
Course: BUA 6212:33 Critical Thinking and Impactful Communication

Course meets: Online

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UNIVERSITY MISSION

The University endeavors to create a learning environment where each student is provided an opportunity to pursue individual excellence, to think clearly and creatively, and to communicate effectively. The University also strives to develop a sense of civic responsibility and spiritual sensitivity, with a commitment to moral discrimination and action. Texas Wesleyan University strives to develop informed, responsible, and articulate citizens.

SCHOOL OF BUSINESS MISSION

The School of Business Administration and Professional Programs (SOBAPP) is a community of learners dedicated to pursuing and sharing the values, knowledge and skills that enable our students to compete in a dynamic and increasingly global environment.

COURSE DESCRIPTION

This course is designed to help students better formulate, analyze, and communicate ideas about unstructured business problems, some of which involve multiple functional areas of business (marketing, operations, finance, etc.). A central premise of this course is that critical thinking and communication skills are best learned through repeated cycles of practice, feedback from instructors and peers, reflection prompted by that feedback, and more practice. Students completing the course will demonstrate writing that emphasizes grammar, composition, and rhetoric, as well as mastery of APA citation.

COURSE PREREQUISITES

None

Learning Objectives	Learning Outcomes
Critically analyze information in academic journals.	Apply critical analysis to complex business theory
Master external source citations by using APA guidelines without plagiarizing.	Incorporate sources in documents in an ethical manner
Use principles of composition, grammar, and rhetoric in writing critical responses meeting graduate writing standards.	Create documents that exhibit advanced fundamentals of writing
Respond to material in an analytical manner	Implement object reasoning in analysis
Disseminate complex information by	Identify and explain business ethics theory to

examining and explaining academic articles in manner that is accessible.	a general audience
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REQUIRED MATERIALS

None

INSTRUCTIONAL METHODS

Students will be expected to read and respond to assigned material, participate in constructive online discussion over course topics. Students will also demonstrate proper writing fundamentals through a series of short critical responses to the readings.

STUDENT WORKLOAD EXPECTATION

This course is a 2-credit hour course in which students are expected to do at least 11 hours (approximately 650 minutes) of course-related work each week of the 7-week session. This time includes instruction and independent learning (work done completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, and other course-related tasks).

COURSE COVERAGE

The course will cover responsible research methodology and the concept of plagiarism. Students will also learn the basic fundamentals of composition, grammar, and rhetoric, while demonstrating writing that meets graduate school requirements. Students will also be exposed to a wide variety of business ethics references that show the complexity of the issue.

TEXAS WESLEYAN UNIVERSITY POLICIES

Students should read the current Texas Wesleyan University [Catalog](#) and [Student Handbook](#) to become familiar with University policies. These policies include but are not limited to academic integrity, grade appeal, sexual harassment, student access to records, and others; policies specified in the current catalog are applicable unless otherwise stated in this syllabus.

A. Academic Integrity: Academic honesty is highly valued at Texas Wesleyan University. Students must always submit work that represents their original words or ideas. If any words or ideas used in a class posting or assignment submission do not represent the student's original words and ideas, all relevant sources must be cited along with the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please see the university catalog for more information about academic honesty, including consequences of academic dishonesty.

Students are REQUIRED to participate in the course on an individual basis. Any collaboration, sharing of information, copying, cheating and/or acts of academic dishonesty will result in failure of the questioned assignment and the student will be referred to the Dean's office for disciplinary measures. The student may be removed from the course and may receive a failing grade. There is a zero-tolerance policy in this course as it relates to academic integrity.

B. American's with Disabilities Act (ADA): Texas Wesleyan University adheres to a disability policy which is in keeping with relevant federal law. The University will provide appropriate accommodation as determined by the Director of the Counseling Center, Dr. Michael Ellison. Students must notify instructors of any permanent or temporary disabilities and must provide

documentation regarding those disabilities prior to the granting of an accommodation. For assistance, students should consult with [Dr. Ellison](#), who may be reached at (817) 531-7565.

C. Absence Policy: Regular and punctual attendance at all scheduled classes is expected of all students. University regulations authorize certain absences of students when representing the University (e.g. participation in Intercollegiate athletic competitions, and student government, student development, or fine arts events). Absences that may be necessary to fulfill course requirements and are approved by the Provost are also considered to be authorized. **The maximum number of authorized absences during one semester is five for a Monday-Wednesday-Friday class, three for a Tuesday-Thursday class, and two for a class or laboratory meeting once a week.** Additional authorized absences may be granted on an individual basis when extreme circumstances warrant (e.g. advancement to and representation of the university at regional or national level intercollegiate athletic, academic, or fine arts competition). Individual faculty may not enforce a more restrictive policy than what is set by the University. Students are **required** to notify instructors prior to any missed class and will be held responsible for all class and laboratory assignments.

Attendance: A student attends an online course by engaging in academically related activities of the course. Examples of such activities include but are not limited to: contributing to an online discussion or chat session; submitting an assignment or working draft; working exercises; taking a quiz or exam; or initiating contact with a faculty member to ask a course-related question. Documenting that a student has logged into an online class or website is not sufficient, by itself, to demonstrate academic attendance by the student.

Any student who has not logged into an online course within one week of the start date of the course will be dropped from the class roster for nonattendance. Any student who fails to complete coursework which in the aggregate constitutes 10% or more of the course grade during the term may be dropped from the course for nonattendance. The last date of a student's attendance will be the date the student last logged into the course and completed an academically related activity.

D. Repeating Courses: Any course taken at Texas Wesleyan University and repeated for a grade must be repeated at least once at Texas Wesleyan University. Any course taken at another institution may be repeated at Texas Wesleyan University. The most recent grade on the repeated course will be counted. When a course is repeated, the grade point average will be computed using the most recent grade achieved. For graduate students, individual program requirements may restrict the repetition of some courses, refer to individual program policies

E. Unified Discrimination and Harassment Reporting (Including Title IX): As noted in the catalog under the Unified Discrimination and Harassment Policy, Texas Wesleyan University is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment. If you have experienced any such discrimination or harassment, including gender- or sex-based forms, know that help and support are available from the following resources:

- Complete online incident report at <https://txwes.edu/student-life/report-a-concern/>
- Contact Campus Conduct Hotline (24 hours a day): (866) 943-5787
- Campus security (24 hours a day): (817) 531-4911
- Dean of Students: deanofstudents@txwes.edu OR (817) 531-4872

Please be aware that all Texas Wesleyan University employees, other than designated confidential resources (i.e., Community Counseling Center) are required to report credible evidence of prohibited discrimination or harassment to the University's Title IX Coordinator, or to

one of the Title IX Assistant Coordinators. If you wish to speak to someone confidentially, please contact the Community Counseling Center at (817) 531-4859 to schedule an appointment.

USEFUL LINKS

The following links are provided to give useful information and help for students taking online courses:

Student Technical Assistance Help Desk: Local Telephone: (817) 531-4428 ext. 1; Toll free: 1-877-362-2638

Eunice and James L. West **Library**: <http://westlibrary.txwes.edu/>

Texas Wesleyan University Website: <http://www.txwes.edu/>

Texas Wesleyan University Counseling Center

For assistance, contact: Scott Methvin at smethvin@txwes.edu

ASSIGNMENTS, EVALUATION, AND GRADING

Assignments: Each week, students will have three assignments. The three assignments are a critical response, a reader response, and online discussion. For the critical response, students will prepare the assigned readings and exercises or projects from the primary textbooks and submit a two-paragraph critical response to assigned supplementary text (approx. 350 words), submitted to the correct Dropbox by 11:59 PM on specified Fridays throughout the semester. Critical response paragraphs will be structured as follows: one paragraph will summarize the argument of the article (answering the question: What is being said?); the second paragraph will respond critically to the author's rhetoric by answering the following questions about the supplemental readings: 1) What is the author's purpose (inform, instruct, or persuade)? 2) What rhetorical and analytical tools does the author use to achieve this end? 3) Does the author succeed in achieving this end? All written assignments must follow APA guidelines of citation.

Every week, students will be required to research over the article topic theme and write a 350-word reader response to an article of their choice from the library's online academic databases. This respond will follow APA guidelines of citation, and you will provide your personal opinion on the article. The reader response is meant to start your own initial inquiry as an academic and to provide you a chance to be an authority. Reader responses are due on Tuesday by 11:59 PM

Online Discussion Students will respond to questions in online discussions, demonstrate external citation of sources in their responses, while utilizing proper online etiquette with their peers. Students should expect to contribute 4 responses and cultivate thoughtful discussion of topics by Tuesday at 11:59 PM.

Grading Policy

Critical Responses-7	42%- 6% a piece
Online Discussion-7 weeks	16%
Reader Response-7	42%- 6% a piece
Total	100%

Online Discussion Rubric

Criteria	Below Expectations	Developing	Competent	Exemplary
Points	0	1.5	3	4
One initial major response (minimum 125 words) to first discussion question	Did not complete this portion of the assignment or most of the discussion points were inappropriate or were not identified	The discussion points were identified and described but with fair accuracy and some of the discussion points were inappropriate or were not identified.	The discussion points were identified and described with good accuracy and appropriate information was identified and discussed.	The discussion points were identified and described with high accuracy and all appropriate information was identified and discussed clearly.
Points	0	0.5	1	2
Writing – Grammar, sentence structure, paragraph structure, spelling, punctuation (APA required)	5 or more different errors in sentence structure, paragraph structure, spelling, punctuation, or APA usage; references are expected (major issues)	3-4 different errors in sentence structure, paragraph structure, spelling, punctuation, or APA usage; references are expected (many issues)	1-2 different errors in sentence structure, paragraph structure, spelling, punctuation, or APA usage; references are expected (minor issues)	No errors in sentence structure, Paragraph structure, spelling, punctuation or APA usage; references are expected (minor issues)
Points	0	0.5	1	2
Responding to other students.	Did not respond to other students or responses were trite with no substance	Responded to other students but responses were trite with no substance	Responded to one other student, response was substantive	Responded to two or more other students, responses were substantive
Points	0	1		2
Frequency of responses	Did not post in the threaded discussion	Posted on only 1 day of the week		Posted on two or more different days of the week

Assignment (Response) Grading Rubric

Criteria	Excellent 4	Good 3	Below Average 2	Ineffective 1	Total
Main Idea	Clear main idea in the first sentence	Mostly clear main idea in the first sentence	Main idea is not clear in the first sentence-not specifically stated.	Main idea is not present in the first sentence	

Details	All important details are included.	Important details are included but some might be missing.	Some critical information is missing.	Contains only some details	
Paraphrase	Author writes own words to create a summary that includes great word choice.	Author uses own words to write summary.	Author uses a few sentences that sound too similar to the text and not enough of their own words.	Author does not use their own words to write summary	
Order	Ideas are connected to make the writing flow.	Ideas are in logical order.	Ideas are in random order.	Ideas are not in logical order.	
Conventions	No spelling, grammar and conventions errors	1-2 spelling, grammar and conventions errors are found.	3-4 spelling, grammar and conventions errors are found.	5-or more spelling, grammar and conventions errors are found.	
Total:					
Comments:					

Late Work Policy

No late work is accepted under any circumstance.

Professor Response Time

The professor will respond to emails within 24 hours.

Graduate Writing Tutoring

Students who are enrolled in BUA 6212 cannot seek graduate writing tutoring on class assignments unless referred by the instructor (Dr. Thompson).

COURSE SCHEDULE

Week	Assignments
Week 1 - An Introduction to Impactful Communication	Read Lessons, Online Discussion, Read Articles, Critical Response 1, Reader Response 1

Week 2 - Meeting the Needs of Specific Audiences	Read Lessons, Online Discussion, Read Articles, Critical Response 2
Week 3 - Editing for a Professional Style and Tone	Read Lessons, Online Discussion, Read Articles, Critical Response 3, Reader Response 3
Week 4 - Weighing the Ethical Issues	Read Lessons, Online Discussion, Read Articles, Critical Response 4, Reader Response 4
Week 5 - Thinking Critically About the Research Process	Read Lessons, Online Discussion, Read Articles, Critical Response 5, Reader Response 5
Week 6 - Evaluating and Interpreting Information	Read Lessons, Online Discussion, Read Articles, Critical Response 6, Reader Response 6
Week 7- An Overview of the Analytical Writing Process	Read Lessons, Online Discussion, Read Articles, Critical Response 7, Reader Response 7

Syllabus is subject to change

Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a 'blueprint' for the course; changes in the syllabus can be made and students will be informed of any substantive changes concerning examinations, the grading or attendance policies and changes in project assignments.