



Lincoln University

Communications in Leadership and Negotiations

BA 471

COURSE SYLLABUS

Spring 2025

Instructor:	Dr. Susan R. Stryker
Lecture Schedule:	Wednesdays 9:00 AM – 11:45 AM
Credits:	4 units: 3 units / 45 lecture hours + 1-unit individual research project
Level:	Mastery 2 /Research (M2R)
Office Hours:	By arrangement e-mail: sstryker@lincolnuca.edu phone: 510-520-3028
Prerequisite:	<i>ENG 170 or BA 370</i>
Last Revision:	January 3, 2025

Welcome!

This course is critical and fundamental for business students to develop the skills essential for effective communication and negotiation in leadership roles. It covers strategies for conveying a vision, influencing others, managing conflict, and achieving mutually beneficial agreements in various contexts. The course is designed to develop essential skills for effective face-to-face interactions, focusing on business strategies to foster cooperation, and achieve consensus with positive results. The curriculum examines a range of negotiation tactics relevant to individuals by using active listening, persuasive techniques, and an understanding of diverse negotiation styles.

CATALOG DESCRIPTION

This course concentrates on critical skills, particularly those needed for intelligent, face-to-face interactions, for effective tactics to achieve cooperation and gain consensus. There is emphasis on various strategies used in negotiating, for both individuals and leaders. Both written and oral assignments are involved. A one-unit written research project and its oral presentation are required for the course. (4 units)

LEARNING OBJECTIVES

The primary objectives include:

- Enhancing the ability to understand and produce effective written and oral business communications for leadership and negotiation purposes.
- Evaluating business communications within their relevant contexts.
- Applying systematic communicative language processing strategies for critical thinking, problem-solving, conflict resolution, decision-making, and goal setting and attainment.

Upon successful completion of this course, students will be equipped to:

- Analyze the communicator, audience, purpose, context, and strategies used in business communications within functional settings.
- Select appropriate content, style, and organization for a variety of contexts.

COURSE LEARNING OUTCOMES¹

	Course Learning Outcome	Program Learning Outcome	Institutional Learning Outcomes	Assessment Activities
1	Demonstrate appropriate applications of primary and secondary research and analytical techniques and tools to manage and apply information in support of problem-solving, conflict resolution, decision-making, and goal attainment.	PLO 3	ILO 2c, ILO 7c	Completed written work Oral presentations Peer evaluation Instructor evaluation
2	Apply analytical skills to formulate and implement strategic responses to changes in external and internal environments.	PLO 3	ILO 2c, ILO 7c	Completed written work Oral presentations Peer evaluation Instructor evaluation
3	Demonstrate ability to garner and evaluate potential global business situations, opportunities and risks relevant to current and future leadership applications and communicative contexts.	PLO 5	ILO 4c, ILO 5c	Completed written work Oral presentations Peer evaluation Instructor evaluation
4	Define and apply leadership and communication business objectives for shared growth and development.	PLO 5	ILO 4c, ILO 5c	Completed written work Oral presentations Peer evaluation Instructor evaluation
5	Manage responsibly local and global business interaction and development within relevant ethical, social, and economic criteria.	PLO 6	ILO 3c	Completed written work Oral presentations Peer evaluation Instructor evaluation

INSTRUCTIONAL MATERIALS AND REFERENCES

Required Text

“Essentials of Business Communication”

Mary Ellen Guffey, Dana Loewy 12th Edition | Copyright 2023

ISBN-10: 0357714970 www.cengage.com (Go to “students” and purchase the book)

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Learning Outcomes Assessment](#) section of LU website.

INSTRUCTIONAL METHODS

Instruction will be conducted face-to-face in class. The course sessions will include topics with A/V-augmented materials (text-based and other topically related slides and relevant audio/video/web resources).

Assignments and projects suggest students actively use resources of the library. A detailed guide to business *resources of the library* as well as a description of Lincoln University's approach to *information literacy* are available at the [LU Library website](http://lincolnuca.libguides.com) (lincolnuca.libguides.com).

STUDENT RESPONSIBILITIES

Students should always check into their class’s Canvas to see the daily class outline and any announcements or assignments.

You are expected to arrive on time. If you are not early you are late. Be prepared to begin class on time. Notify the instructor should you be absent. It is essential to be present in class since this class is all about communication. If you need to miss class and have an excused absence, please negotiate the assignments in advance of class with your professor. It will be far easier to attend class than to make up assignments because of the nature of this course.

TOPICAL OUTLINE AND ASSIGNMENTS

The scope of the course applies and extends communication skills relevant to personal, sociocultural, and professional communication, ranging from the essentials of communication to the theoretical foundation and technological extensions of communication best practices in business leadership and everyday negotiations.

For each of the unit topics students will do the following by the date listed on the schedule: Check with canvas for assignments.

Read assigned materials with care and understanding.

Respond to the main points of each chapter and be prepared to speak/write on the topic. Any written homework assignment should go in your portfolio.

Midterm and Final review assignments, students will more than likely be doing presentations either individually or in a group project. Students will be required to maintain a portfolio of all in class assignments, and any quizzes.

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS

Students will demonstrate their level of achievement through appropriate and accurate application of classic and contemporary principles and best practices in communication for leadership and negotiation. Students attaining the higher levels of course goals will show the successful application of critical and creative communication skills in approaching and solving academic and real-world examples, individually and as group participants. The following tables quantify assignment areas and grade distribution scales.

GRADING GUIDELINES

All activities will be graded according to the points as shown below:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Points	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	65-69	64-60	0-59

The final grade for the course will be given as the total weighted score for all activities according to the percentage shown in the table below:

Items	POINTS
Exercises /Daily Assignments	25
Midterm Personal Review	25
Quizzes	25
Final Graduate Project: Written & oral Presentation (1 unit)	25
Total Points	100

SCHEDULE

(Subject to change)

Session Date	Unit	Chapter- Read, Reflect
Week 1	Unit one	<u>Chapter 1. Thriving in a Digital, Social, and Mobile Workplace</u>
Week 2	Chapter review	Critical Thinking, Activities, Grammar, Editing, Communication
Week 3	Unit 2	<u>Chapter 2. Planning Business Messages</u>
Week 4	Chapter review	Critical thinking, writing improvement, rewrites, grammar editing communication
Week 5	Unit 3	<u>Chapter 5. Short Workplace Messages and Digital Media</u>
Week 6	Unit 3	<u>Chapter 6. Positive and Neutral Messages</u>
Week 7	Unit 3	<u>Chapter 7. Bad-News Messages</u> <u>Chapter Review</u>
Week 8	Midterm	Midterm Personal Review
Week 9	Unit 4	<u>Chapter 9. Informal Reports</u>
Week 10	Unit 4	<u>Chapter 10. Proposals and Formal Reports</u>

Week 11	Unit 5	<u>Chapter 11. Professionalism at Work: Business Etiquette, Teamwork, and Meetings</u>
Week 12		<u>Chapter 12. Business Presentations</u>
Week 13	Unit 6	<u>Chapter 13. The Job Search, Résumés, and Cover Messages</u>
Week 14		<u>Chapter 14. Interviewing and Following Up</u>
Week 15	Final	Final Personal Review

PLEASE NOTE:

Revisions to the schedule will be made as necessary. Students are encouraged to obtain required textbooks (either through purchase or rental, in print or eBook format) by the first week to ensure they are utilized for all applicable session assignments. Plagiarism is strictly prohibited. All researched materials must be properly documented, following a consistent citation style for in-text and reference list citations, by the most recent standards of an appropriate style guide, such as APA for social sciences or MLA for humanities.

INDIVIDUAL RESEARCH PROJECT (1 unit):

Each student registered for a 400-level course must complete a one-unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor. The project requires 45 hours of self-study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session. Evaluation of the student’s work will be done using the following rubric:

WRITTEN REPORT				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	The report lacks organization
<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations. The report follows the APA style guidelines.	A few high- quality sources are used; majority of factual claims are supported with citations The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported. Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated. The report is poorly formatted.
PRESENTATION				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards.</i>	
<i>Style and Organization</i>	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.	
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience question.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.	