



BCMU 301  
Lecturer: Jack Whelan  
Website: <http://faculty.washington.edu/jwhelan/index.html>  
e-mail: [jwhelan@u.washington.edu](mailto:jwhelan@u.washington.edu)

Office Hours: variable check website  
Office: Paccar 529  
Phone: 206 261 2495

## **SYLLABUS Spring 2016**

### 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 they 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>3/29</b>	<b>Course Overview Some fundamentals</b>	
<p>Introduction/Problem Solving</p> <p>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.</p>			
<b>2</b>	<b>3/31</b>	<b>Pronouns, Basic Rhetorical Technique Situation Analysis</b>	<b>1<sup>st</sup> assignment distributed</b>
<p>PTO 1: Woe Is I—Focus more on this chapter. 2: Worth reading, but optional</p> <p>JH 1: Open Your Eyes—What is rhetorical technique? Concession, amplification, and the commonplace. 2: Set Your Goals—Do you want to win or win over, fight or argue?</p> <p>Coursepak: Analysis: pp. 1-8.</p> <p>After jokes, 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.</p>			
<b>3</b>	<b>4/5</b>	<b>More Analysis The Rhetorical Big Three Begin Group Work</b>	<b>Analysis &amp; outline workshop</b>
<p>JH 3: Control the Tense—Forensic, Demonstrative, &amp; Deliberative 4: Soften Them Up—Logos, Pathos, Ethos</p> <p>Link on Website: "Why Won't They Listen," Will Saletan</p> <p>Coursepak: Composition and Organization pp. 9-14</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</p>			

strategy issues and the first assignment. We'll end the day with group assignments.

<b>4</b>	<b>4/7</b>	<b>Punctuation Ethos Group Work</b>	<b>Quiz 1 1<sup>st</sup> assignment final due</b>
----------	------------	---	---

PTO 8. Comma Sutra--Pay more attention to this one.

JH 5: Get Them to Like You—Ethos and Decorum  
6: Make Them Listen: Ethos & Virtue  
7: Show Leadership—Ethos & Practical Wisdom  
8: Win Their Trust—Ethos & Good Will

Coursepak: Strategy, pp. 9-14

After the quiz , we'll take a look at some punctuation basics, and then get a little deeper into the weeds regarding what we mean by "Ethos." We'll workshop the analysis and outline, and talk about document format issues.

<b>5</b>	<b>4/12</b>	<b>Common Usage Mistakes Pathos Paragraphs &amp; Sentences</b>	<b>2<sup>nd</sup> assignment distributed</b>
----------	-------------	--	--

PTO 5: Verbal Abuse--Do a couple of pages every day.

JH 9: Control the Mood—Pathos—Rhetoric & Mood Swings  
10: Turn the Volume Down—When You Want to Keep It Cool

" Building the Emotional Intelligence of Groups", Druskat and Wolff (Log in to your library account and hit the on website or search for title yourself on the UW Library site.)

Coursepak: Execution/Evaluation, pp. 15-24.

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.

<b>6</b>	<b>4/14</b>	<b>More Punctuation &amp; Sentences The Commonplace &amp; Reframing Effective Revision Techniques</b>	<b>Kiechel returned Hilda workshop</b>
----------	-------------	---	--

PTO : 9: The Compleat Dangler— Writing clearly, sentences require it.  
10: Saying Is Believing: It's all about effective sentences.

JH	11: Gain the High Ground: Ethos & the Commonplace	12: Persuade on Your Terms: Reframing & Redefining Terms	
<p>Coursepak: Execution Evaluation, pp. 15-24.  Memos, Letters, Emails, pp. 26-32.</p>			
<p>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.</p>			
<b>7</b>	<b>4/29</b>	<b>Commonplace, Reframing Bad News The Business Plan</b>	<b>Quiz 2 Team Charter due</b>
JH	11: Gain the High Ground: Ethos & the Commonplace	12: Persuade on Your Terms: Reframing & Redefining Terms	
<p>Coursepak: Bad News &amp; Business Plan, pp. 33-42.</p>			
<p>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.</p>			
<b>8</b>	<b>4/21</b>	<b>Using Ethos Effectively Request Messages Collaborative Problem Solving</b>	<b>2<sup>nd</sup> assignment final due 3<sup>rd</sup> assignment distributed</b>
JH	13-17 optional 18: Speak your Audience's Language—Ethos and Code Grooming 19: Make Them Identify with Your Choice—Ethos & Identity		
<p>Coursepak: Request Messages, Sales Letters—pp. 43-48.</p>			
<p>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.</p>			
<b>9</b>	<b>4/28</b>	<b>Deliver More Verbal Impact Persuasive Requests Group Conflict</b>	<b>Reed Workshop</b>

JH	20: Get Instant Cleverness		
Coursepak: Persuasive Requests, 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.			
<b>10</b>	<b>4/28</b>	<b>Figs of Speech: repetitions Creating Content 1 More Business Plans</b>	<b>Quiz 3 3<sup>rd</sup> assignment due</b>
JH:	21: Seize the Occasion 22: Use the Right Medium		
GR	1: Presenting in Today's World		
Coursepak: Preparing Content, pp. 56-58			
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.			
<b>11</b>	<b>5/3</b>	<b>Figures: questions Identity Strategy Creating Content 2</b>	<b>Persuasive Talk distributed</b>
JH	23: Give a Persuasive Talk		
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'.			
<b>12</b>	<b>5/10</b>	<b>More Figures: lists, catalogs Oral Presentations: Creating Content 3 Cicero's Arrangement Sensitive Issues</b>	

GR	3: Planning Analog 4: Crafting the Story	Coursepak; Preparing Visual Aids, pp. 59-61.	We'll focus on some practical compositional exercises and how to translate the raw material 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."
<b>13</b>	<b>5/12</b>	<b>More Figures</b> <b>Oral Presentations: Visual Aids</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	Coursepak: Preparing Visual Aids, pp. 59-61.	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.
<b>14</b>	<b>5/17</b>	<b>Figures: Word Play</b> <b>Business Plan: Money</b> <b>Visual Thinking 2</b>	<b>Pers. Talk due</b>
GR	8: The Art of Being Completely Present	Coursepak: Delivery, p. 62.	We'll be looking at word play figures and focusing more on how to handle the money in the presentation.
<b>15</b>	<b>5/19</b>	<b>Mid-Term</b> <b>Pulling it All Together</b>	One-hour midterm covering coursepak concepts and skills and the Garr Reynolds readings

<b>16</b>	<b>5/24</b>	<b>Oral Reports –Group 1</b>
<p>It's all you now. This will be your opportunity to show me that you've learned what persuasion really means so that by the end of your presentation I'll be salivating to invest with your new startup.</p>		
<b>17</b>	<b>5/24</b>	<b>Oral Reports—Groups 2 &amp; 3</b>
<b>18</b>	<b>5/31</b>	<b>Oral Reports—Groups 4 &amp; 5</b>
<b>19</b>	<b>6/2</b>	<b>Oral Reports—Group 6; Wrap up</b>
<p>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.</p>		