

EN.595. 665 section 81 Syllabus

Strategic Communications in Technical Organizations

Course Information

Strategic Communications in Technical Organizations

EN.595. 665 81 (3.0 Credits)

Fall 2022 [AE Fall 2022]

Description

This course covers problems and instruction in human communications within a technical organization. Topics include the nature of difficulties in human communications (perception and cognition, semantics, individual differences in processing information, and listening), techniques for effective oral and written communications and presentations, problems in communication between supervisors and subordinates, assignment of work, and reporting to management and sponsors. Students assume roles in various interpersonal situations, meetings, discussions, and conflicts calling for a supervisor to write letters and memoranda; they also deliver oral presentations and participate in group and one-on-one discussions. This course also includes writing winning proposals and developing a technical strategy aligned with the organization's business strategy.

Department: PE Engineering Management

College: Engineering and Applied Science Programs for Professionals

Instructors



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Course Location:

Online

Communication Policy:

We encourage students to contact us via email in the Canvas (see Inbox). We will make every effort to respond within 24 hours. Please feel free to call us any time from 7-9:00PM Eastern Monday through Friday. If an issue is urgent, please indicate "urgent" within the subject line of your email or within your voicemail, and we will respond as soon as is

practical.

Office Hours:

Office hours are not mandatory for this course. We have found that office hours are most effective when driven by the needs and requests of students, allowing for one-on-one discussion to answer questions, reinforce material, clarify assignment requirements, etc. As a result, and since we are all working professionals in this course, we want to offer you flexibility in connecting with us. With that in mind, we have structured our Office Hours to include:

1. Individual: You can book an appointment to meet with the professors. This is an individual 1:1 appointment.
2. Class: We will also hold a regular Office Hour in which anyone can drop into a chat about the course materials.

See "How Office Hours Work" in the course for more details.

Course Structure:

The course materials are divided into modules which can be accessed by clicking Modules on the course menu. A module will have several sections including the module overview, a listing of items due for the module, content (lectures and videos), readings, discussions, reflection journal prompts, and detailed assignment descriptions. You are encouraged to work through the module in the order in which the material is presented. Modules will run for a period of seven (7) days. You should regularly check the Calendar for assignment due dates.

Course Topics:

- Audience Analysis
- Leadership Communications
- Communication Styles
- Managing Communications in Teams
- Ethical Communication
- Intercultural Communication
- Managing Communication Conflict
- Developing and Communicating a Strategy
- Effective Technical Presentations
- Persuasive Communications
- Crafting Winning Responses
- Future Technical Communications
- Course Reflection

Course Goals:

The goal of this course is to provide theoretical background and practical approaches for creating, promulgating, and maintaining effective and strategic communications in a technical organization. Additionally, the course aims to provide methods and skills for effectively communicating at all levels of the business enterprise. That knowledge will be applied through written and oral assignments that are framed within the context of typical organizational situations.

Course Learning Outcomes (CLOs):



-  Conduct a comprehensive audience analysis and develop an associated strategy for communication.
-  Apply strategies and skills for navigating communications.
-  Create successful written and oral communications for various levels of management and staff.
-  Develop a winning strategy in response to an RFP.
-  Research approaches and techniques to increase the effectiveness of communication.

Required Text and Other Materials

Textbooks:

The textbook is available for free in the course. If you'd like to purchase it, the information is below:

Benn, I. (2017). *Write to Win: How to Produce Winning Proposals and RFP Responses*. Goring, UK: Amazon.

ISBN-10: 152106136X

ISBN-13: 978-1521061367

Textbook information for this course is available online through the appropriate bookstore website: For online courses, search the [bookstore](#).

Access to textbooks via the JHU Libraries:

EP students may access electronic versions of textbooks through the Sheridan Libraries. Instructions on how to search for available textbooks are accessible through this link: [Browse Electronic Textbook Instructions](#)

Technical Requirements:

You should refer to [General Technical Requirements](#) for guidance on system requirements. Access support resources from the **Help** menu if you encounter any technical issues.

Evaluation and Grading

Student Coursework Requirements:

Module Discussions:

The module discussions provide an opportunity for you to investigate a specific topic in the module and to share with and learn from your peers.

1. Part one of your participation grade is posting an initial response to the discussion question and is worth 3 points out of a total of 6 discussion points. Please post your initial response to the discussion questions by the evening of Day 4 for the module in which they are assigned. Posts should be made using Microsoft Teams.
2. Part two of your participation grade for each module discussion will be based on your interaction with at least one other classmate. Guidance will be provided in each module as to what we are seeking in a response to your peer(s), but the intention is that you are actively engaging with them as you might if in-person. Be detailed in your responses to your classmates. Feel free to agree or disagree with others – just be sure that your postings are civil and constructive. Please complete at least one peer-response post by Day 6 of the module in which the discussion is assigned. This is worth 3 points out of a total of 6 discussion points for each module. Please note that some modules do not include discussion activities.

We will monitor module discussions and may respond to some of the discussions as they are posted. However, we have found that instructor involvement in the discussions tends to bias the dialogue, so please do not expect that we will be responding to all posts or be actively engaged. Note that discussions cannot be completed late or made up after a module has completed because the discussions are intended to facilitate interactions between students, which will not be achieved if postings are not made in the week in which they first appear in the course material.

Reflection Journals:

The self-reflection journal is intended as a tool to help you explore what you've learned in each module and how you might apply this information to your own communication practices. For each module, you will be provided reflection prompts to guide your thinking and entry development. The entries will help you in crafting a Course Reflection Paper, which will be assigned toward the end of the semester. We intend this to be a supportive practice to aid your comprehension of the material and reflect on how it can be applied. Submitting a journal entry is worth 3 points.

Late submissions will be reduced by one point (no exceptions without prior coordination with the instructors). For each subsequent week that a discussion post or journal entry is not submitted, another point will be deducted.

Individual Scenario-Based Assignments

Individual Scenario-Based Assignments will be given as part of a semester-long simulation in which you will assume roles within a fictitious company and asked to consider scenarios that stress different types of communication. In Module 1, you will be given a description of the organization and the project in which you will be operating. These materials will provide the framework for scenarios throughout the semester. Detailed instructions for completing each assignment will be provided in the module in which it is assigned.

Individual Scenario-Based Assignments

The Individual Scenario-Based Assignments will be graded as follows:

9-10= A – All parts of the assignment have been addressed; writing quality/rationale/examples are outstanding (i.e., rich in content; full of thought, insight, and analysis).

8 = B – All parts of the assignment have been addressed; writing quality/rationale/examples are adequate (i.e., substantial information; thought, insight, and analysis has taken place).

7 = C – A majority of the assignment components are addressed; writing quality/rationale/examples are not sufficient (i.e., generally competent; information is thin and could be further developed).

0 = Incomplete; no assignment submitted.

Late submissions will be reduced by one letter grade (no exceptions without prior coordination with the instructors). For each subsequent week that an assignment is not submitted, another letter grade will be deducted.

Group Collaboration Assignments

Collaborative assignments will be given to promote interaction and shared learning among classmates. These assignments may include student reflection activities and/or role-playing activities within the context of the fictitious company discussed in other parts of this syllabus. Detailed instructions for completing each assignment will be provided in the module Course Content in which it is assigned.

The Group Collaboration Assignments will be graded as follows:

9-10 = A – All parts of the assignment have been addressed; writing quality/rationale/examples are outstanding (i.e., rich in content; full of thought, insight, and analysis).

8 = B – All parts of the assignment have been addressed; writing quality/rationale/examples are adequate (i.e., substantial information; thought, insight, and analysis has taken place).

7 = C – A majority of the assignment components are addressed; writing quality/rationale/examples are not sufficient (i.e., generally competent; information is thin and could be further developed).

0 = Incomplete; no assignment submitted.

Late submissions will be reduced by one letter grade (no exceptions without prior coordination with the instructors). For each subsequent week that an assignment is not submitted, another letter grade will be deducted.

Individual Presentations

There are two Individual Presentations during the semester to help you apply techniques for crafting briefing materials, and developing and delivering an associated narrative.

The Individual Presentations will be graded as follows:

18-20 = A – Preparation and completion [work product was well prepared and provided to the instructors]; and demonstrated understanding of concepts [rich in content; full of thought, insight, and analysis].

16-17 = B – Preparation and completion [work product was satisfactorily prepared and provided to the instructors]; and demonstrated understanding of concepts [substantial information; thought, insight, and analysis has taken place].

14-15 = C – Preparation and completion [work product was prepared and provided to the instructors]; and demonstrated understanding of concepts [generally competent; information is thin and could be further developed].

0 = Incomplete; no assignment submitted.

Late submissions will be reduced by one letter grade (no exceptions without prior coordination with the instructors). For each subsequent week that an assignment is not submitted, another letter grade will be deducted.

Course Reflection Paper and Share-out

This is your opportunity to wrap it all together. We will be looking for you to reflect on the fundamental topics presented throughout the course, their application to you and the technical organization in which you work, and how you might implement what you've learned to become a more effective and strategic communicator. We will ask you to share highlights of your Course Reflection Paper with your peers at the end of the course.

The Course Reflection Paper will be graded as follows:

36-40 = A – All parts of the assignment have been addressed; writing quality/rationale/examples are outstanding (i.e., rich in content; full of thought, insight, and analysis).

32-35 = B – All parts of the assignment have been addressed; writing quality/rationale/examples are adequate (i.e., substantial information; thought, insight, and analysis has taken place).

28-31 = C – A majority of the assignment components are addressed; writing quality/rationale/examples are not sufficient (i.e., generally competent; information is thin and could be further developed).

0 = Incomplete; no assignment submitted.

Late submissions will be not be accepted given the timing of this assignment relative to the end of the course.

Grading Policy:

Assignments are due according to the dates posted in your Canvas course site. You may check these due dates in the Course Calendar or the Assignments in the corresponding modules. We will post grades within one week of assignments being submitted.

A grade of A indicates achievement of consistent excellence and distinction throughout the course; that is, conspicuous excellence in all aspects of assignments, discussions, and journal entries in every week.

A grade of B indicates work that meets all course requirements on a level appropriate for graduate academic work. These criteria apply to both undergraduates and graduate students taking the course.

Final grades will be determined by percentage of points earned relative to the following:

Item	Possible Points
Class Participation	
• Module Discussions	51
• Self-Reflection Journals	36
Individual Scenario-Based Assignments	50
Group Collaboration Assignments	60
Individual Presentations	40
Course Reflection Paper and Share-Out	40
Total Points	277

EP uses a +/- grading system (see "Grading System", *Graduate Programs* catalog, p. 10).

Score Range	Letter Grade
100-97	= A+
96-93	= A
92-90	= A-
89-87	= B+
86-83	= B
82-80	= B-
79-77	= C+
76-73	= C
72-70	= C-
69-67	= D+
66-63	= D
<63	= F

Course Evaluation

Course Evaluation:

<https://ep.jhu.edu/course-evaluations/>

Policies

Course Policies:

All assignments are released and due on Eastern Time.

Each assignment, unless otherwise noted in the course module, should be submitted electronically via the assignment submission link within the module in which it is due. A comprehensive list of assignments and due dates are provided in the Course Outline.

Additional Resources:

Personal Wellbeing

If you are struggling with anxiety, stress, depression or other mental health related concerns, please consider connecting with the Johns Hopkins Student Assistance Program (JHSAP). If you are concerned about a friend, please encourage that person to seek out our services. JHSAP can be reached at 443-287-7000 or <https://jhsap.org/>

Tutoring Website

Johns Hopkins Engineering for Professionals offers a tutoring connection network that allows students to connect with other Johns Hopkins Engineering students or alumni for tutoring services. This service allows students to search a list of courses to “Find a Tutor” or complete a profile to “Become a Tutor.” More information about this service can be found on the tutoring website (<https://tutor.ep.jhu.edu/>).





Deadlines for Adding, Dropping and Withdrawing from Courses

Students may add a course up to one week after the start of the term for that particular course. Students may drop courses according to the drop deadlines outlined in the EP academic calendar (<https://ep.jhu.edu/student-services/academic-calendar/>). Between the 6th week of the class and prior to the final withdrawal deadline, a student may withdraw from a course with a W on their academic record. A record of the course will remain on the academic record with a W appearing in the grade column to indicate that the student registered and withdrew from the course.



Academic Misconduct Policy

All students are required to read, know, and comply with the Johns Hopkins University Krieger School of Arts and Sciences (KSAS) / Whiting School of Engineering (WSE) [Procedures for Handling Allegations of Misconduct](#) by Full-Time and Part-Time Graduate Students.

This policy prohibits academic misconduct, including but not limited to the following: cheating or facilitating cheating; plagiarism; reuse of assignments; unauthorized collaboration; alteration of graded assignments; and unfair competition. Course materials (old assignments, texts, or examinations, etc.) should not be shared unless authorized by the course instructor. Any questions related to this policy should be directed to EP's academic integrity officer at ep-academic-integrity@jhu.edu.



Students with Disabilities - Accommodations and Accessibility

Johns Hopkins University values diversity and inclusion. We are committed to providing welcoming, equitable, and accessible educational experiences for all students. Students with disabilities (including those with psychological conditions, medical conditions and temporary disabilities) can request accommodations for this course by providing an Accommodation Letter issued by Student Disability Services (SDS). Please request accommodations for this course as early as possible to provide time for effective communication and arrangements.

For further information or to start the process of requesting accommodations, please contact Student Disability Services at Engineering for Professionals, ep-disability-svcs@jhu.edu.



Student Conduct Code

The fundamental purpose of the JHU regulation of student conduct is to promote and to protect the health, safety, welfare, property, and rights of all members of the University community as well as to promote the orderly operation of the University and to safeguard its property and facilities. As members of the University community, students accept certain responsibilities which support the educational mission and create an environment in which all students are afforded the same opportunity to succeed academically.

For a full description of the code please visit the following website: <https://studentaffairs.jhu.edu/policies-guidelines/student-code/>





Classroom Climate

JHU is committed to creating a classroom environment that values the diversity of experiences and perspectives that all students bring. Everyone has the right to be treated with dignity and respect. Fostering an inclusive climate is important. Research and experience show that students who interact with peers who are different from themselves learn new things and experience tangible educational outcomes. At no time in this learning process should someone be singled out or treated unequally on the basis of any seen or unseen part of their identity.

If you have concerns in this course about harassment, discrimination, or any unequal treatment, or if you seek accommodations or resources, please reach out to the course instructor directly. Reporting will never impact your course grade. You may also share concerns with your program chair, the Assistant Dean for Diversity and Inclusion, or the [Office of Institutional Equity](#). In handling reports, people will protect your privacy as much as possible, but faculty and staff are required to officially report information for some cases (e.g. sexual harassment).



Course Auditing

When a student enrolls in an EP course with "audit" status, the student must reach an understanding with the instructor as to what is required to earn the "audit." If the student does not meet those expectations, the instructor must notify the EP Registration Team [EP-Registration@exchange.johnshopkins.edu] in order for the student to be retroactively dropped or withdrawn from the course (depending on when the "audit" was requested and in accordance with EP registration deadlines). All lecture content will remain accessible to auditing students, but access to all other course material is left to the discretion of the instructor.