handout for details ( <b>50 Points</b> )
13		<p><i>Tic Tac Toe Vocabulary Exercise</i></p> <p><i>The Business Report: On Editing and Polishing</i></p> <p>WRITING ACTIVITY: Editing and polishing your business report</p> <p><i>Guest Panel</i></p>	<b>Chapter 10</b> “Writing the Report”—(focus: a review of the drafting, proof-reading, and revising processes)	<p>Bring the most current draft of your written business report to class as you have built it thus far, including the graphic representation of your data/findings (<b>For the Writing Activity—0 Points</b>)</p> <p>Draft version of a segment of your business report, questionnaire, table/chart/ and/or graphic of findings sent to me at [e-mail address] for constructive feedback (<b>Feedback only—No grade for this part of your final project</b>)</p> <p><i>T</i> cover letter, job description, and one-to-two-page functional</p>

Class Meeting	Date	Topics	Readings & Assignments	Due Date
				<p>or chronological resume for this job posting--See the rubrics for details (<i>50 points cover letter; and 75 points resume-</i>  <i>-Note: Late assignments will not be accepted.</i></p>
14		<p><i>The Business Report: Business Report Writing Q &amp;A</i></p> <p>WRITING ACTIVITY: Peer critique of your colleague's draft business report—Take notes from your critic</p> <p><i>Behavioral Interviewing Role-plays</i></p>	<p><b>Behavioral Interviewing Handouts</b></p>	<p>Bring the most current draft of your written business report to class as you have built it thus far, including the graphic representation of your data/findings (<i>For the Writing Activity—0 Points</i>)</p> <p><i>(Notes from the peer critique are not graded. Your full participation in the peer critique session both as a critic of your colleagues' draft and as a draft submitter for your colleagues' critiques is worth 20 points).</i></p>
15		<p><i>Impromptu Speeches Charades</i></p> <p>WRITING ACTIVITY: Course evaluations</p>	<p>-----</p>	<p>Impromptu Speech (<i>15 points</i>)</p> <p>Completed business report, including questionnaire, table or chart, and graphic representation of data/findings (<i>195 points business report; 45 points questionnaire; 45 points table/chart; and 45 points graphic</i></p>

Class Meeting	Date	Topics	Readings & Assignments	Due Date
				<i>representation of data/findings--Note: Late assignments will not be accepted.</i>

**\*\*Regarding the Business Report:**

This business report is a comprehensive research-based persuasive professional document that pulls together all elements of/phases in the writing process. The finished product should be a professional work of which you and/or an employer would be proud and that could serve as a portfolio item for your job search. Toward that end, the project will build from weeks 8 through 15, with ample opportunities for practice/application/constructive feedback on each component as it becomes salient within the writing process and the assigned readings from the Ober text. It is imperative, therefore, that you work steadily on this project in order to effectively participate in and benefit from the in-class writing segments.

**Assignments:**

- Assignments are due **in class** on the dates written on the course schedule. These due dates are considered firm unless arrangements have been made with me **in advance** of these dates.
- **Late assignments will receive,**
  - **A 10% point reduction if not submitted in class on the due date;**
  - **Another 10% point reduction if not submitted in class the following week; and**
  - **Zero (0) if submitted more than two classes past the due date.**
- The cover letter/resume assignment and the business report, questionnaire and table/chart WILL NOT be accepted beyond the due dates.
- Separate guidelines will be distributed for each assignment unless the assignment is a text exercise.

**Guidelines for Handing In Assignments:**

- Your text exercises, assignments, papers, speeches, and e-mails are vehicles for professional communication with me and your intended audience. It is expected, therefore, that you will submit the **best work** you can produce at all times and that the work will adhere to accurate mechanical and grammatical guidelines, including organization, flow, spelling, punctuation, capitalization, and sentence structure.
- **Always include your name and exercise name or assignment title on all work submitted.**
- **Number the pages in multiple page documents and include your last name on each page because pages may become detached.**
- Use 12-point font in Times New Roman or Arial.
- Use the standard black ink unless the document is intended to have color (for example: PowerPoint slides, visuals, or graphics).
- Use standard white background with no designs, texture, or colored fill.

## Grading Summary

ASSIGNMENTS	POINTS
<p><b>Attendance</b> It is expected that students attend classes. Regular attendance, arriving on time and staying for the entire class session are <b>required to protect the full 90 points--6 points per class--</b> component of your attendance grade.</p>	<b>90</b>
<p><b>Participation</b> <b>Your participation includes <i>active participation in course activities, collaborative classroom behavior, and timely completion of reading assignments</i>. 6 points/class = 90 points</b></p>	<b>90</b>
<p><b>Graded Writing Assignments</b> These assignments will be graded on content and correct and effective written expression. You will receive details for each assignment in class. Note that these assignments will account for 68% (greater than 2/3) of your course grade.</p>	<b>680</b>
Professional Email	1 page 5 points
Claim Letter	1-2 pages 50 points
Claim Refusal	2-3 pages 75 points
Agenda	1 page 50 points
Meeting Plan	1-2 pages 45 points
Cover Letter	1 page 50 points
Resume	2 pages 75 points
Questionnaire	1 page (in Business Report) 45 points
Table or Chart	1 page/part page insert (in Business Report) 45 points
Graphic of Findings	1 page/part page insert (In Business Report) 45 points
Business Report	8 pages 195 points
<p><b>Ungraded Assignments</b> These assignments are required but will not be graded. Rather, you will receive feedback and/or they will be influential in guiding a related assignment that will be graded.</p>	
E-mail Research Notes for Discussion	1 page
Blackboard Discussion Board Entry	.5 page
Interview Speaker Questions/Notes	1 page
Draft Versions of Building Business Report for Writing Activity in-Class (Weeks 8, 9, 10, 11, and 13)	10 pages total
Draft Segment of the Business Report	3 pages
Panel Questions	1 page
Notes from Peer Critique Session of Your Draft Project Proposal	2 pages
<b>Graded Research Activity</b>	<b>5</b>

This activity is a required independent research activity in preparation for a full class discussion. It requires your finding a substantive article, printing it, reading it, highlighting important points, and submitting it in class.	
Research E-Mail on E-Mail Privacy	
<b>Graded Oral Assignments</b> These assignments are required and will be graded according to the rubrics that will be discussed in class before the speeches and that will be provided in advance:	<b>115</b>
Introduce a Speaker Speech	50 points
Impromptu Speech	15 points
Infomercial/Elevator Speech	50 points
<b>Graded Peer Critique Session</b> This is a required session for you as submitter of your own draft project proposal and for you as an informed critic of your course colleagues' draft proposals.	<b>20</b>
Peer Critique	
<b>TOTAL POINTS</b>	<b>1000</b>

**Determination of Final Course Grade:**

- 900 – 1000 pts. = A
- 799 – 899 pts. = B
- 698 – 798 pts. = C
- 597 – 697 pts. = D
- 000 – 596 pts. = F