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 3330.001 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. A blended instructional approach is applied. This includes a combination of online activities, class lectures, class discussions, in-class team exercises, in-class individual exercises, guest speaker 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 & Wednesday this term. The dates class meets and the dates class does not meet are indicated in the Course Schedule section of the syllabus to the right of each date. In addition, some class meetings will not meet the full four hours. The objective of not meeting every class session and not meeting the full four hours some on some dates is to free up some of your time to work on online activities (Preview Tests, Chapter Assessment Tests & YouTube Exercises), the Team Project, and to prepare for exams.

Main Goals of This Course
The main goal of the course is 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, language, and nonverbal considerations important when communicating with intercultural business partners.
16. Demonstrate the ability to plan for and prepare effective business presentations.
17. Identify and demonstrate the various skills necessary to give an effective business presentation.
18. List and describe the seven-step job search process.
19. Describe the critical role of persuasive communication in the job search process.
20. Describe the relationship between communication and interpersonal skills and business etiquette.
21. 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 - Krishna Pothireddy
Office - BLB 133  Phone # - (940) 565-2745  E-mail - KrishnaKPothireddy@my.unt.edu  (This is the only address Khrishna checks!)
Student Conference Hours: From 11 a.m.-1 p.m. on the dates class meets and 12-1 p.m. on May 14 & 21. Others by appointment.

Contact Krishna if you:
• have questions regarding the seating chart.
• Have questions about your team assignment.
• have questions about attendance records.
• have questions about point deductions pertaining to visible electronic technologies (on tabletop/desktop, in hands, in lap, etc.) or using electronic technologies during class.
• have questions regarding how to check your grades online.
• have questions regarding posted grades.
• 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 Preview Tests.
• have questions regarding Chapter Assessment Tests.
• have questions regarding YouTube Exercises.
• have questions regarding in-class exercises.
• have questions regarding the Team Presentation Project.

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.

Required Materials: Textbook and Student Website Access Code

Textbook  (Required)

Acquiring the Textbook:
• New and used hardcopies of the textbook are available at the off-campus bookstores as the on-campus bookstore.
• You can also purchase a new hardcopy of the textbook from the publisher either by going to www.kendallhunt.com and searching for Insley or by calling 800-228-0810. Your book would arrive in three business days. The publisher price for a new hardcopy of the textbook is comparable to the prices on the new copies at the off-campus bookstores.
• You can also purchase the eBook version of the textbook from the publisher either by going to www.kendallhunt.com and searching for Insley or by calling 800-228-0810. The publisher price for the eBook is lower than that of a new hardcopy of the textbook. The eBook version of the textbook is $69.56.

Student Website Access Code  - Description on the next page.
Student Website Access Code  (Required)
You will need an access code for the textbook student website to complete a number of online activities (e.g., Preview Tests, Chapter Assessment Tests, and YouTube Exercises) which comprise 27 percent of your course grade. You will also need to access Preview Tests and Chapter Assessment Tests at the textbook student website when preparing for course exams since they are among the exam sources. Other textbook student website resources designed to improve learning, that you should also find helpful when preparing for course exams, include: Interactive Exercises (drop-and-drag & gaming formats), Interactive Glossary (flipcard format), and PowerPoint Slides (While some of PowerPoint slides will be used in class, most of the PowerPoint slides displayed in class come from other sources). In addition, Writing Rules Resources websites that contain grammar, punctuation, capitalization, number usage, abbreviations, and spelling rules; games; and quizzes are available at the textbook student website.

Acquiring the Textbook Student Website Access Code:
• If you purchase a new hardcopy of the textbook either at the on-campus bookstore, one of the off-campus bookstores, or from the publisher, the student website access comes with the book. The online access code and related instructions are located on the inside front cover of the textbook.
• If you purchase a used hardcopy of the textbook either at the on-campus bookstore, one of the off-campus bookstores, or elsewhere, you will need to purchase the textbook student website access code separately. The access code can be purchased separately at www.grtep.com. Once there, you will be instructed on how to place your order. The access code is $78.26. The textbook student website access code is not sold in the bookstores.
• If you purchase an eBook version of the textbook, the textbook student website access code comes with the book.
• If you rent a hardcopy of the textbook what you are renting is a used copy which means you will need to purchase the access code separately at www.grtep.com. Once there, you will be instructed on how to place your order. The access code is $78.26. The textbook student website access code is not sold in the bookstores.

FYI: You will very likely find that it will be considerably less expensive to purchase a new hardcopy of the textbook or eBook version of the textbook since the access code comes with each of these than it would be to purchase a used copy of the textbook and the access code separately or to rent the textbook and purchase the access code separately. Of course, it is your call!

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 Electronic Devices Policy
Electronic devices (e.g., cell phones, smartphones, laptops, netbooks, chromebooks, calculators, electronic books, music devices, ear phones, etc.) should be kept out of sight during class. In other words, they should not be on your tabletop space, in your hands, in your lap, and in the case of earphones they should not be on your head or around your neck. Furthermore, electronic devices are not to be used during class for any purpose including taking notes, taking photos of PowerPoint screens, making audio recordings of class, sharing contact information during in-class team project meetings, etc.

This policy is the outgrowth of one too many past instances when guest speakers, students, and Dr. Insley have been distracted by students using electronic technologies during class, thus compromising both the learning and teaching environments. Unfortunately, polite requests not to use electronic devices during class and lesser penalty structures have fallen on deaf ears far too frequently in the past, requiring more restrictive measures be taken. The hope, of course, is that such distractions will not occur in your class.
What will happen if a student is observed with an electronic device on his or her tabletop space or on his or her person (e.g., in his or her hands, on his or her lap, etc.)—whether he or she is using it or not? If an individual chooses to ignore the policy, this is what will happen. The first instance observed will result in a 20-point penalty. The second instance will result in a 40-point penalty and will be reported to UNT’s Center for Student Rights and Responsibilities. The third instance will result in an 80-point penalty and will be reported to UNT’s Center for Student Rights and Responsibilities. After each observation, Krishna will e-mail the offending individual. We sincerely hope that none of you lose points this way this term! **To avoid running the risk of losing points, you are strongly encouraged to turn off and put away** (remove from tabletop/desktop, hands, and lap, etc.) **electronic devices before each class starts.** Experience has shown that individuals who do not have electronic devices out in front of them or otherwise easily accessible are far less tempted and likely to use them during class; thus, the reason you are being required to put away electronic devices before class starts.

**Bonus Points Opportunity:** Most students in your class will not abuse the electronic devices policy this term, and on behalf of our guest speakers, your fellow students, and myself, I thank you in advance for your cooperation and courtesy. As a means of thanking those students for their cooperation and courtesy in regard to this policy, at the end of the semester we will award 10 bonus points to each student who adheres to the electronic devices policy throughout the entire semester.

**Leaving the Classroom During Class**

*If you anticipate the need to leave one of our classes early,* either tell Dr. Insley before the class starts or e-mail him 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. Doing so is disruptive and interferes with your instructor’s ability to conduct a class and fellow students’ opportunity to learn. A few examples of such disrespectful, distracting, and rude actions follow. For example, one of my previous students 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 in the back row of one of my classes got up during class and walked to the front of the room for the sole purpose of throwing away an empty party-size Cheetos bag. As he left the room early, another student walked within inches directly in front of a guest speaker. 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. After all, breaks are built into each class session. **If it is, however, such comings and goings do become an issue, I will likely follow the guidelines set forth in the Academic Integrity at UNT section located on the previous page of this syllabus.** Of course, I hope courtesy and common sense will rule the day, and restrictive measures will not have to be taken.

**UNT Learning Center**

The UNT Learning Center exists to help students succeed in their classes. The Learning Center is located in Sage Hall, Room 315, and their phone number is 940-369-7006. The Learning Center website is [www.learningcenter.unt.edu](http://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), *SMARTHINKING.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*.

**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.

**Class Attendance**

Regular class attendance is strongly encouraged. There is typically 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 attending class the day Team Presentations are scheduled
• not viewing films and YouTube videos shown 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 class the day in-class Team Presentations are scheduled, there are no make-ups.
• If you miss a Film or YouTube 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.

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, Krishna, guest speakers, and Dr. Insley.
• Avoid participating in extended side conversations with fellow students during class.
• Keep electronic devices out of sight (off of your tabletop space, out of your hands, out of your lap, etc.) and don’t use them 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
• Acquiring the textbook Student Website Access Code which comes with new hardcopies of the required course textbook and the eBook. If you purchase a used hardcopy of the textbook, you will need to purchase the Access Code separately in the Required Materials section of the syllabus.
• Reading the Course Syllabus thoroughly.
• Taking the Syllabus Quiz.
• Reviewing the Course Schedule section of the Course Syllabus routinely.
• Attending each scheduled class in its entirety.
• Submitting the CLC Form when required to do so.
• Participating in In-Class Exercises.
• Participating in class discussions.
• Keeping electronic devices out of sight (off of your tabletop space, out of your hands, out of your lap, etc.) 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 assigned textbook readings thoroughly.
• Acquiring a complete set of handouts and reading them thoroughly.
• Reading each textbook chapter before reviewing related online Preview Tests and Chapter Assessment Tests.
• Keeping a log of questions you struggled with while reviewing online Preview Tests and Chapter Assessment Tests.
• Completing and submitting Preview Tests and Chapter Assessment Tests as requested to do so.
• Contributing your fair share to the development and delivery of the Team Presentation.
• Viewing YouTube videos and writing summaries as requested to do so.
• Preparing thoroughly for exams.
• 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.
- Not studying for and/or taking the Syllabus Quiz.
- 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 which can result in removal from the course and an automatic letter grade of F in the course.
- Having electronic devices (e.g., cell phones, smartphones, laptops, netbooks, chromebooks, tablets, calculators, music devices, earphones) in sight on your tabletop space, in your hands, on your lap, on your head, around your neck, in your ears, etc., during class whether you are using them or not.
- Not acquiring the textbook Student Website Access Code which comes with new hardcopies of the textbook and the eBook. If you purchase a used hardcopy of the textbook, you will need to purchase the Access Code separately in the Required Materials section of the syllabus.
- 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!
- Not completing and submitting the CLC Form.
- Not reading each textbook chapter thoroughly before completing the related online Preview Test and Chapter Assessment Test.
- Not adhering to the YouTube Exercises guidelines presented in the syllabus.
- 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 the Team Presentation.
- Not attending class the day the Team Presentations are scheduled.
- Arriving at class late after an In-Class Exercise has started.
- Leaving class momentarily or for the remainder of the class during an In-Class Exercise or while it is being discussed.
- 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 typically ask for such favors anyway. Nothing will come of such requests.
Grade Scale
The maximum number of course points is 620. Your course letter grade will be based on the following grade scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>558-620 pts.</td>
</tr>
<tr>
<td>B</td>
<td>496-557</td>
</tr>
<tr>
<td>C</td>
<td>434-495</td>
</tr>
<tr>
<td>D</td>
<td>372-433</td>
</tr>
<tr>
<td>F</td>
<td>0-371</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Points</th>
<th>%</th>
<th>Letter Grade Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLC Form</td>
<td>20</td>
<td>2</td>
<td>.2</td>
</tr>
<tr>
<td>Exam 1</td>
<td>120</td>
<td>20</td>
<td>2.0</td>
</tr>
<tr>
<td>Exam 2</td>
<td>120</td>
<td>20</td>
<td>2.0</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>80</td>
<td>13</td>
<td>1.3</td>
</tr>
<tr>
<td>Preview Tests</td>
<td>40</td>
<td>6</td>
<td>.6</td>
</tr>
<tr>
<td>Chapter Assessment Tests</td>
<td>80</td>
<td>13</td>
<td>1.3</td>
</tr>
<tr>
<td>YouTube Summaries</td>
<td>80</td>
<td>13</td>
<td>1.3</td>
</tr>
<tr>
<td>Team Presentation Project</td>
<td>80</td>
<td>13</td>
<td>1.3</td>
</tr>
<tr>
<td>Maximum Value</td>
<td>620</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Checking Your Scores (Grades) Online
Grades will be posted on Blackboard Learn. If you have trouble accessing your grades, contact Krishna. Here is the schedule for when grades will be posted:
- CLC Form scores will be posted by 5 p.m. within two days following the date it is administered.
- Exam 1 scores will be posted by 5 p.m. the day after it is administered.
- Exam 2 (final exam) scores will be posted by 5 p.m. the day after it is administered.
- In-Class Exercises involvement will be posted periodically.
- Preview Tests scores will be posted periodically.
- Chapter Assessment Tests scores will be posted periodically.
- YouTube Summaries scores will be posted by 5 p.m. the day they are collected in class.
- Team Presentation Project scores will be posted by 5 p.m. on Tuesday, May 27.

Detailed Descriptions of Each Grade Component:
Detailed descriptions of each grade component (Syllabus Quiz, CLC Form, Exams, In-Class Exercises, Preview Tests, Chapter Assessment Tests, YouTube Summaries, and Team Presentation Project) follow.
**CLC Form** *(Collaborative Learning Commons)*

**Purpose**
The purpose of having each of you complete the CLC Form is to acquaint you with the resources and services available to you in the Collaborative Learning Commons (CLC) in Sycamore Hall. The main purpose of the CLC is to provide space, resources, and support for collaborative efforts (e.g., team projects).

**General Description**
You will be given a copy of the CLC Form in class. Then, you will need to go to the CLC in Sycamore Hall and acquaint yourself with facility, resources, and services. In the process of doing so, you will be able to complete the CLC Form. While the team project you are being asked to participate in this term is not extensive, you could benefit from the CLC in completing it (e.g., using a smartboard to plan your team presentation – determining who is going to do what, outlining your presentation, etc.) (e.g., practicing your team presentation in one of the NCast Rooms).

**Submitting Your CLC Form**
Your CLC Form is due at the beginning of class on the date specified in the course schedule portion of the syllabus.

---

**Exams**

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

**General Description**
Two exams, containing 60 multiple-choice questions each, will be administered this term.

**Where and When the Exams will be Administered**
Exam 1 will be administered in our classroom at our regular class time on the date indicated in the Course Schedule portion of the syllabus.
Exam 2 (Final Exam) will be administered in our classroom on the date and at the time indicated in the Course Schedule portion of the syllabus.

**Exam Sources**
Exam questions will be based on assigned textbook readings, preview tests (located at textbook student website), chapter assessment tests (located at textbook student website), information presented in class (class notes), handouts, films/YouTube videos shown in class, and information shared by guest speakers. The textbook student website contains a wealth of helpful resources you should consider exploring when preparing for exams. 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. Textbook student website resources that would support your exam preparation efforts include Preview Tests, Chapter Assessment Tests, textbook-based PowerPoint slides, Interactive Exercises, Interactive Glossary, and YouTube videos.

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

**Exam Reminders Handouts/Discussion**
A reminders handout for each exam will be distributed in class on the dates indicated in the Course Schedule portion of the syllabus.

**Using Electronic Devices During Exams**
You are not allowed to use electronic devices while taking exams (e.g., tablets, smartphones, smartwatches, Google Glass, etc.)
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, however, 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 Krishna 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 Krishna about the status of your request. If you are granted permission to take a make-up exam for Exam 1, Krishna 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. Class performance (e.g., class average, etc.) will be shared in class.

Reviewing an Exam After Your Score is Posted.
Exams are not returned in class. If you wish to review an exam after scores are posted, meet with Krishna. 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 Krishna 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.) Krishna 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 Krishna no later than Tuesday, May 27.

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 presentation 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 distributed at our first class meeting. 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 Krishna if you have questions regarding the seating chart.)
If You Have Questions Regarding In-Class Exercises. Contact Krishna.

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 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 term 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 or for the Remainder of the Class While an In-Class Exercise if Being Administered or Discussed, or You Are Observed Using Technology During an In-Class Exercise Including if it is Simply Visible? 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 term as described below.

You will receive full credit for an in-class exercise if:
• you participated actively in the completion of the exercise in its entirety
• adequate thought and effort was put into completing the exercise
• we were able to identify your name on exercise (notebook paper or exercise form)

You will receive no credit for an in-class exercise if:
• inadequate thought and effort was put into completing the exercise
• you were observed not participating actively in the completion of the exercise
• you were observed using an electronic communication device while the exercise was being administered
• you arrived late to class after the exercise was started
• you left the classroom while the exercise was being administered, whether you returned or not
• you left the classroom while the in-class exercise was being discussed, whether you returned or not
• 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
Preview Tests

Purpose
Preview Tests are designed to help you assess your understanding of key concepts which, in turn, will help you areas in need of further study. Completing the Preview Tests successively should also help you be more successful on course exams since they are one of the exam sources.

Description
Preview Tests are online tests located at the textbook student website. There are five true/false questions for each chapter. Preview Tests are not merely check-off activities. They are graded. Each correct answer is worth 1/2 point. Once you open a Preview Test, you will have 8 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 handout that will be distributed in class.

We believe you will perform better on Preview Tests if you read each textbook chapter before completing the related Preview Test. In addition, doing so will help you better identify material you need to study more thoroughly. We encourage you to keep a log pertaining to questions you are unsure of and/or miss on Preview Tests so you know the specific areas you need to study more thoroughly.

Preview Tests Schedule and Due Dates:
The Preview Tests are broken into two sets—Set 1 & Set 2. The chapters comprising each set coincide with the chapters included in each of the two course exams. The breakdown for the two sets follows:

- **Set 1 Preview Tests:** Complete the chapters 1, 3, 6, 7, 9, 10, 11, & 13 Preview Tests before taking Exam 1. Set 1 Preview Tests must be submitted before Exam 1 is administered in class. Any Set 1 Preview Tests submitted after the start of Exam 1 will not receive credit.
- **Set 2 Preview Tests:** Complete the chapters 2, 4, 5, 8, 12, 14, 15, & 16 Preview Tests before taking Exam 2. Set 2 Preview Tests must be submitted before Exam 2 is administered in class. Any Set 2 Preview Tests submitted after the start of Exam 2 will not receive credit.

Posting Preview Tests Scores
Preview Test scores will be posted periodically.

Chapter Assessment Tests

Purpose
Chapter Assessment Tests are designed to help you assess your understanding of key concepts which, in turn, will help you areas in need of further study. Completing the Chapter Assessment Tests successively should also serve to help you be more successful on course exams since they represent one of the exam sources.

Description
Chapter Assessment Tests are online tests located at the textbook student website. There are ten multiple-choice questions for each chapter. Chapter Assessment Tests are not merely check-off activities. They are graded. Each correct answer is worth 1/2 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 handout that will be distributed in class.

We believe you will perform better on Chapter Assessment Tests if you read each textbook chapter before completing the related Chapter Assessment Test. In addition, doing so will help you better identify material you need to study more thoroughly. We encourage you to keep a log pertaining to questions you are unsure of and/or miss on Chapter Assessment Tests so you know the specific areas you need to study more thoroughly.
Chapter Assessment Tests Schedule and Due Dates:
The Chapter Assessment Tests are broken into two sets—Set 1 & Set 2. The chapters comprising each set coincide with the chapters included in each of the two course exams. The breakdown for the two sets follows:

- **Set 1 Chapter Assessment Tests:** Complete the chapters 1, 3, 6, 7, 9, 10, 11, & 13 Chapter Assessment Tests before taking Exam 1. Set 1 Chapter Assessment Tests must be submitted before Exam 1 is administered in class. Any Set 1 Chapter Assessment Tests submitted after the start of Exam 1 will not receive credit.

- **Set 2 Chapter Assessment Tests:** Complete the chapters 2, 4, 5, 8, 12, 14, 15, & 16 Chapter Assessment Tests before taking Exam 2. Set 2 Chapter Assessment Tests must be submitted before Exam 2 is administered in class. Any Set 2 Chapter Assessment Tests submitted after the start of Exam 2 will not receive credit.

Posting Chapter Assessment Tests Scores
Chapter Assessment Test scores will be posted periodically.

YouTube Summaries

**Purpose**
YouTube Summaries are included to provide you with additional perspective and information regarding select business communication topics of interest to you.

**Description**
This grade component requires you to select eight YouTube videos of your choosing from the YouTube videos presented at the textbook student website. You are required to view each of the eight YouTube videos you select and then write a one-paragraph summary. Each summary must adhere to the following guidelines:

- Each summary paragraph should be keyboarded on a separate piece of 8.5 by 11 white typing paper.
- Immediately before each summary paragraph, keyboard the exact YouTube title (centered horizontally on the page).
- Immediately below the YouTube title on each page, keyboard the textbook chapter it is associated with (e.g., Chapter 2). Center the word Chapter and the chapter number horizontally also.
- Each summary paragraph should be keyboarded, single-spaced, and a minimum of one-third of one page in length (20 lines). No summary paragraph should exceed one page in length.
- The eight pages containing your summary paragraphs should be placed in ascending order from lowest to highest chapter number.
- In front of the eight pages containing your summary paragraphs, add a cover page. The cover page should contain the following information in this order: your name, MGMT 3330, your section #, and Maymester 2014. Each cover page item just mentioned should be keyboarded on a separate line in the order just mentioned, and centered horizontally on the cover page.
- The nine pages should be stapled together in the upper left-hand corner. Do not place them in a binder or folder.

**Submitting Your YouTube Summaries Packet**
Your stapled YouTube Summaries Packet is due at the beginning of class on the date specified in the course schedule portion of the syllabus.

Team Presentation Project

**Purpose**
The purpose of the Team Presentation Project is to provide each of you with some additional presentation and teaming experience; reinforce effective team communication, business meetings, listening, & interpersonal skills; broaden your knowledge of a specific communication technology; and broaden your fellow students’ knowledge of a number of communication technologies used in the U.S. business place as well as abroad.
Team Composition
The teams have already been formed. There is a team number next to each student’s name on the seating chart that will be distributed during our first class session.

General Description
Each team is being asked to choose a communication technology topic from the list provided in the Team Presentation Project handout, research the technology, develop a team presentation, and give a 5-minute team presentation on that topic in class on the date specified in the course schedule portion of the course syllabus.

Earned Points Breakdown
This project is worth a maximum of 80 points. Your presentation will be valued at a maximum of 50 points, and the quality of each student’s teaming efforts will be valued at a maximum of 30 points. I reserve the right to deduct additional points from either the presentation component and/or the teaming component from an individual team member’s project score if it is clear to me that he or she did not put forth at least the base level of effort & cooperation expected by this project.

Team Leader & Tasks Assignment Form
Each team leader must submit two copies of this form at the start of class on the date specified in the course schedule section of the syllabus. Contents include information such as team leader name & contact information, team member names & contact information, and task (work) assignments for each team member.

Team Presentation Project Evaluation Form
Each student must submit one copy of this form at the start of class on the date specified in the course schedule section of the syllabus. The form has you rating yourself and each of your team mates on a number of teaming qualities. This form should be completed individually.

Team Presentation Project Handout
A handout containing Team Presentation Project guidelines will be distributed during our first class session. This handout will contain information such as: a list of communication technologies topics to choose from, research sources, a list of subtopics applicable to all communication technologies topics, dress requirements, visual aids requirements, and a sample rubric.

Course Schedule
The Course Schedule is presented on the remaining pages.
## Course Schedule

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Class Topics, Activities, &amp; Reminders</th>
<th>Class Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M / 5-12</td>
<td><strong>Class will meet on this date.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seating chart distributed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Course Introduction.</em> &lt;br&gt; <em>Communicating in Organizations.</em> &lt;br&gt; <em>Communicating in Business Teams.</em></td>
<td>Read chapter 1. &lt;br&gt; Read chapter 13.</td>
</tr>
<tr>
<td></td>
<td><strong>Introduce Team Project.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>In-Class Team Presentation Project Meeting.</strong></td>
<td></td>
</tr>
<tr>
<td>T / 5-13</td>
<td><strong>Class will meet on this date.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reminder:</strong>&lt;br&gt;Each team leader should submit two copies of his or her <em>Team Leader &amp; Tasks Assignments Form</em> at the beginning of class today.</td>
<td></td>
</tr>
<tr>
<td>W / 5-14</td>
<td><strong>Class will not meet on this date.</strong></td>
<td></td>
</tr>
<tr>
<td>R / 5-15</td>
<td><strong>Class will meet on this date.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam 1 Reminders Handout.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Business Reports.</em> &lt;br&gt; <em>Intercultural Communication.</em> &lt;br&gt; <em>Writing Electronically.</em></td>
<td>Read chapter 9. &lt;br&gt; Read chapter 3. &lt;br&gt; Read chapter 5.</td>
</tr>
<tr>
<td>Day/Date</td>
<td>Class Topics, Activities, &amp; Reminders</td>
<td>Class Preparation</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;M / 5-19</td>
<td>Class will meet on date.</td>
<td></td>
</tr>
<tr>
<td><strong>Reminder:</strong>&lt;br&gt;Each student should submit one copy of his or her <strong>CLC Form</strong> at the beginning of class today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing Electronically.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communicating in Business Meetings.</strong></td>
<td>Read chapter 12.</td>
<td></td>
</tr>
<tr>
<td>T / 5-20</td>
<td>Class will meet on this date.</td>
<td></td>
</tr>
<tr>
<td><strong>Reminder:</strong>&lt;br&gt;Set 1 Preview Tests and Chapter Assessment Tests (Chapters 1, 3, 6, 7, 9, 10, 11, &amp; 13) are due by start of Exam 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exam 1</strong>&lt;br&gt;Chapters 1, 3, 6, 7, 9, 10, 11, &amp; 13 topics. (For details, see the Exams section in the syllabus.)</td>
<td>Prepare for Exam 1.</td>
<td></td>
</tr>
<tr>
<td><strong>Business Letters.</strong></td>
<td>Read chapter 8.</td>
<td></td>
</tr>
<tr>
<td>W / 5-21</td>
<td>Class will not meet on this date.</td>
<td></td>
</tr>
<tr>
<td>R / 5-22</td>
<td>Class will meet on this date.</td>
<td></td>
</tr>
<tr>
<td><strong>Reminder:</strong>&lt;br&gt;At the beginning of class today, <strong>each student</strong> should submit one copy of his or her <strong>Team Presentation Project Evaluation Form</strong> and <strong>each team leader</strong> should submit two copies of his or her team’s <strong>Presentation Project Document.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 2 Reminders Handout.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-Class Team Presentations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication Technologies.</strong></td>
<td>Read chapter 4.</td>
<td></td>
</tr>
<tr>
<td>Day/Date</td>
<td>Class Topics, Activities, &amp; Reminders</td>
<td>Class Preparation</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;M / 5-26</td>
<td><strong>Class will not meet on date.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Memorial Day Holiday.</em></td>
<td></td>
</tr>
<tr>
<td><strong>T / 5-27</strong></td>
<td><strong>Class will meet on this date.</strong></td>
<td>Read chapter 2.</td>
</tr>
<tr>
<td></td>
<td><em>Communicating Appropriately: Business Etiquette.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Employment Communication: Internships.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Employment Communication: Introduction.</em></td>
<td></td>
</tr>
<tr>
<td><strong>W / 5-28</strong></td>
<td><strong>Class will meet on this date.</strong></td>
<td>Read chapter 15.</td>
</tr>
<tr>
<td></td>
<td><strong>Reminder</strong>&lt;br&gt;Each student should submit his or her <em>YouTube Summaries Packet</em> at the beginning of class today.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Employment Communication: Resumes.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Guest Speaker from UNT Career Center: Topics</em> - <em>Career Center Services and Job Interviews.</em></td>
<td></td>
</tr>
<tr>
<td><strong>R / 5-29</strong></td>
<td><strong>Class will meet on this date.</strong></td>
<td>Prepare for Exam 2.</td>
</tr>
<tr>
<td></td>
<td><strong>Reminder:</strong>&lt;br&gt;<em>Set 2 Preview Tests and Chapter Assessment Tests</em> (Chapters 2, 4, 5, 8, 12, 14, 15, &amp; 16) are due by start of Exam 2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam 2</strong>&lt;br&gt;Chapters 2, 4, 5, 8, 12, 14, 15, &amp; 16 topics.&lt;br&gt;(For details, see the <em>Exams</em> section in the syllabus.)</td>
<td></td>
</tr>
</tbody>
</table>