Syllabus
MGMT 3330.001, Maymester 2013
8 a.m.-11:50 p.m., BLB 245

Students With Disabilities
The College of Business complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with Disabilities. 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. His contact information is presented on the next page. University policy requires that students notify their instructors within the first week of classes that accommodation will be needed.

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 valued by the U.S. business community and an appreciation for the impact both poor and good communication skills have on organizations and business people’s careers. MGMT 3330 is also one of UNT’s Discovery Core courses.

MGMT 3330 is a N-Gen Course
MGMT 3330 is one of UNT’s Next Generation (N-Gen) courses. N-Gen courses are an outgrowth of UNT’s Quality Enhancement Plan, which had as its main goal-improving student learning. You will be pleased to know that since this course was redesigned, larger numbers of students in Dr. Insley’s N-Gen sections of MGMT 3330 have received passing grades (A’s, B’s, & C’s), while fewer students have received failing grades (D’s & F’s) or withdrawn from the course. Our hope is that your class will continue this positive trend! MGMT 3330 follows a blended instructional approach that includes a combination of online activities, class lectures & discussions, in-class team exercises, in-class individual exercises, and a team project. Together, these various instructional activities support engaged learning, increased interaction with fellow students, and critical thinking.

The course structure is such that class will not meet every Monday, Tuesday, Wednesday, and Thursday this term. You will be able to easily tell which dates class meets and which dates class does not meet since each is indicated accordingly to the right of each date in the Course Schedule portion of this document. Thus, some of your time will be freed up to work on online activities and the team project, as well as to prepare for exams.

Main Goals of This Course
The main goals of the course are to strengthen your business communication skills, knowledge, and attitudes in ways that will support your career goals, professional relationships, and professional job search efforts.

Learning Outcomes
1. Recognize the ways both poor and good communication skills affect organizations and business people’s careers.
2. Explain the basic communication process
3. Describe the attitudes and techniques shared by good communicators.
4. Contrast effective communication with efficient communication.
5. Discriminate between actions and behaviors that both impede and contribute to effective listening.
6. Describe communication techniques that both impede and contribute to effective teams.
7. Describe communication techniques that both impede and contribute to effective business meetings.
8. Identify the three steps of the writing process and discuss the effect of each on business writing.
9. Identify writing principles that are important to business writing.
10. Identify techniques that compromise and contribute to effective email, instant, & text messages; blogs; and tweets.
11. Recommend writing strategies and components for good/-neutral-news, negative-news, and persuasive business letters.
12. Write an effective business report.
13. Describe ways widely used electronic communication technologies are affecting organizations and business people’s careers.
14. Contrast ways electronic communication technologies are used ineffectively and effectively.
15. Describe cultural considerations important when communicating with intercultural business partners.
16. Describe language considerations important when communicating with intercultural business partners.
17. Describe nonverbal considerations important when communicating with intercultural business partners.
18. Demonstrate the ability to plan for and prepare effective business presentations.
19. Identify and demonstrate the various skills necessary to give an effective business presentation.
20. List and describe the seven-step job search process.
21. Describe the critical role of persuasive communication in the job search process.
22. Describe the relationship between communication and interpersonal skills and business etiquette.
23. Analyze critical communication strategies that are relevant to the Millennium Generation.

Instructor
Dr. Robert Insley
Office – BLB 319C
Phone – (940) 565-4331  Fax No. – (940) 565-3803  E-mail Address – Insley@unt.edu  (This is the only e-mail address he checks!)
Student Conference Hours: 7-8 a.m. & 12-1 p.m. on the dates class meets. Others by Appointment.

Teaching Assistant:
Funke Cole
Office - BLB 133  Phone # - (940) 565-2745  E-mail - Fec0015@unt.edu  (This is the only address Funke checks!)
Student Conference Hours: 12-1 p.m. on the dates class meets. Others by Appointment.

Contact Funke if you:
• have questions regarding how to check your grades online or questions about posted grades.
• have questions regarding in-class exercises.
• have non-technical questions regarding online activities. (If you have technical questions, contact UNT’s UIT Helpdesk, Sage Hall 130, 940-565-2324.)
• have questions regarding the technology project.
• have questions regarding self-assessment exercises.
• Have questions regarding YouTube exercises.
• want to review an exam you have taken.
• want to appeal an exam question.
• want to either submit or check on the status of a make-up exam request.
• have questions regarding the seating chart.

Textbook  (Required)

Using Electronic Devices During Class
Use of electronic devices (e.g., cell phones, smartphones, laptops, netbooks, tablets, calculators, electronic books, music devices, ear phones, etc.) during class for any purpose is prohibited. During recent semesters/terms, we have observed a steady increase in the use of such devices during class for non-class purposes. Guest speakers, some students, and Dr. Insley were distracted which, in turn, compromised the learning and teaching environments. Guest speakers and some students even commented on the rudeness of such actions. Unfortunately, polite requests not to use electronic devices during class fell on deaf ears too frequently, requiring restrictive measures be taken. As a means of reducing such distractions, a policy has been implemented to address the issue. The hope, of course, is that this matter will not be an issue of any substance in your class. However, if an individual chooses to ignore the policy, this is what will happen. If an individual is observed using an electronic device during any of our classes, he or she will be penalized for doing so based on a sliding scale. The first instance observed will result in a 10-point penalty. Then, with each ensuing instance observed the number of penalty points will double (e.g., the second instance is -20 pts., the third instance is -40 pts., etc.). Individuals earning a first-instance penalty (-10 points) will be reminded of the penalty by e-mail. E-mail reminders will not be sent in regard to instances observed after the first one.

To avoid running the risk of losing points, you are strongly encouraged to turn off and put away (remove from desktop and lap) electronic devices before each class starts.

Bonus Points Opportunity: 5 bonus points will be awarded to students not observed using electronic devices during class this semester/term.
Leaving the Classroom During Class

If you anticipate the need to leave one of our classes early, e-mail Dr. Insley before the class at Insley@unt.edu. Your e-mail message should contain the following information: your name, course (MGMT 3330), your section number, the date you plan to leave class early, the approximate time you plan to leave class early, and the reason you are leaving class early.

During recent semesters, we have observed an increase in the number of students leaving the classroom early; either for a few minutes or for the duration of the class. Last semester, one student left the room ten minutes before the end of class to purchase a soft drink; returning before class ended as if she was at a movie theater. Another student walked within inches directly in front of a guest speaker as he left the room early. No kidding! No matter the reason, such comings and goings distract others and compromise learning and teaching environments.

Hopefully, such comings and goings will not be an issue with your class. If it is, however, a restrictive policy similar to the “use of electronic devices during class” will be activated to address the problem. Hopefully courtesy and common sense will rule the day, and we won’t have to take restrictive measures.

UNT Learning Center

The UNT Learning Center exists to help students succeed in their classes. The Learning Center is located in the Union, Suite 323 and their website is www.learningcenter.unt.edu. 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 Program (series for students on Academic Alert/Probation), and Study Skills and Speed Reading Classes.

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 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.

Class Attendance

Regular class attendance is strongly encouraged. There is a direct correlation between class attendance and success in the course. Sporadic attendance typically results in diminished learning and point deductions resulting from one or more of the following:

- not participating in In-Class Exercises
- not taking Exams
- not compiling a thorough set of Class Notes
- not acquiring Handouts distributed in class
- not acquiring Guest Speakers’ information and handouts

Your alternatives if you miss class:

- If you do not participate in an In-Class Exercise there are no make-ups.
- If you miss an Exam or arrive too late to take it (after a classmate has finished), refer to related information in the “Exams” section in the syllabus.
- If you miss taking Class Notes, get notes you missed from a fellow student.
- If you miss acquiring a Handout distributed in class, make a photocopy from a classmate’s copy.
- If you miss a Guest Speaker’s Talk, get related notes from a fellow student and handouts from the speaker’s office.

Ways You Can Help Create and Maintain a Productive Learning and Teaching Environment

- Arrive at class on time and don’t leave early, whether for a few minutes or for the remainder of the class.
- Be courteous toward and respectful of fellow students, Funke, guest speakers, and Dr. Insley.
Avoid participating in extended side conversations with fellow students during class.

Forego using electronic devices during class. (Business majors should be especially careful not to form poor communication technology-usage habits that could easily follow them into professional workplace. For example, the vast majority of U.S. managers report that they do not want their employees texting, instant messaging, tweeting, e-mailing, blogging, surfing the Internet, etc., during meetings, training sessions, and presentations. Misuse of electronic communication devices in the professional workplace can easily threaten career growth and even job stability! With all of 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.)

**Actions That Typically Contribute to Student Success in This Class**

- Reading the Course Syllabus thoroughly.
- Reviewing the Course Schedule section of the Course Syllabus routinely.
- Attending each scheduled class in its entirety—arriving on time and not leaving early whether for the remainder of the class or just for a few minutes.
- Participating in In-Class Exercises.
- Not using electronic devices during class.
- Being a respectful, flexible, cooperative, contributing team member when participating in In-Class Team Exercises.
- Taking thorough class notes. (Lecture slides are not posted online.)
- Reading handouts thoroughly. (Most of these are posted on Blackboard in the Handouts folder. Others will be distributed in class.)
- Reading assigned textbook readings thoroughly.
- Reading each textbook chapter before completing the related Online Quizzes & Exercises.
- Keeping a log of Online Activities’ topics you struggled with.
- Completing and submitting Online Quizzes & Exercises during designated submission periods.
- Submitting the technology project on time.
- Completing and submitting Self-Assessment Exercises during designated submission periods.
- Completing and submitting YouTubes Exercises during designated submission periods.
- Preparing thoroughly for exams by studying all sources--textbook readings, handouts and videos posted on Blackboard, notes taken, guest speaker information and handouts, and by reflecting back on topics addressed in online activities an in-class exercises.
- Reviewing Exam 1 with the purpose of improving your note taking, reading, and study habits prior to taking Exam 2.

**Actions and Assumptions That Typically Compromise Student Success in This Class**

- Not attending scheduled classes.
- Arriving for class late or leaving class early, whether for a few minutes or for the remainder of the class.
- Behaving in ways that distract fellow students, Dr. Insley, and guest speakers and/or disrupting class.
- Using any type of electronic device (e.g., cell phones, smartphones, laptops, netbooks, tablets, calculators, music devices, earphones).
- Participating in academically dishonest actions.
- Assuming the course subject matter is either simply common sense, thus requiring little effort on your part to learn, or that you have learned it all before. Former MGMT 3330 students who have harbored either of these attitudes typically performed poorly.
- Assuming everyone passes this class. Unfortunately, there will be some D’s & F’s. This doesn’t have to be!
- Assuming that reading the textbook and taking thorough class notes are unnecessary to perform successfully.
- Being inflexible and uncooperative with fellow team members when completing In-Class Team Exercises.
- Assuming you can do well in this class if you do not study thoroughly for exams.
- Not submitting course assignments on time or at all.
- Assuming backup measures (e.g., extra credit assignments, etc.) will be available to offset undesirable course grades. Course grades will be assigned based on the grade scale presented below. Having said this, at the end of the term/semester some will ask for favors anyway. Nothing will come of such requests.
Student Evaluation of Teaching Effectiveness (SETE)
The Student Evaluation of Teaching Effectiveness (SETE) survey is a requirement of all organized classes at UNT. This short survey will be made available to you online at the end of the term, providing you a chance to comment on how this class is taught. Dr. Insley is very interested in the feedback he gets from students and considers the SETE to be an integral part of your participation in this class.

Grade Scale
The maximum number of course points is 600. Your course grade will be based on the following letter grade/points scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>540-600 points</td>
</tr>
<tr>
<td>B</td>
<td>480-539 points</td>
</tr>
<tr>
<td>C</td>
<td>420-479 points</td>
</tr>
<tr>
<td>D</td>
<td>360-419 points</td>
</tr>
<tr>
<td>F</td>
<td>0-359 points</td>
</tr>
</tbody>
</table>

Grade Components and Related Point Values
The grade components, related maximum point values, and percentage values are presented below.

<table>
<thead>
<tr>
<th>Grade Components</th>
<th>Maximum Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>120 (20%)</td>
</tr>
<tr>
<td>Exam 2</td>
<td>120 (20%)</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>120 (20%)</td>
</tr>
<tr>
<td>Online Quizzes &amp; Exercises</td>
<td>90 (15%)</td>
</tr>
<tr>
<td>Technology Project</td>
<td>90 (15%)</td>
</tr>
<tr>
<td>Self-Assessment Exercises</td>
<td>30 (5%)</td>
</tr>
<tr>
<td>YouTube Exercises</td>
<td>30 (5%)</td>
</tr>
<tr>
<td>Maximum Points Possible</td>
<td>600 (100%)</td>
</tr>
</tbody>
</table>

Relationship Between Grade Components
In-Class Exercises are linked directly to the Exams.
Set 1 Online Quizzes & Exercises (based on textbook chapters 1, 2, 3, 6, 7, 10, & 11) are linked directly to Exam 1.
Set 2 Online Quizzes & Exercises (based on textbook chapters 4, 5, 8, 9, & 12-16) are linked directly to Exam 2.
Technology Project is linked to Exams 1 & 2.
YouTube Exercises are linked to Exams 1 & 2.

Checking Your Grades Online
Grades will be posted online. If you have trouble accessing your grades, contact Funke. Here is the schedule for when grades will be posted:
- In-Class Exercises results will be posted periodically.
- Exam 1 grades will be posted by 1 p.m. on Tuesday, May 21.
- Set 1 Online Quizzes & Exercises results will be posted by 5 p.m. on Tuesday, May 21.
- Set 1 Self-Assessment Exercises results will be posted by 5 p.m. on Wednesday, May 22.
- Set 1 YouTube Exercises results will be posted by 5 p.m. on Wednesday, May 22.
- Technology Project results will be posted by noon on Tuesday, May 28.
- Set 2 Online Quizzes & Exercises results will be posted by 5 p.m. on Thursday, May 30.
- Set 2 Self-Assessment Exercises results will be posted by 5 p.m. on Thursday, May 30.
- Set 2 YouTube Exercises results will be posted by 5 p.m. on Thursday, May 30.
- Exam 2 (final exam) grades will be posted by 1 p.m. on Thursday, May 30.
Detailed Descriptions of Each Grade Component:

- The Exams section, along with sample exam questions, starts on page 6.
- The In-Class Exercises section starts on page 8.
- The Online Quizzes & Exercises section starts on page 9.
- The Technology Project section starts on page 10.
- The Self-Assessments Exercises section starts on page 11.
- The YouTube Exercises section starts on page 12.

Exams

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

General Description
Two exams, containing 50 multiple-choice questions each, will be administered this term.

Where and When the Exams will be Administered
Exam 1 will be administered from 8-8:50 a.m. on Monday, May 20 in our classroom.
Exam 2 (final exam) will be administered from 8-10 a.m. on Thursday, May 30 in our classroom.

Exam Sources
Exam questions will be based on assigned textbook readings, online quizzes & exercises, in-class exercises, material presented in class, handouts posted on Blackboard in the Handouts folder, handouts distributed in class, YouTubes you were assigned to watch, the business meetings video posted on Blackboard in the videos folder, films shown in class, and information shared by guest speakers both verbally and in handouts they distribute.

Exam Topics
Exam 1 - Chapters 1, 2, 3, 6, 7, 10, & 11
Exam 2 - Chapters 4, 5, 8, 9, & 12-16

Exam Reviews
Exam 1 Review - Tuesday, May 14
Exam 2 Review - Tuesday, May 28

Using Electronic Devices During Exams
You are not allowed to use electronic devices while taking exams.

Arriving at Class Late On a Scheduled Exam Date
If you arrive late for an exam before an exam has been turned in, you will be allowed to take the exam during the scheduled exam session, but must finish it by the end of the designated testing time.

If you arrive at class late for an exam after one or more exams has/have been turned in, 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 Missed Taking Exam 1 During Its Scheduled Time?
If you believe you have an acceptable excuse for having missed taking Exam 1, submit the materials requested below, in hard copy form, to Funke 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 time, along with an explanation as to why you believe you should be allowed to make up the missed exam 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, section number, a phone number, and your email address.)
Submitting the above-mentioned, 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 the letter and the nature of your supporting documentation. It is your responsibility to check with Funke about the status of your request. If you are granted permission to take a make-up exam for Exam 1, Funke will contact you to set up a time to take the make-up exam.

What Is Your Option If You Missed Taking Exam 2 (the final exam) During It’s Scheduled Time?
If you believe you have an acceptable excuse for missing Exam 2, contact Dr. Insley immediately at his e-mail address (Insley@unt.edu). Your excuse for missing Exam 2 may or may not be deemed acceptable based on what it is.

Sharing Exam Results
Individual Exam scores will be posted online. For details see the Checking Your Grades Online section on page 5. Class performance (e.g., class average, etc.) will be shared in class.

Reviewing Exam 1 After Your Score is Posted.
Exams are not returned in class. If you wish to review Exam 1 after scores are posted, meet with Funke. She will let you review a copy of the exam containing the correct responses and a photocopy of your Scantron form. You will not be allowed to copy exam questions.

If You Wish to Appeal an Exam Question.
If while reviewing an exam you identify a question you believe warrants being challenged, ask Funke for an Exam Question Appeal Form. Then complete it in her office and give it back to her once you have completed it. (If you are appealing more than one question, use a separate form for each question.) Funke will then pass your appeal form(s) along to Dr. Insley. If after reviewing your appeal form, Dr. Insley agrees with your rationale, the question will be dropped and the point value on the item in question will be added to your exam score. If Dr. Insley does not agree with your rationale, the question stands as is and no grade adjustment will be made. Exam 1 appeals must be submitted to Funke no later than Tuesday, May 28.

Sample Exam Questions:
These are included to give you some feel for how I write exam questions and the variety of sources they are drawn from. While some exam questions will be general in nature, others will be specific and detailed. Exam questions come from a full range of sources as described previously.

Several nonverbal communication categories were discussed in the textbook. With this in mind, ____________ refers to use of body language.

- a. chronemics
- b. proxemics
- c. kinesics

Correct Answer - Choice C. Discussed in textbook, but not in class.

The ____________ communication style is characterized, in part, by good eye contact and direct & unambiguous language.

- a. nonassertive
- b. aggressive
- c. assertive

Correct Answer - Choice C. Discussed in textbook, but not in class.

Electronic business meetings (e.g., videoconferences) are typically most effective when their length does not exceed _____ minutes.

- a. 30
- b. 90
- c. Meeting length does not typically affect meeting effectiveness.

Correct Answer - Choice A. Discussed in class and in online chapter quiz, but not in the textbook.
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 course exams. Putting serious thought and effort into completing in-class exercises typically supports improved learning and exam performance. Many of these are team exercises. With this in mind, in-class exercises are also administered with the purpose of building team cohesiveness throughout the team project.

**General Description**
In-class exercises are designed to reinforce information presented in the textbook and during class lectures & discussions. Examples include short cases, quiz-format exercises, discussion questions, and writing exercises. Some in-class exercises will be completed on standard-size pieces of notebook paper, while others will be completed on forms distributed in class. A seating chart will be formed the first day of class (May 13). The seating chart will, among other things, facilitate in-class team exercises. Once the seating chart is distributed in class, from that point forward it is extremely important that you sit in your assigned seat! Otherwise, you will not receive credit for in-class team exercises because you will be considered absent. (Contact Funke if you have questions regarding the seating chart.)

**If You Have Questions Regarding In-Class Exercises.**
Contact Funke.

**What is the Total Number of In-Class Exercises That Will Be Administered This Term/Semester?**
Several is the most definitive answer that can be given. I don’t 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 flow of the class session. Thus, the final number of in-class exercises that will be administered this semester is not known.

**Will In-Class Exercises Be Administered 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 scheduled class session. Of course, the number will vary from class to class.

**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 term, the point value for each in-class exercise will be based on the total number administered during the semester. In the interim, a plus sign (+) will be posted for each in-class exercise awarded credit and a zero (0) for each exercise that was not submitted, did not contain clear identification information, was completed inadequately, or you did not participate in as described in the course attendance policy.

**Submitting In-Class Exercises.**
It is important that you include clear identification information on each in-class exercise so we are able to record credit properly. With this in mind, at the top of each standard size notebook paper or in-class exercise form distributed in class print the names of just the team members in attendance.

**What are the Consequences if You Do Not Participate in One or More In-Class Exercises Because You Did Not Attend Class?**
If this occurs, you missed the opportunity to participate in it/them. Your best approach is to attend class on a regular basis.

**What are the Consequences if: You Arrive at Class Late After an In-Class Exercise Has Started, You Step Out of the Classroom Momentarily While an In-Class Exercise if Being Administered, or You leave Class Before an In-Class Exercise is Administered?**
If any of these instances occurs, you will not receive credit for the related in-class exercise.

**What are the Consequences if You are not Sitting in Your Assigned Seat When an In-Class Exercise is Administered?**
You will be considered absent and will not receive credit for in-class exercises administered on that date.

**Evaluating In-Class Exercises.**
You will receive either full credit or no credit for each in-class exercise administered this semester as described below.
You will receive full credit for an in-class exercise if:
• you participated in an in-class exercise in its entirety
• adequate thought and effort was put into completing it
• we were able to identify your name on the paper

You will receive no credit for an in-class exercise if:
• you did not participate in completing it in its entirety
• inadequate thought and effort was put into completing it
• you were observed using an electronic communication device while the exercise was being administered
• you left the classroom while the exercise was being administered
• you were doing homework for another class while the exercise was being administered
• you were not sitting in your assigned seat when the exercise was being administered
• we were unable to identify your name on the exercise

Bonus Points.
If you receive full credit for all in-class exercises administered this term, we will award you 10 bonus points.

Online Quizzes & Exercises

Purpose
Online Quizzes & Exercises are designed to help you identify and become more familiar with select textbook material with which you may not be sufficiently familiar. Putting serious thought and effort into completing the online quizzes & exercises should support your performance on exams. Some of the exam questions are drawn from topics tested in online quizzes & exercises, but not all of them. Exam questions based on online quizzes will not be asked verbatim as presented online.

General Description
Online quizzes & exercises are not merely check-off activities. We believe you will perform better on online quizzes & exercises if you read each textbook chapter before completing the related online quiz & exercises. In addition, doing so will help you better identify material you need to study more thoroughly. We encourage you to keep a log material that you are unsure of and/or miss on chapter quizzes and chapter exercise quizzes so you know specifically what you need to study more thoroughly. Online Quizzes & Exercises fall into two categories—chapter quizzes and exercises. Each is described below.

• Online Chapter Quizzes are graded activities and each quiz contains a number of multiple-choice questions and true/false questions. Even though the textbook contains 16 chapters, there are a total of 17 chapter quizzes. There is one chapter quiz for each of the following textbook chapters 1-5 & 7-16. In addition, there are two chapter quizzes for textbook chapter 6 since it contains quite a bit of material. Thus, there is a Chapter 6pd quiz (planning documents) and a Chapter 6dd quiz (drafting documents). Once you open an online chapter quiz, you will have 25 minutes to complete it, which is more time than you will need. While taking an online chapter quiz, you can skip over questions if need be and then come back to them later as long as time remains.

• Online Chapter Exercises are graded activities presented predominately in drag-and-drop and gaming formats. There is typically more than one online exercise for each chapter. Each online chapter exercise will conclude with a graded set of true/false questions designed to test your comprehension of the exercise. There are also two sets of online exercises for chapter 6 (Chapter 6pd and Chapter 6dd). Once you open an online chapter exercise, you will have 25 minutes to complete it, which is more time than you will actually need. While taking an online chapter exercise, you can skip over questions if need be and then come back to them later as long as time remains.

If You Have Technical Questions or Problems While Completing Online Activities
Contact UNT’s UIT Helpdesk at 940-565-2324 or helpdesk@unt.edu or stop by Sage Hall 130.

If You Have Non-Technical Questions Regarding Online Activities
Contact Funke.
Online Activities Schedule:
Set 1 Online Activities are drawn from the textbook chapters (1, 2, 3, 6, 7, 10, & 11) Exam 1 is based on. Set 1 Online Activities include Chapter Quizzes and Chapter Exercises. Set 1 Online Activities have already been posted and will be deactivated at 8 a.m. on Monday, May 20.

Set 2 Online Activities are drawn from the textbook chapters (4, 5, 8, 9, & 12-16) Exam 2 is based on. Set 2 Online Activities include Chapter Quizzes and Chapter Exercises. Set 2 Online Activities have been already been posted and will be deactivated at 8 a.m. on Thursday, May 30.

Posting Online Activities Results
Online activities scores postings will be updated periodically. (For details see the Checking Your Grades Online section on page 5 of the syllabus.)

Technology Project

Purpose
This project is designed to reinforce your business report writing skills, introduce you to UNT’s Collaboration and Learning Commons located in Sycamore Hall, and familiarize you with one electronic communication tool.

The Project - What is Required of You
The project is comprised of two components.

1. The first component requires you to visit the Collaboration and Learning Commons (CLC), located on the first floor of Sycamore Hall and then answer a series of questions pertaining to the CLC’s technological resources (tools). You will answer these questions on the Collaboration and Learning Commons Form that will be distributed during our first class session. The due date on this component is indicated in the Course Schedule section of the syllabus.

2. The second component requires you to conduct research and write a short business report about a communication technology tool that you will choose from the following list:
   - Mindomo (it’s a mindmap)
   - Qualtrics (a tool for developing and analyzing questionnaires & surveys and so much more)
   - Blogs
   - GoAnimate
   - Smartboards (they have them in the CLC)
   - Skype
   - SharePoint
   - N-Cast Systems (they have them in the CLC)
   - Twitter
   - LinkedIn

You are required to use a minimum of three sources when conducting your research. The report is an informational business report that should contain the following:
   - Title Page (separate page)
   - Table of Contents (separate page)
   - Research Sources (separate page)
   - Report Body (2 single-space pages) (should contain a minimum of 1 main heading and 2 side headings) (should contain a minimum of 2 paraphrases or quotations or a mix of the two)
   - Notes (this contains a list of your citations based on paraphrases and/or quotations) (should use APA style)

Formatting information will be provided in a handout that will be distributed in class.
Due Date
The due date for this component is indicated in the Course Schedule section of the syllabus.

Sharing Technology Project Results
Team Project reports will be returned in class on Tuesday, May 28, and Technology Project scores will be posted online by noon on the same date.

Sharing Findings in Class
Be prepared to share in class (on the date the project is due) a few of your thoughts regarding the technology you reported on if asked to do so.

Self-Assessment Exercises

Purpose
Self-Assessment Exercises are included to help you better understand your strength and awareness of select business communication skills and attitudes.

General Description
Self-Assessment Exercises are located in the Self-Assessment Exercises folder on Blackboard Learn. They can be found in two sets—Set 1 & Set 2. Each set contains five self-assessment exercises. We want you to print a hard copy of each and complete it on the hard copy—not online!

Sets 1 & 2 Self-Assessment Exercises:

Set 1 Self-Assessment Exercises pertain to some of the textbook chapters found on Exam 1. Set 1 Self-Assessment Exercises have already been posted and are due at 8 a.m. on Monday, May 20. Set 1 Self-Assessment Exercises in order are:

1. Just How Effective of a Communicator Are You?
2. Assessing Your Behavior as a Team Member
3. What Kind of Writer Are You?
4. Key Components of Long Formal Reports
5. Listening Style Inventory

Set 2 Self-Assessment Exercises pertain to some of the textbook chapters found on Exam 2. Set 2 Self-Assessment Exercises have already been posted and are due in class at 8 a.m. on Tuesday, May 28. Set 2 Self-Assessment Exercises in order are:

1. How Familiar Are You With Business Letter Writing Strategies?
2. My Feelings About Giving Business Presentations
3. Managing Presentation Anxiety
4. Is Telecommuting Right For You?
5. Test Your Business Manners I.Q.

If You Have Technical Questions Regarding Accessing the Self-Assessment Exercises
Contact UNT’s UIT Helpdesk at 940-565-2324 or helpdesk@unt.edu or stop by Sage Hall 130.
If You Have Non-Technical Questions Regarding the Self-Assessment Exercises
Contact Funke.

Due Date and Submission
Each set of self-assessment exercises is due in class on the date indicated in the Course Schedule section of the syllabus and will be collected at the beginning of class. With each set, place a hard copy of each of the five self-assessment exercises in the same order they are presented above. Then, staple the five exercises together in the upper left-hand corner. Print your name at the top of the first page.

YouTube Exercises

Purpose
YouTube Exercises are included to give you additional perspective and information regarding select business communication topics.

General Description
Each YouTube Exercise requires you to view a short YouTube video and then write a one-paragraph summary of the video. YouTube videos are located in the YouTube Videos folder on Blackboard Learn. The YouTube titles are presented below. They can be found in two sets-- Set 1 & Set 2. Each set contains five YouTube videos.

Sets 1 & 2 YouTube Videos:

Set 1 YouTube Videos pertain to some of the textbook chapters found on Exam 1. Set 1 YouTube summary paragraphs are due at in class at 8 a.m. on Monday, May 20. Set 1 YouTube videos in order are:

1. Top 5 Business Communication Secrets (5:45)
2. Teamwork on the Fly (2:32)
4. Listening Skills with John Spence (5:56)
5. Body Language: Learn How to Spot a Liar & Avoid Getting Scammed (5:15)

Set 2 YouTube Videos pertain to some of the textbook chapters found on Exam 2. Set 2 YouTube summary paragraphs are due in class at 8 a.m. on Tuesday, May 28. Set 2 YouTube videos in order are:

1. Email and telephone Etiquette (4:49)
2. How to Deliver an Effective Business Presentation (6:02)
4. Telecommuting: Breaking Myths of Teleworking (3:53)
5. Job Interview Tips: How to Avoid Disasters (5:28)

If You Have Technical Questions Regarding Accessing the YouTube Videos
Contact UNT’s UIT Helpdesk at 940-565-2324 or helpdesk@unt.edu or stop by Sage Hall 130.

If You Have Non-Technical Questions Regarding the YouTube Videos
Contact Funke.

Due Date and Submission
Each set of YouTube summary paragraphs is due in class on the date indicated in the Course Schedule section of the syllabus and will be collected at the beginning of class. With each set, place a hard copy of each of the five summary paragraphs in the same order they are presented above. Then, staple the five pages (one summary paragraph per page) together in the upper left-hand corner. Print your name at the top of the first page.
# MGMT 3330.001, Maymester 2013
## Course Schedule

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Class Topics &amp; Activities</th>
<th>Class Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M / 5-13</td>
<td>Class will meet on this date.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Course Introduction.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Business Communication Foundations.</em></td>
<td>Read textbook Chapter 1.</td>
</tr>
<tr>
<td></td>
<td>Read the handouts <em>Practical Ways to Identify/Improve Your Communication Skills</em> and <em>Qualities Shared by Excellent Communicators.</em> (These are located in the Handouts folder at the course home page on Blackboard.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Communicating in Teams.</em></td>
<td>Read Chap. 2 (pages 27-40 &amp; 46-48) and the handout <em>Characteristics of Effective Teams.</em></td>
</tr>
<tr>
<td></td>
<td><em>Communicating in Business Meetings.</em></td>
<td>Read Chap. 3, view the <em>Business Meetings</em> video (20 minutes) posted on Blackboard, and read the handouts <em>Communicating Effectively With Difficult People In Meetings &amp; On Teams</em> and <em>Common Causes of Failed Meetings.</em></td>
</tr>
<tr>
<td>T / 5-14</td>
<td>Class will meet on this date.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Business Writing Overview.</em></td>
<td>Read/Review Chapters 6 &amp; 7</td>
</tr>
<tr>
<td></td>
<td><em>Writing Team/Collaborative Writing.</em></td>
<td>Read Chapter 2 (pages 40-46)</td>
</tr>
<tr>
<td></td>
<td><em>Business Reports.</em></td>
<td>Read textbook Chapter 10.</td>
</tr>
<tr>
<td></td>
<td><em>Listening.</em></td>
<td>Read textbook Chapter 11.</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 1 Review.</strong></td>
<td></td>
</tr>
<tr>
<td>W / 5-15</td>
<td>Class will not meet on this date.</td>
<td></td>
</tr>
<tr>
<td>R / 5-16</td>
<td>Class will not meet on this date.</td>
<td></td>
</tr>
<tr>
<td>Day/Date</td>
<td>Class Topics &amp; Activities</td>
<td>Class Preparation</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;M / 5-20</td>
<td><strong>Class will meet on this date.</strong>&lt;br&gt;<strong>Reminder:</strong>&lt;br&gt;Set 1 Online Quizzes &amp; Exercises will be deactivated at 8 a.m. today.</td>
<td>Prepare for Exam 1.</td>
</tr>
<tr>
<td></td>
<td><strong>Reminder:</strong>&lt;br&gt;Set 1 Self-Assessment Exercises are due in class at 8 a.m. today.</td>
<td>Read textbook Chapter 8.</td>
</tr>
<tr>
<td></td>
<td><strong>Reminder:</strong>&lt;br&gt;Set 1 YouTube Exercises are due in class at 8 a.m. today.</td>
<td>Read handouts <em>Common E-mail Mistakes in U.S. Organizations and Words of Caution Regarding Texting.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Exam 1</strong> (8-8:50 a.m.)&lt;br&gt;Chapters 1, 2, 3, 6, 7, 10, &amp; 11 topics.&lt;br&gt;(For details, see the <em>Exams</em> section in the syllabus.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>E-Writing.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Business Letters.</strong></td>
<td>Read textbook Chapter 9.</td>
</tr>
<tr>
<td><strong>T / 5-21</strong></td>
<td><strong>Class will meet on this date.</strong>&lt;br&gt;<strong>Reminder:</strong>&lt;br&gt;The CLC Form and Technology Report are due in class at 8 a.m. today.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Business Presentations.</strong></td>
<td>Read textbook Chapters 12 &amp; 13.</td>
</tr>
<tr>
<td></td>
<td><strong>Intercultural Communication.</strong></td>
<td>Read handout <em>Appearance Suggestions for Formal Business Presentations.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Business Communication Technology.</strong></td>
<td>Read Chapter 5. Read the handout <em>Select Intercultural Verbal &amp; Writing Suggestions.</em></td>
</tr>
<tr>
<td><strong>W / 5-22</strong></td>
<td><strong>Class will not meet on this date.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>R / 5-23</strong></td>
<td><strong>Class will not meet on this date.</strong></td>
<td></td>
</tr>
<tr>
<td>Day/Date</td>
<td>Class Topics &amp; Activities</td>
<td>Class Preparation</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>M / 5-27</strong></td>
<td><strong>Class will not meet on this date.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>T / 5-28</strong></td>
<td><strong>Class will meet on this date.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reminder:</strong></td>
<td><strong>Set 2 Self-Assessment Exercises are due in class at 8 a.m. today.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reminder:</strong></td>
<td><strong>Set 2 YouTube Exercises are due in class at 8 a.m. today.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Exam 2 Review.</strong></td>
<td><strong>Read textbook Chapters 14, 15, &amp; 16.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Employment Communication.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>UNT Career Center Guest Speaker:</strong></td>
<td><strong>Information regarding career center services and Interviewing skills will be shared.</strong></td>
</tr>
<tr>
<td><strong>W / 5-29</strong></td>
<td><strong>Class will not meet on this date.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>R / 5-30</strong></td>
<td><strong>Class will meet on this date.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reminder:</strong></td>
<td><strong>Set 2 Online Quizzes &amp; Exercises will be deactivated at 8 a.m. today.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Exam 2 (final exam)</strong></td>
<td><strong>Prepare for Exam 2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Chapters 4, 5, 8, 9, &amp; 12-16 topics.</strong></td>
<td><strong>(For details, see the Exams section in the syllabus.)</strong></td>
</tr>
</tbody>
</table>