Syllabus
MGMT 3330.006, Spring 2016
Tuesdays & Thursdays from 11 a.m.-12:20 p.m. in BLB 040

Students with Disabilities
The College of Business complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. University policy requires that students notify their instructors within the first week of classes that accommodations will be needed. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodations, please contact Dr. Insley as soon as possible.

Course Description
MGMT 3330 (Communicating in Business) is a junior-level, College of Business foundations course designed to provide students with information regarding communication skills that are valued by the U.S. business community and an appreciation for the impact good communication skills have on organizations and business people’s careers. MGMT 3330 is also one of UNT’s Discovery courses.
The main goals of this course are to strengthen and expand on your business communication skills, knowledge, and attitudes in ways that will support your professional job search efforts, professional relationships, and career goals.

Instructional Approach
MGMT 3330.006 is a Next-Gen course built around a blended instructional approach that includes a combination of online activities, lectures, class discussions, in-class team exercises, and at least one guest speaker. Together, these various instructional activities support engaged learning, critical thinking, and increased interaction with fellow students.

Due to the blended instructional approach, some of the textbook chapters will not be discussed in class although you will be required to read all of the chapters and complete related online activities for each chapter. The material in the chapters that are not covered in class is straight forward information. If you have questions about any of the information in these chapters, contact me for clarification. In the Course Schedule section of this syllabus, there is an asterisk to the right of each topic/chapter that will not be discussed in class.

The course structure is such that class will not meet every Tuesday and Thursday this semester. Class meeting status is stated to the right of each Spring 2016 Tuesday/Thursday date in the Course Schedule section of this syllabus. The purposes of not meeting every class session include free up some of your time to keep up with assigned readings, work on online activities, and prepare for exams.

Learning Objectives
1. Recognize the ways both poor and good communication skills affect organizations and business people’s careers.
2. Describe the attitudes and qualities shared by good communicators in U.S. organizations.
3. Discriminate between actions and behaviors that both impede and contribute to effective listening.
4. Describe communication techniques that both impede and contribute to effective business teams.
5. Describe communication techniques that both impede and contribute to effective business meetings.
6. Identify the three steps of the writing process and discuss the effect of each on business writing.
7. Describe the role of social media in U.S. organizations.
8. Identify writing principles that are important in business writing.
9. Identify techniques that compromise and contribute to effective electronic messaging.
10. Recommend writing strategies and components for various types of business letters.
11. Identify the components of effective business reports.
12. Describe ways electronic communication technologies are affecting organizations and business people’s careers.
13. Describe communication considerations that are important when communicating with intercultural business partners.
14. Identify how to plan, prepare, and give effective business presentations.
15. Describe the seven-step job search process.
16. Describe the relationship between communication and interpersonal skills and business etiquette.
Instructor
Dr. Robert Insley
Office: BLB 319C Phone: 940-565-4331 E-mail: Insley@unt.edu (This is the only e-mail Dr. Insley checks.)
Student Conference Hours: 7:30-9 a.m. and 12:30-1:30 p.m. on the dates class meets. Others by appointment.

Teaching Assistants
Revant Sati
Office: BLB 133 Phone: 940-565-2745 E-mail: RevantSati@my.unt.edu (This is the only e-mail Revant checks.)
Student Conference Hours: 10:30 a.m.-1 p.m. on the dates class meets. Others by appointment.
While you can always contact me if you wish, you might also consider contacting Revant if you:
• have questions regarding how to check your Scores online
• have questions regarding Posted Scores
• have questions regarding Online Activities

Chandra Konduru
Office: BLB 133 Phone: 940-565-2745 E-mail: ChandrasairanganathKonduru@my.unt.edu (This is the only e-mail Chandra checks.)
Student Conference Hours: 10:30 a.m.-1 p.m. on the dates class meets. Others by appointment.
While you can always contact me if you wish, you might also consider contacting Chandra if you have questions regarding:
• the seating chart
• attendance records
• the Syllabus Quiz
• an Exam, including taking a Make-up Exam
• want to review an Exam you have taken
• In-Class Exercises
• penalties imposed for being observed with visible electronic technologies or using electronic technologies during class

E-mailing Dr. Insley, Revant, & Chandra
If you e-mail Revant, Chandra, or me, please include the following identification information in your e-mail: your full name (both first & last names), the course preface & number (MGMT 3330), and your section number (006). Since Revant, Chandra, and I are working with several sections of MGMT 3330 as well as other courses, we need the above information to serve you efficiently.

Textbook and Student Website Access Code
Required materials include the textbook and an active student website access code.
• New hardcopies of the textbook and eBook version of the textbook include an active student website access code.
• Used copies of the textbook do not include an active student website access code. (If you purchase or rent a used copy of the textbook or borrow a used copy from a friend, you will need to purchase the student website access code separately as described on the next page.)

Detailed descriptions of the textbook and student website access code are presented starting on this page.

Textbook (Required)
Purchase Options:
• New and used hardcopies of the textbook can be purchased at the off-campus and on-campus bookstores.
• New hardcopies of the textbook can also be purchased directly from the publisher at www.kendallhunt.com/insley/ or by calling 800-228-0810. The ISBN is 978-1-4652-1819-3. The publisher’s price for a new hardcopy of the textbook is $86.95.
• The eBook version, which is not sold in the bookstores, can be purchased from the publisher at www.kendallhunt.com/insley/ or by calling 800-228-0810. The ISBN is 978-1-4652-3545-9. The eBook version of the textbook is $69.56.
Student Website Access Code  (Required)
You will need an active Student Website Access Code to complete online course assignments (Preview Tests, Chapter Assessment Tests, YouTube Exercises) which comprise 30 percent of your course grade. You are expected to purchase your student website access code at the start of the semester so you will be able to submit online activities by their scheduled due dates/times. You will also want to access online Preview Tests, Chapter Assessment Tests, and YouTube Videos at the student website when preparing for course exams since some of the exam questions will be drawn from these sources. Other Student Website resources that you will find helpful when preparing for exams include: Interactive Exercises (drop-and-drag & gaming formats), Interactive Glossary (flip card format), and textbook-based PowerPoint Slides that are not shown in class. In addition, Writing Rule Resources websites that contain grammar, punctuation, capitalization, number usage, abbreviations, and spelling rules; games; and quizzes are available at the student website.

Access Code Purchase Options:
- If you purchase a new hardcopy of the textbook, an active Student Website Access Code is included with the book. The code and related instructions are located on the inside front cover of the textbook.
- If you purchase an eBook version of the textbook, an active Student Website Access Code is included with the eBook.
- If you acquire a used hardcopy of the textbook, you will need to purchase an active Student Website Access Code separately since the code on the inside front cover of the used textbook will not be active. Student Website Access Codes are not available at the bookstores, but can be purchased at www.grtep.com for $78.26.

Academic Integrity at UNT
To reference UNT’s Academic Integrity Policy, see http://vpaa.unt.edu/academic-integrity.htm. This site contains information pertaining to matters such as academic honesty and student conduct. In addition, please note the following statement about appropriate conduct in the classroom. Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student conduct can be found at www.unt.edu/csrr.

Ways You Can Help Create and Maintain a Productive Learning and Teaching Environment
- Arrive a class on time. Don’t step in and out of the room during class.
- Don’t participate in extended side conversations with fellow students during class.
- Keep electronic devices out of sight and don’t use them during class.
- Be courteous toward and respectful of fellow students, guest speakers, teaching assistants, and Dr. Insley.

Electronic Devices Policy
You are required to keep electronic devices out of sight during class and are also prohibited from using them during class for any purpose including, but not limited to, taking notes, taking photos of class PowerPoint screens, and making audio and/or video recordings of class. No electronic devices should be on your tabletop space, in your hands, on your wrist, in your lap, in your ears, and/or around your neck. Thus, electronic technologies ranging from smartphones, smartwatches, laptops, and tablets to cameras, electronic books, music devices, and earphones need to be out of sight and not used when class is in session. The only exception pertains to emergency situations. Here’s the way this works. If you anticipate that you will receive an emergency text message or call during a class, tell Dr. Insley about this immediately before that class starts and then if the text message or call does occur, quietly step out into the hallway and take care of the matter out there.

The electronic devices policy exists for the purpose of supporting a distraction-free learning and teaching environment. The policy is an outgrowth of one too many past instances when guest speakers, students, and Dr. Insley have been distracted by students using electronic devices during class; thus compromising the learning and teaching environments. Unfortunately, polite requests not to use electronic devices during class fell on deaf ears too frequently when restrictive measures were not in place. With restrictive measures in place, the hope is that such technology-related distractions will not occur in your class. This goal was realized in one of
my MGMT 3330 sections this past semester. In contrast, the number of students abusing the policy hovered around seven percent in my other Fall 2015 sections of MGMT 3330. Hopefully your class will replicate the prior, not the latter, outcome.

What will happen if a student is observed with a visible electronic device and/or using an electronic device during class? The first instance observed will result in a 20-point penalty. The second instance observed will result in a 40-point penalty. The third instance observed will result in the penalty points being doubled yet again, and the situation will be reported to the Dean of Students Office. To avoid running the risk of losing points and possibly being reported to the Dean of Students Office, you are required to turn off and put away electronic devices before each class starts. The reason you are required to put away electronic devices before class starts is because experience has shown that students who do not have electronic devices out in front of them or otherwise easily accessible are far less tempted and far less likely to use them during class.

Bonus Points Opportunity: The vast majority of students in your class will not abuse the Electronic Devices Policy this term, and on behalf of our guest speakers, your fellow students, our teaching assistants, and myself, I want to thank those of you in this group in advance for your cooperation and courtesy. We will award 10 bonus points to each student who adheres to the Electronic Devices Policy throughout the entire term.

One Final Thought on the Matter: Business majors should be especially careful not to form poor communication technology-usage habits that could easily follow them into the professional workplace. For example, the vast majority of U.S. managers report that they do not want their employees texting, tweeting, blogging, surfing the Internet, etc., during meetings, training sessions, and presentations. Misuse of electronic communication devices in the professional workplace can easily threaten one’s career growth and even their job stability! With all this in mind, you are encouraged to develop and practice appropriate, respectful, communication technology-usage habits now that will serve you well throughout this course, the remainder of your time at UNT, and on into the professional workplace.

Class Attendance
Regular class attendance is strongly encouraged. There is typically a direct correlation between class attendance and success in the course. For example, among those who earn course letter grades of D and F in the course, their attendance records are typically poor. Sporadic attendance typically results in diminished learning and point deductions resulting from one or more of the following:

- not taking the Syllabus Quiz
- not participating in In-Class Exercises
- not taking Exams
- not compiling a thorough set of Class Notes
- not viewing Videos shown in class
- not acquiring Guest Speakers’ information and handouts

Your alternatives if you miss class:

- If you do not take the Syllabus Quiz, there is no make-up.
- If you do not participate in an In-Class Exercise, there are no make-ups. (At the end of the semester we will drop two in-class exercises to offset any you miss.)
- If you miss an Exam or arrive too late to take it (after a classmate has finished), refer to the related information the Exams section of this syllabus.
- If you miss taking Class Notes, get them from a fellow student.
- If you miss a Video shown in class, get related notes from a fellow student.
- If you miss a Guest Speaker’s talk, get related notes from a fellow student and handouts from the speaker’s office.

Actions That Typically Contribute to Student Success in This Class
While there are no guarantees, doing the following should help.

- Acquiring the textbook at the start of the semester.
- Acquiring the textbook Student Website Access Code at the start of the semester.
- Reading the Course Syllabus thoroughly.
- Remaining current with the Course Schedule section of this Course Syllabus.
• Attending each scheduled class and doing so in its entirety.
• Participating in In-Class Exercises in their entirety including the related discussion following each exercise.
• Participating in class discussions.
• Keeping electronic devices out of sight and not using them during class. (Keep in mind that bonus points will be awarded to students who adhere to the Electronic Devices Policy the entire semester!)
• Study for and taking the Syllabus Quiz.
• Studying thoroughly for exams and not assuming the subject matter is simply general knowledge.
• Reading/studying the appropriate class handouts when preparing for exams. (Most of the handouts are located in the Handouts folder on Blackboard while on occasional handout will be distributed in class.)
• Reading each textbook chapter thoroughly before completing related online Preview Tests and Chapter Assessment Tests.
• Keeping a log of questions you struggle with while completing Online Activities.
• Completing and submitting Online Activities as/when requested to do so.
• Being receptive to accessing other resources available to you at the textbook Student Website that are not assigned.
• Not assuming backup measures (e.g., extra credit opportunities) will be available to offset an undesirable course grade.

UNT Learning Center (Sage Hall, Room 315, Learning.Center@unt.edu, 940-369-7006)
The UNT Learning Center offers assistance to help students succeed in their classes. The Learning Center offers free tutoring, workshops, and the following programs: Supplemental Instruction (group study sessions for many core courses), Volunteer Tutors (individualized tutoring in over 100 courses), Connecting for Success (individualized academic counseling and resource referrals), SMARTTHINKING.com (24/7 online tutoring), Learning Success Workshops (covering an array of academic topics), Academic Success Programs (series for students on Academic Alert/Probation), Study Skills Classes, and Speed Reading Classes.

Grade Scale
Your course letter grade will be determined by contrasting your total earned points with points-based grade scale presented below. (Course grades are not based on percentages.) If your total earned points in the course result in a partial number (e.g., 562.2 points), which could happen given the point value structure on online activities, the partial number (e.g., 562.2 points) will be raised to the next whole number (e.g., 563 points).

A = 594-660 points
B = 528-593
C = 462-527
D = 396-461
F = 0-395

Keep in mind that backup measures (e.g., extra credit, artificially “bumping up” a grade) will not be made available to offset undesirable course grades. In addition, we will not round up percentages, thus raise course grades, in the case of individuals who convert their earned points to percentages. As previously mentioned, course grades are based on the points-based grade scale above.

Grade Components & Related Point Values

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Portion of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>20</td>
<td>3%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>120</td>
<td>18%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>120</td>
<td>18%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>120</td>
<td>18%</td>
</tr>
<tr>
<td>Online Activities</td>
<td>200</td>
<td>30%</td>
</tr>
<tr>
<td>Preview Tests = 40 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter Assessment Tests = 80 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YouTube Exercises = 80 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>80</td>
<td>13%</td>
</tr>
</tbody>
</table>

660

See the Course Schedule for Exams and Online Activities due dates & times.
Checking Your Grade Components’ Scores On Blackboard
Grade components’ scores will be posted on Blackboard. If you have trouble accessing your scores, contact Revant.
- Syllabus Quiz scores will be posted by 5 p.m. the day after the quiz is administered.
- Exams 1, 2, & 3 scores will be posted by 5 p.m. the day after each exam is administered.
- Online Activities scores will be posted periodically.
- In-Class Exercises participation indicators will be posted periodically.
- In-Class Exercises scores (point totals) will be posted by 5 p.m. on Wednesday, May 4.

Syllabus Quiz
**Purpose**
To test your familiarization with the course policies presented the syllabus.

**General Description**
Five multiple-choice questions, valued at four points each, will be administered in class near the start of class on the date indicated in the Course Schedule portion of the syllabus. Bring a No. 2 lead pencil to class on that date!

**Arriving Late to Class on the Date the Syllabus Quiz is Administered**
If you arrive to class after administration of the syllabus quiz has begun, you will not be able to take the quiz.

**Leaving the Classroom While the Syllabus Quiz is Being Administered or While it is Being Discussed**
If you leave the classroom while the syllabus quiz is being administered or discussed, you will not receive credit for it.

**Sharing Syllabus Quiz Results**
Syllabus quiz results will be posted online by 5 p.m. the day after it is administered.

**Reviewing Your Syllabus Quiz After Your Score is Posted**
If you wish to review your syllabus quiz after scores are posted online, meet with Chandra.

**If You Have Questions Regarding the Syllabus Quiz**
Contact Dr. Insley or Chandra.

Exams

**Purpose**
To test your understanding and retention of select course subject matter.

**General Description**
Three exams, each containing 40 multiple-choice questions, will be administered this term. Each exam question is worth three points.

**Where and When Will the Exams be Administered**
Exam 1 will be administered in our classroom at the start of class on the date indicated in the Course Schedule.
Exam 2 will be administered in our classroom at the start of class on the date indicated in the Course Schedule.
Exam 3 (final exam) will be administered in our classroom on the date and during the time range indicated in the Course Schedule.
Exam Sources
Exam questions will be drawn from assigned textbook readings, assigned online activities, information presented in class (class notes), handouts, videos shown in class, and information shared by guest speakers.

While not required, consider exploring the following textbook student website resources when preparing for exams: PowerPoint slides, Interactive Exercises, and Interactive Glossary. These resources are all textbook based, thus will help reinforce your understanding of information presented in the textbook and, in turn, should contribute to information retention.

Exam Textbook Chapters
Exam 1 - Chapters 1, 2, 3, 4, & 12
Exam 2 - Chapters 5, 6, 7, 8, & 9
Exam 3 - Chapters 10, 11, 13, 14, 15, & 16

Exam Reminders Documents
An exam reminders document for each exam is located in the Exam Reminders folder on Blackboard.

What Will Happen If Someone is Observed Cheating on an Exam?
The individual will receive zero points for the exam in question and the matter will likely be referred to the Dean of Students.

Arriving at Class Late on a Scheduled Exam Date
If you arrive late to class on an exam date, but do so before an exam has been submitted, you will be allowed to take the exam during that exam session. However, you will need to submit the exam by the end of the scheduled exam session. If you arrive late to class on an exam date after one or more exams have been submitted, you will not be allowed to take the exam during the scheduled exam session. If you find yourself in this situation, you are encouraged to request permission to take a make-up exam as described below.

What is Your Option if You Miss Taking Either Exam 1 or Exam 2 During its Scheduled Time?
If you believe you have an acceptable excuse for having missed taking either Exam 1 or Exam 2, submit the materials requested below in hardcopy form to Chandra as soon as possible. What does this involve? Staple together the following documents: (1) a keyboarded letter* explaining why you were unable to take the exam during the scheduled exam session and (2) related documentation such as an authorized university excuse or a medical doctor’s excuse. (*Include in your letter the course preface & number, MGMT 3330, your section number, a phone number, and your e-mail address.) Submitting the requested materials does not automatically guarantee that you will be granted permission to make up the missed exam. The decision to grant a make-up exam will be based on the reasons stated in your letter and the nature of your supporting documentation. If you are granted permission to take a make-up exam for Exam 1 or for Exam 2, plan to take the exam from 1-1:50 p.m. on Friday, April 29 in a location that will be announced in class.

What is Your Option if You Miss Taking Exam 3 (final exam) During its Scheduled Time?
If you believe you have an acceptable excuse for missing Exam 3, e-mail Dr. Insley immediately.

Sharing Exam Results
Individual exam scores will be posted on Blackboard by 5 p.m. on the day following the day each exam is administered. Class results (e.g., class average) for Exams 1 & 2 will be shared in class.

Reviewing an Exam After Your Score Has Been Posted on Blackboard
Exams are not returned in class or outside of class for that matter. If you wish to review an exam after scores are posted, meet with Chandra in BLB 133. He will let you review a copy of the exam that contains the key along with a photocopy of your Scantron Form. You are not allowed take either of the above items out of the room or to keep either. Furthermore, you are not allowed to write down questions or take notes while reviewing an exam.

If You Have Questions Regarding Exams
Contact Dr. Insley or Chandra.
Online Activities

Description
Online activities include Preview Tests, Chapter Assessment Tests, and YouTube Exercises. Each of these activities is located at the student website. They are not posted on Blackboard! The online activities, combined, comprise 30 percent of your course grade.

- **Preview Tests**

  There are five true/false questions for each chapter. Preview Tests are not merely check-off activities! They are scored and each correct answer is worth one-half point. Once you open a Preview Test, you will have eight minutes to complete and submit it. Once you submit a Preview Test, you will not be able to retake it. However, you will be able to go back in and reopen it for review purposes and to see which items you answered correctly and which you answered incorrectly. The process you will follow to reopen a Preview Test is described in a related document that is located in the Handouts folder on Blackboard.

- **Chapter Assessment Tests**

  There are ten multiple-choice questions for each chapter. Chapter Assessment Tests are not merely check-off activities! They are scored and each correct answer is worth one-half point. Once you open a Chapter Assessment Test, you will have 16 minutes to complete and submit it. Once you submit a Chapter Assessment Test, you will not be able to retake it. However, you will be able to go back in and reopen it for review purposes and to see which items you answered correctly and which you answered incorrectly. The process you will follow to reopen a Chapter Assessment Test is described in a related document that is located in the Handouts folder on Blackboard.

- **YouTube Exercises**

  All total, you are required to view 16 YouTube videos and complete the multiple-choice question(s) following each. The specific videos you are required to watch are listed below. (There far more than 16 YouTube videos at the student website. However, you are not required to view those that not listed below.) Each correct response is valued at 1.18 points. Once you watch each of these YouTube videos, there is no limit on the amount of time you have to respond to the related questions. Keep in mind, however, that you are limited to just one attempt per question. When preparing for exams, you will be able to watch videos.

Purposes
The Preview Tests and Chapter Assessment Tests will help you assess your understanding of key concepts and information in the textbook which, in turn, will help you identify specific concepts and information you should consider studying more thoroughly before taking related exams. The YouTube Exercises will provide you with additional perspectives and information regarding select business communication topics.

A Technique That Should Help You Perform More Successfully On Preview Tests, Chapter Assessment Tests, and On Exams
Since Preview Test and Chapter Assessment Test questions are based on information in the textbook, read each textbook chapter thoroughly before completing the related tests. By doing so, you should answer more questions correctly. In addition, you can also help yourself on exams by keeping a detailed log of Preview Test and Chapter Assessment Test questions you struggle with answering and/or answer incorrectly. By doing so, you will be aware of specific areas you need to study more thoroughly as you prepare for each exam. As for the YouTube Exercises, keeping a detailed log of assessment questions you struggle with answering and/or answer incorrectly will serve to remind you of the value of reviewing specific videos before taking related exams.

Online Activities Schedule and Due Dates
The Online Activities are broken into three sets—Set 1, Set 2, & Set 3. The Set 1 activities coincide with the Exam 1 chapters/topics, the Set 2 activities coincide with the Exam 2 chapters/topics, and the Set 3 activities coincide with the Exam 3 chapters/topics. All three sets are available for completion from the start of the semester. In turn, each set will close on its scheduled due date and time. Credit will not be awarded for Online Activities not submitted online by the scheduled due date/time. The breakdown for the three sets follows:
• **Set 1 Online Activities**  
  Complete and submit the Online Activities (*Preview Tests, Chapter Assessment Tests, YouTube Exercises*) that coincide with chapters 1, 2, 3, 4, & 12 and related topics by the date and time indicated in the Course Schedule section of the syllabus. The Set 1 YouTube videos are listed below.
  - *How to Improve Your Communication* (chapter 1, length 10:20, 3 questions)
  - *Email and Telephone Etiquette* (chapter 2, length 4:49, 4 questions)
  - *Cultural Gaffes at Home and Abroad* (Peace Corp video) (chapter 3, length 10:45, 4 questions)
  - *4 Tips for Better Phone Communication* (chapter 4, length 2:47, 2 questions)
  - *Body Language: Learn How to Spot a Liar & Avoid Getting Scammed* (chapter 12, length 5:15, 3 questions)

• **Set 2 Online Activities**  
  Complete and submit the Online Activities (*Preview Tests, Chapter Assessment Tests, YouTube Exercises*) that coincide with chapters 5, 6, 7, 8, & 9 and related topics by the date and time indicated in the Course Schedule section of the syllabus. The Set 2 YouTube videos are listed below.
  - *Email Etiquette: How to Write Professional Emails* (chapter 5, length 5:42, 2 questions)
  - *Business Skills: Convince Others With Proficient Business Writing* (chapter 6, length 4:57, 3 questions)
  - *The Writing Process: Edit* (chapter 7, length 3:45, 3 questions)
  - *The Key Forms of Business Writing: Basic Letter* (chapter 8, length 6:36, 3 questions)
  - *How to Structure a Business Report* (chapter 9, length 3:00, 3 questions)

• **Set 3 Online Activities**  
  Complete and submit the Online Activities (*Preview Tests, Chapter Assessment Tests, YouTube Exercises*) that coincide with chapters 10, 11, 13, 14, 15, & 16 and related topics by the date and time indicated in the Course Schedule section of the syllabus. The Set 3 YouTube videos are listed below.
  - *Get Their Attention Every Time You Speak* (chapter 10, length 2:53, 2 questions)
  - *How to Deliver an Effective Business Presentation* (chapter 11, length 6:02, 2 questions)
  - *Teamwork on the Fly* (chapter 13, length 2:32, 2 questions)
  - *Business with Bob: Starting Meetings Effectively* (chapter 14, length 3:23, 2 questions)
  - *Resume Writing Tips: How to Write a Creative Resume* (chapter 15, length 7:22, 2 questions)
  - *Job Interview Tips: How to Avoid Disasters* (chapter 16, length 5:28, 3 questions)

**Requests to Reopen Online Activity Sets**  
We will not reopen online activity sets following scheduled due dates and times. You have been provided a sufficient amount of time to complete each set by its scheduled due date and time; especially since all three sets are available for completion/submission from the start of the semester. You are expected to purchase an active student website access code at the start of the semester so you will be able to access online activities as needed. You are also encouraged to avoid putting off completing each online set until the last minute. Otherwise, you may find yourself unable to complete and submit complete sets on time.

**Posting Online Scores**  
Online Activities scores will be posted periodically.

**If You Have Questions Regarding Online Activities**  
Contact Dr. Insley or Revant.

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**In-Class Exercises**

**Purpose**  
In-class exercises will provide a means for you to actively reflect on select business communication topics in ways that will help you relate to and better understand them. In addition, they will help you identify and become more familiar with select topics that will likely be tested on exams. Putting serious thought and effort into completing in-class exercises typically supports improved learning and exam performance.
General Description
In-class exercises are designed to reinforce information presented in the textbook, class lectures, and class discussions. Examples include short cases, quiz-format exercises, discussion questions, and writing exercises. Each of the in-class exercises will be completed on a form that will be distributed in class. The vast majority of these exercises will be team exercises that will bring a variety of experiences and perspectives to the conversation. A seating chart will be distributed in class on the date indicated in the Course Schedule section of the syllabus. The seating chart will, among other things, facilitate in-class team exercises. Once the seating chart is distributed in class, it is extremely important that you sit in your assigned seat! Otherwise, you will not receive credit for in-class exercises because you will be considered to be absent. (Contact Chandra if you have any questions regarding the seating chart.)

What Is The Total Number Of In-Class Exercises That Will Be Administered This Term?
Several is the most definitive answer that can be given. I do not have a specific number in mind, and this is not because I am trying to be deceptive. In-class exercises are administered when and where they fit most naturally with the subject matter and the flow of class sessions. Thus, the final number of in-class exercises that will be administered this term is not known.

Will In-Class Exercises Be Administered During Each Class Session? How Many? The Same Number Each Class Session?
A good rule of thumb is to plan on one or more being administered during each class session. Of course, the number will vary from class session to class session based on the topic(s) being discussed and the flow of each class.

Bonus Points Opportunity
We will award 5 bonus points to each student who participates in all in-class exercises in their entirety, including being present for the entirety of the related discussion following each exercise.

What Will Happen If You Miss An In-Class Exercise?
We do not do make-ups for missed in-class exercises! The reasons we don’t do make-ups for in-class exercises is two-fold. First, nearly all of the in-class exercises will be team exercises. Thus, doing make-ups for individual in-class exercises is not feasible. Second, with several hundred students in our MGMT 3330 classes this semester, we choose not to be messing with administering in-class exercise make-ups. However, we will drop two in-class exercises at the end of the semester which would offset two you might have missed.

What Is The Point Value For Each In-Class Exercise?
There is no way of determining this figure until the end of the semester since the number of in-class exercises that will be administered is unknown. At the end of the semester, the point value for each in-class exercise will be based on the total number administered during the semester. In the interim, the digit 1 will be posted for each in-class exercise awarded credit and the digit 0 for each in-class exercise awarded no credit.

You Will Receive Credit For In-Class Exercises That You:
• participated in in their entirety, including being present for the entirety of the related discussion following each exercise.
• put forth adequate thought, effort, and involvement in the completion the exercise.
• were sitting in your assigned seat, thus were considered to be present for class.
• were not observed using one or more electronic devices—including having electronic devices visible—while an exercise was being administered and during the related discussion following it.
• were not observed doing homework for another class while an exercise was being administered and/or during the related discussion following it.
• printed name legibly on the exercise form.

You Will Not Receive Credit For In-Class Exercises That You:
• did not participate in at all (e.g., you were absent).
• were not sitting in your assigned seat, thus were considered to be absent.
• did not participate in the exercise in its entirety because you arrived late or left the room during its administration.
• were not present for the entirety of the related class discussion that followed it because you arrived late or left the room before the discussion concluded.
• did not put forth adequate thought, effort, and involvement in the completion of it.
• were observed using one or more electronic devices—including having electronic devices visible—while the in-class exercise was being administered or during the related discussion following it.
• were doing homework for another class while it was being administered and/or during the related discussion following it.
• did not print your name legibly on the exercise form.

Posting In-Class Exercises
These will be posted periodically.

If You Have Questions Regarding In-Class Exercises
Contact Dr. Insley or Chandra.
# Course Schedule

**Course Name:** MGMT 3330.006, Spring 2016  
**Dates:** Tuesdays & Thursdays from 11 a.m.–12:20 p.m. in BLB 040

* Chapter/Topic Not Discussion In Class

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Topics, Activities (e.g., Exams), Due Dates, &amp; Reminders</th>
<th>Class Preparation</th>
</tr>
</thead>
</table>
| **Week 1**  
**T / 1-19** | Class will meet on this date.  
*Course Introduction.*  
*Communicating in Organizations.* |  |
| **R / 1-21** | Class will meet on this date.  
*Communicating in Organizations.*  
*Listening.* | Read textbook chapter 1 and get started on Set 1 online activities. |
| **Week 2**  
**T / 1-26** | Class will meet on this date.  
Seating Chart distributed.  
Syllabus Quiz  
*Listening.* | Prepare for Syllabus Quiz. |
| **R / 1-28** | Class will **not** meet on this date.  
This frees up some of your time to keep up with assigned readings and work on Set 1 online activities. |  |
| **Week 3**  
**T / 2-02** | Class will meet on this date.  
*Communicating Appropriately: Business Etiquette.*  
*Intercultural Communication.* (not discussed in class) | Read textbook chapter 2. |
| **R / 2-04** | Class will **not** meet on this date.  
This frees up some of your time to keep up with assigned readings and work on Set 1 online activities. |  |
<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Topics, Activities (e.g., Exams), Due Dates, &amp; Reminders</th>
<th>Class Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 4</strong></td>
<td></td>
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<tr>
<td>T / 2-09</td>
<td>Class will meet on this date.</td>
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<td></td>
<td>Exam 1 Reminders</td>
<td></td>
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<td></td>
<td>Communication Technologies.</td>
<td>Read textbook chapter 4.</td>
</tr>
<tr>
<td>R / 2-11</td>
<td>Class will not meet on this date.</td>
<td>This frees up some of your time to complete Set 1 online activities and prepare for Exam 1.</td>
</tr>
<tr>
<td></td>
<td>Set 1 Online Activities are due online by 5 p.m. today.</td>
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<tr>
<td><strong>Week 5</strong></td>
<td></td>
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</tr>
<tr>
<td>T / 2-16</td>
<td>Class will meet on this date.</td>
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<tr>
<td></td>
<td>Exam 1</td>
<td>Prepare for Exam 1.</td>
</tr>
<tr>
<td></td>
<td>Chapters 1, 2, 3, 4, &amp; 12 topics.</td>
<td>(For details, see the Exams section in the syllabus and the Exam 1 Reminders document which is located in the Exam Reminders folder on Blackboard.)</td>
</tr>
<tr>
<td>R / 2-18</td>
<td>Class will meet on this date.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam 1 Class Results.</td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T / 2-23</td>
<td>Class will meet on this date.</td>
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<tr>
<td>R / 2-25</td>
<td>Class will not meet on this date.</td>
<td>This frees up some of your time to work on Set 2 online activities and prepare for Exam 2.</td>
</tr>
<tr>
<td>Day/Date</td>
<td>Topics, Activities (e.g., Exams), Due Dates, &amp; Reminders</td>
<td>Class Preparation</td>
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<td><strong>Week 7</strong></td>
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<td>T / 3-01</td>
<td><strong>Class will meet on this date.</strong></td>
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<td></td>
<td><strong>Exam 2 Reminders.</strong></td>
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<td></td>
<td><em>Business Writing: Business Reports.</em> (not discussed in class)</td>
<td>Read textbook chapter 9.</td>
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<tr>
<td>R / 3-03</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td></td>
<td>This frees up some of your time to complete Set 2 online activities and prepare for Exam 2.</td>
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<td></td>
<td><strong>Set 2 Online Activities are due online by 5 p.m. today.</strong></td>
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<tr>
<td><strong>Week 8</strong></td>
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<tr>
<td>T / 3-08</td>
<td><strong>Class will meet on this date.</strong></td>
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<td><strong>Exam 2</strong></td>
<td>Prepare for Exam 2.</td>
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<td></td>
<td>Chapters 5, 6, 7, 8, &amp; 9 topics.</td>
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<td><em>(For details, see the Exams section in the syllabus and the Exam 2 Reminders document which is located in the Exam Reminders folder on Blackboard.)</em></td>
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<tr>
<td>R / 3-10</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td></td>
<td>This frees up some of your time to keep up with assigned readings and start Set 3 online activities.</td>
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<tr>
<td><strong>Week 9</strong></td>
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<tr>
<td>March 14-20</td>
<td><strong>Class will not meet this week.  Spring Break!</strong></td>
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<td><strong>Week 10</strong></td>
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<tr>
<td>T / 3-22</td>
<td><strong>Class will meet on this date.</strong></td>
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<td></td>
<td><strong>Exam 2 Class Results.</strong></td>
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<td></td>
<td><em>Business Presentations.</em></td>
<td>Read textbook chapter 10.</td>
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<tr>
<td>R / 3-24</td>
<td><strong>Class will meet on this date.</strong></td>
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<tr>
<td></td>
<td><em>Business Presentations.</em></td>
<td>Read textbook chapter 11.</td>
</tr>
<tr>
<td>Day/Date</td>
<td>Topics, Activities (e.g., Exams), Due Dates, &amp; Reminders</td>
<td>Class Preparation</td>
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</tbody>
</table>
| **Week 11**<br>T / 3-29 | Class will meet on this date.  
*Communicating in Business Teams.* | Read textbook chapter 13. |
| R / 3-31 | Class will **not** meet on this date.  
This frees up some of your time to keep up with assigned readings and work on the Set 3 online activities. | |
| **Week 12**<br>T / 4-05 | Class will meet on this date.  
*Communicating in Business Meetings.* | Read textbook chapter 14. |
| R / 4-07 | Class will **not** meet on this date.  
This frees up some of your time to keep up with assigned readings and work on the Set 3 online activities. | |
| **Week 13**<br>T / 4-12 | Class will meet on this date.  
*Presenting Yourself Professionally.*  
*Employment Communication.* | |
| R / 4-14 | Class will **not** meet on this date.  
This frees up some of your time to keep up with assigned readings and work on Set 3 online activities. | |
| **Week 14**<br>T / 4-19 | Class will meet on this date.  
*Employment Communication.* | Read textbook chapter 15. |
| R / 4-21 | Class will **not** meet on this date.  
This frees up some of your time to keep up with assigned readings and complete Set 3 online activities. | |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Week 15</strong></td>
<td></td>
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<tr>
<td>T / 4-26</td>
<td><strong>Class will not meet on this date.</strong></td>
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<tr>
<td></td>
<td>This frees up some of your time to keep up with assigned readings and complete Set 3 online activities.</td>
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<tr>
<td>R / 4-28</td>
<td><strong>Class will meet on this date.</strong></td>
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<td></td>
<td>Exam 3 Reminders.</td>
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<tr>
<td></td>
<td><em>Employment Communication.</em></td>
<td>Read textbook chapter 16.</td>
</tr>
<tr>
<td></td>
<td>Set 3 Online Activities are due online by 5 p.m. today.</td>
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<tr>
<td><strong>Week 16</strong></td>
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<tr>
<td>T / 5-03</td>
<td><strong>Class will meet on this date.</strong></td>
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<td>Guest Speaker from UNT Career Center</td>
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<td>Main Topic: <em>Job Interviews.</em></td>
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<tr>
<td>R / 5-05</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td>This frees up some of your time to prepare for Exam 3.</td>
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<tr>
<td><strong>Week 17</strong></td>
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<tr>
<td>Tuesday, May 10</td>
<td><strong>Exam 3 (Final Exam)</strong></td>
<td>Prepare for Exam 3.</td>
</tr>
<tr>
<td>10:30 a.m.–12:30 p.m.</td>
<td>Chapters 10, 11, 13, 14, 15, &amp; 16 topics.</td>
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<tr>
<td></td>
<td>(For details, see the <em>Exams</em> section in the syllabus and the <em>Exam 3 Reminders</em> document which is located in the <em>Exam Reminders</em> folder on Blackboard.)</td>
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