



BCMU 301

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## **SYLLABUS**

### **Fall 2018—T/Th**

#### READINGS

- Coursepak
- *Woe Is I*, Patricia T. O’Conner. (PTO)
- *Thank You for Arguing*, Jay Heinrichs, (JH)
- *Presentation Zen*, Garr Reynolds, (GR)
- Recommended: *The Gregg Reference Manual*, 11<sup>th</sup> ed., William A. Sabin

#### COURSE OBJECTIVES

To provide information, tools, drills, and challenges that will help students to discover and know what they want to say, to say what then mean, and to say it memorably. Students will develop these skills in order to improve their performance capability in written communications, oral presentations, and interpersonal and group communications.

#### CLASS PARTICIPATION

Since an important dimension to this class is using and practicing with the tools you will be taught, I will be calling on each of you randomly to give you the opportunity to think on your feet--or in your seat, as the case may be. In order to participate effectively, you will have to integrate the information presented to you in the lectures, the packet, and the readings as we go along.

#### GRADING

Assignments are due by the end of class or students will lose 5 points. They will also lose 5 points for each additional day I don’t receive it. I will accept an email as proof of meeting the deadline, but you must bring a hard copy to class or to my office as soon as

you can. Assignments sent as emails will not be graded. I will only grade the hard copies delivered to me by students.

Here's how your grade will be calculated:

- Four quizzes (10 points each)
- Three writing assignments: the first (15 points), the second (20 points), and the third (75 points).
- Midterm in two parts: an in-class short-answer test (100 points) & a take-home component (100 points)
- Group oral -- a business-plan pitch presentation to potential investors (150 points).
- Extra-credit opportunities
- My evaluation of your effort, class participation, and improvement could possibly bounce your final grade up or down a point

When you know all your scores, add them up and divide by 5 to render a number on a 100-point scale. That number translates into your grade according to the following table:

#### Grade Scale

98.5	4.0
97	3.9
95.5	3.8
94	3.7
92.5	3.6
91	3.5
89.5	3.4
88	3.3
86.5	3.2
85	3.1
83.5	3.0
82	2.9
80.5	2.8
79	2.7
77.5	2.6
76	2.5
74.5	2.4
73	2.3
71.5	2.2
70	2.1

**Honor Code:** By being a student in this course, you acknowledge that you are a part of a learning community at the Foster School of Business that is committed to the highest academic standards. As part of this community you pledge to uphold the fundamental standards of honesty, respect, and integrity, and accept the responsibility to encourage others to adhere to these standards

### COURSE SCHEDULE

<b>1</b>	<b>9//27</b>	<b>Course Overview Some fundamentals</b>	
Introduction/Problem Solving			
This class will focus on the course objectives and the approach that I take toward teaching practical communications skills appropriate for the workplace. We'll also introduce some basic concepts to help establish a vocabulary that will be employed throughout the course.			
<b>2</b>	<b>10/2</b>	<b>Basic Rhetorical Technique Situation Analysis</b>	<b>Assignment 1 distributed</b>
PTO 1: Woe Is I—Focus more on this chapter. 2: Plurals before Swine—Worth reading, but optional			
JH 1: Open Your Eyes—What is rhetorical technique? 2: Set Your Goals—Do you want to win or win over, fight or argue?			
Coursepack: Analysis: pp. 2-5.			
After jokes and the clip of the day, this class will take a look at O'Conner's discussion of common problems writers have with pronouns. We will also examine Heinrich's distinction between fighting vs. arguing or the goal to 'win over' than simply to win. We'll then work with material in the coursepak to understand better what we mean by Situation Analysis.			
<b>3</b>	<b>10/4</b>	<b>More Analysis The Rhetorical Big Three Begin Group Work</b>	<b>Analysis workshop</b>
JH 3: Control the Tense—Forensic, Demonstrative, & Deliberative 4: Soften Them Up—Logos, Pathos, Ethos			
Required: "How to Talk Politics at Work" Recommended: "Why Won't They Listen?"			

<p>Coursepack: Composition and Organization pp. 6-11</p> <p>After looking at some more pronoun issues, we'll lay out the preliminaries regarding Logos, Pathos, and Ethos. We'll look a little more deeply at the analysis steps and move on to talk about strategy issues and the first assignment. We'll end the day with group assignments.</p>			
<b>4</b>	<b>10/9</b>	<b>Strategy</b> <b>Ethos</b> <b>Group Work</b>	<b>Quiz 1</b> <b>Outline workshop</b>
<p>PTO</p> <p>JH      5: Get Them to Like You—Ethos and Decorum  6: Make Them Listen: Ethos &amp; Virtue  7: Show Leadership—Ethos &amp; Practical Wisdom  8: Win Their Trust—Ethos &amp; Good Will</p> <p>Coursepack: Strategy, pp. 12-21</p> <p>After the quiz, we'll get a little deeper into the weeds regarding what we mean by "Ethos." We'll workshop the situation analysis and talk about document compositions and organization issues.</p>			
<b>5</b>	<b>10/11</b>	<b>Punctuation</b> <b>Pathos</b> <b>Paragraphs &amp; Sentences</b>	<b>1<sup>st</sup> assignment final due</b> <b>2<sup>nd</sup> assignment distributed</b>
<p>PTO      8. Comma Sutra--Pay more attention to this one.  5: Verbal Abuse--Do a couple of pages every day.</p> <p>JH      9: Control the Mood—Pathos—Rhetoric &amp; Mood Swings  10: Turn the Volume Down—When You Want to Keep It Cool</p> <p>We'll do a little more on common usage mistakes, and then go deeper into the role of pathos in rhetoric, and then on execution and evaluation. If the strategy stage is about the raw meat and the skeleton of your message, Execution is about dressing it up so it can go out in public.</p>			
<b>6</b>	<b>10/16</b>	<b>More Punctuation &amp; Sentences</b> <b>The Commonplace &amp; Reframing</b> <b>Effective Revision Techniques</b>	<b>Hilda Wkshp 1</b>
<p>PTO :    9: The Compleat Dangler—Writing clearly, sentences require it.  10: Saying Is Believing: It's all about effective sentences.</p> <p>JH      11: Gain the High Ground: Ethos &amp; the Commonplace</p>			

12: Persuade on Your Terms: Reframing & Redefining Terms

Coursepack: Informative Messages, pp. 22-30.

We'll look at O'Conner's Fifteen Rules to "say what you mean." And we'll look at the last of the Content, Clarity, Correctness steps in the execution revision process. This last stage is about straightening the tie, polishing the shoes, and making sure everything is perfect. We'll workshop the second assignment in class with a particular look at your sentences.

<b>7</b>	<b>10/18</b>	<b>Commonplace Bad News The Business Plan</b>	<b>Quiz 2 Kiechel returned Hilda Wkshp 2</b>
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JH      11: Gain the High Ground: Ethos & the Commonplace  
12: Persuade on Your Terms: Reframing & Redefining Terms

Coursepack: Business Plan, pp. 31-36.

We'll finish up with passive voice, take a look at the critical rhetorical skills concerning the commonplace and reframing, and then workshop the Hilda Black assignment for content. Then we will introduce the business plan project.

<b>8</b>	<b>10/23</b>	<b>Using Ethos Effectively Request Messages Collaborative Problem Solving</b>	<b>Hilda &amp; Charter due 3<sup>rd</sup> assignment distributed</b>
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JH      13-17 optional  
18: Speak your Audience's Language—Ethos and Code Grooming  
19: Make Them Identify with Your Choice—Ethos & Identity

Coursepack: Request Messages, Sales Letters—pp. 37-47.

We'll develop our "ethos" theme further by taking a look at different uses of the "identity strategy." We'll then shift from informational to request messages.

<b>9</b>	<b>10/25</b>	<b>Deliver More Verbal Impact Persuasive Requests Business Plan</b>	<b>Reed Workshop</b>
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JH      20: Get Instant Cleverness

Coursepack: Persuasion, pp. 49-54

In this class we get into figures of speech in more depths, and we build upon what we learned from junk mail letter strategy to a broader category of persuasive. We'll also watch a business plan presentation entitled "The Old North Face" to give you a sense of what the end product should be (and not be). We'll talk more about getting organized for the business plan presentation and about how the work plan can help you in that.

**10**      **10/30**      **Figs of Speech: repetitions**      **Quiz 3**  
**More on Business Plans**

JH:      21: Seize the Occasion  
           22: Use the Right Medium

GR      1: Presenting in Today's World

Coursepack: Oral Presentations, pp. 48-56

We'll focus on some introductory ideas about how to think about your goals when you are developing content for an oral presentation. We'll go into more detail about the strategies and objectives of a business plan. We'll talk about various investor types and how you have to shape your presentation to meet the investment objectives of each.

**11**      **11/1**      **Figures: questions**      **3<sup>rd</sup> assignment due**  
**Identity Strategy**      **Persuasive Talk distributed**  
**Creating Content**  
**Sensitive Issues**

JH      26: Give a Persuasive Talk  
           27: Capture Your Audience

GR      2: Creativity, Limitations, and Constraints

We'll introduce the final, major writing project for the quarter the take-home midterm "Persuasive Talk". We'll also wrap up our discussion of developing compelling content with a discussion of 'sticky ideas'.

**12**      **11/6**      **More Figures: lists, catalogs**  
**Oral Presentations: Creating Content**  
**Cicero's Arrangement**  
**Sensitive Issues**

GR      3: Planning Analog  
           4: Crafting the Story

We'll focus on some practical compositional exercises and how to translate the raw material

<p>produced in them into something you can present to the public. And we'll start taking a look at the basic idea of "visual story" or "picture superiority effect."</p>			
<b>13</b>	<b>11/8</b>	<b>More Figures</b> <b>Oral Presentations: VAs</b> <b>Bus Plan: Openings</b>	<b>Quiz 4</b> <b>Dr. Reed returned</b>
GR	5: Simplicity—Why It Matters 6: Presentation Design—Principles and Techniques 7: Sample Slides—Images & Text		
<p>We'll also be talking about the use PowerPoint and other visual aid possibilities. There are so many ways to go wrong here. You need to learn what they are and avoid them.</p>			
<b>14</b>	<b>11/13</b>	<b>Figures: Word Play</b> <b>Business Plan: Money</b> <b>Visual Thinking 2</b>	<b>Persuasive Talk due</b>
GR	8: The Art of Being Completely Present		
<p>We'll be looking at word play figures and focusing more on how to handle the money in the presentation.</p>			
<b>15</b>	<b>11/15</b>	<b>In-Class Mid-Term</b> <b>Pulling it All Together</b>	
<p>Ninety-minute midterm covering coursepak concepts and skills and the Garr Reynolds readings</p>			
<b>16</b>	<b>11/20</b>	<b>Group Day</b> I'll explain in class.	
<b>17</b>	<b>11/27</b>	<b>Pitch Presentations —Groups 1 &amp; 2</b>	
<b>18</b>	<b>11/29</b>	<b>Pitch Presentations —Groups 3 &amp; 4</b>	
<b>19</b>	<b>12/4</b>	<b>Pitch Presentations —Groups 5 &amp; 6</b>	
<b>20</b>	<b>12/6</b>	<b>Pitch Presentations – Group 7</b>	

**Wrap up**

In the last class we'll do peer and course evaluations. I'll also be returning the Take-home midterm and the evaluations and grades for those groups who have made their presentations in the days preceding.