Syllabus

MGMT 3330.001, Summer II 2011
8-9:50 a.m.

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 page 2 of this syllabus. University policy requires that students notify their instructors within the first week of classes that accommodation will be needed.

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 semester, 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.

MGMT 3330.001 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 in large-enrollment classes and eventually in medium- and small-enrollment classes also. You will be pleased to know that since this course was redesigned, more students in the MGMT 3330 *N-Gen* sections have received passing grades (A’s, B’s, & C’s), while fewer students have either withdrawn from the course or received failing grades (D’s & F’s). We hope your class continues this positive trend! Essentially, MGMT 3330.001 follows a blended instructional approach that includes a combination of online activities, class lectures & discussions, in-class team exercises, and a team project that supports engaged learning, increased interaction with fellow students, and critical thinking.

Our class schedule will vary as a result due to the blended instructional approach. Here’s how you will be able to tell the dates class meets and the dates class does not meet. To the right of each date in the Course Schedule you will notice one of the following two statements: “Class will meet on this date.” or “Class will not meet on this date.” On the dates class does not meet, time is freed up for you to work on online activities, the team project, and exam preparation.

Ways You Can Help Create a Productive Learning and Teaching Environment

- Arrive at class on time and don’t leave early.
- Be courteous toward and respectful of fellow students, our teaching assistant, visiting speakers, and Dr. Insley.
- Avoid extended conversations with fellow students with the exceptions of during In-Class Team Exercises & Team Project Meetings.
- Put away laptops, netbooks, and touch pads (e.g., iPad) before class starts. These cannot be used in class.
  In the past we have experimented with allowing students to use these during class for the purpose of taking notes. Unfortunately, most used them to surf the Internet instead. In turn, others seated around them were noticeably distracted, which compromised their ability to learn and in some cases offended some. The experiment has ended!*  
- Put away cell phones, smart phones, earphone devices, and electronic music devices & head phones before class starts.
  Using these during class to text, listen to music, etc., is potentially distracting to others, compromises the user’s ability to learn, and is considered to be disrespectful.*

* Business majors especially should be aware of their communication technology-usage habits and how others perceive those habits. For example, the vast majority of U.S. managers report that they do not want employees texting, instant messaging, tweeting, e-mailing, blogging, and surfing the Internet during meetings, training sessions, and presentations. Misusing electronic communication devices in the professional workplace can threaten career growth and 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.

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

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

**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 e-mail, 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 formal 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.

**Textbook** (Required)


There are also two copies of the textbook on reserve at the Reserve Desk in the Willis Library.

**Instructor**

Dr. Robert Insley

Office – BA 313E

Phone – (940) 565-4331  Fax No. – (940) 565-4394  E-mail Address – Insley@unt.edu  (This is the only e-mail address he checks!)

**Student Conference Hours:** Each day class meets from 7-8 a.m. & 12-1 p.m. Others by Appointment.
Teaching Assistant:
Maxine King
Office - BA 302K  Phone # - (940) 565-2236  E-mail - maxineking@my.unt.edu (This is the only e-mail address Maxine checks!)
Student Conference Hours:  10-11 a.m. & 12-1 p.m. on the dates class meets. Others by Appointment.
Contact Maxine if you:
  • have questions regarding how to check your grades online.
  • have questions regarding posted grades.
  • have non-technical questions regarding online activities. (If you have technical questions, contact the UNT Student Help Desk.)
  • have questions regarding individual and team in-class 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.
  • have questions regarding the team project, including questions regarding team project forms and documents.
  • have questions regarding bonus points.

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 classes regularly and in their entirety.
  • Putting away laptop & netbook computers and touch pads (e.g., iPad) before class starts. (They are not to be used in class.)
  • Turning off and putting away cell phones, smart phones, earphones, and electronic music devices & head phones before class starts.
  • Participating in In-Class Exercises.
  • Being a respectful, flexible, cooperative, contributing team member when participating in In-Class Team Exercises.
  • Being a respectful, productive, cooperative participant during In-Class Team Project Meetings.
  • Submitting two copies of the Team Leader and Task Assignments Form in class when and as requested to do so.  (Team leader does this.)
  • Submitting two copies of the Team Leader Progress Form in class when and as requested to do so.  (Team leader does this.)
  • Submitting one copy of the Research Summary Form in class when and as requested to do so.  (Team leader does this.)
  • Submitting two copies of the Report (with cover page) in class when and as requested to do so.  (Team leader does this.)
  • Submitting one copy of the Team Project Evaluation Form in class when and as requested to do so.  (Each student does this.)
  • Submitting one copy of the Team Project Reflections Form in class when and as requested to do so.  (Each student does this.)
  • Being a respectful, flexible, cooperative, contributing team member during the Team Project.
  • Taking thorough class notes.  (Lecture slides are not posted on the Web.)
  • Reading handouts thoroughly.  (Most handouts are posted on the course homepage in the Handouts folder.)
  • Reading assigned textbook readings thoroughly.
  • Reading each textbook chapter before completing the related Online Activities.
  • Keeping a log of Online Activities’ topics you struggled with.
  • Completing and submitting Online Activities during designated submission periods.
  • Preparing thoroughly for exams by studying all sources--textbook readings, handouts posted at the course homepage & those distributed in class, notes taken , speaker information & handouts, and reflecting back on topics addressed in online activities & in-class exercises.
  • Reviewing Exam 1 with the purpose of improving your note taking, reading, and study habits prior to taking Exam 2.

UNT Learning Center
I want to remind you that UNT has a Learning Center that exists to help students succeed in their classes. The Learning Center is located in the Student 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.
Actions and Assumptions That Typically Compromise Student Success in This Class

- Participating in academically dishonest actions.
- Behaving in ways that distract fellow students, Dr. Insley, and guest speakers and/or disrupt class.
- Using laptops, netbooks, and touch pads (e.g., iPad) in class.
- Using cell phones, smart phones, earphones, and electronic music devices during class. (Using such devices during in-class team exercises and in-class team project meetings will be noted and, in turn, points will be deducted from the offending individual’s team project score for each instance. Using such devices during guest speaker presentations will be noted and points will be deducted from the offending individual’s course point total. Using such devices at any other time during class will be noted and may have a negative effect on the offending individual’s course grade.)
- Assuming sporadic attendance will not have negative effects on your course performance.
- Assuming that arriving at classes late or leave early will not have negative effects on your course performance.
- Assuming this subject matter is either simply common sense, thus requiring little effort on your part to learn or that you have learned it all before in other classes. Former MGMT 3330 students who’ve harbored either of these attitudes typically performed poorly.
- Assuming everyone passes this class. Unfortunately, there will be some D’s & F’s, which could typically be avoided.
- Assuming that not reading the textbook will not have negative effects on your course performance.
- Assuming that not taking thorough notes will not have negative effects on your course performance.
- Being inflexible and uncooperative with fellow team members during In-Class Team Project Meetings, when completing In-Class Team Exercises, and when working on the Team Project outside of class.
- Short changing fellow team members in terms of the quantity, quality, and timeliness of your contributions to the team project.
- Not submitting team project forms and the final edited report when and as requested in the quantities requested.
- Assuming every team member will be awarded the same number of points for each component of the Team Project.
- Assuming you can do well in this class if you do not study thoroughly for exams.
- Assuming backup measures are in place to offset undesirable grades. Course grades will be assigned based on the grade scale presented on the next page.

Class Attendance
There’s typically a strong correlation between class attendance and course success. Sporadic attendance typically results in diminished performance due to one or more of the following reasons: (1) not participating in In-Class Team Project Meetings, (2) not participating in In-Class Exercises, (3) arriving for an Exam too late to be allowed to take it, (4) not compiling a thorough set of Class Notes, and (5) not acquiring Guest Speakers’ information and handouts.

Your Alternative(s) If You Miss Class
1. If you miss an In-Class Team Project Meeting, there are no alternatives. (In addition, if you miss classes in their entirety or arrive late and/or leave early with any degree of consistency, your fellow team members will likely rate you lower on the Team Project Evaluation Forms due to diminished participation in In-Class Team Project Meetings. Such actions will also be taken into account when individual Team Project scores are computed.)
2. If you do not participate in a team or individual In-Class Exercise there are no make-ups.
3. If you miss an Exam or arrive too late to take one, refer to the related information in the “Exams” section in the syllabus.
4. If you miss taking Class Notes, get notes you missed from a fellow student.
5. If you miss viewing a Video shown in class, get notes from a fellow student.
6. If you miss a Guest Speaker’s Talk, get related notes from a fellow student and handouts from the speaker’s office.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>540-600</td>
</tr>
<tr>
<td>B</td>
<td>480-539</td>
</tr>
<tr>
<td>C</td>
<td>420-479</td>
</tr>
<tr>
<td>D</td>
<td>360-419</td>
</tr>
<tr>
<td>F</td>
<td>0-359</td>
</tr>
</tbody>
</table>
Grade Components and Related Point Values
The grade components, related maximum point values, percentage values, and course grade values are presented below.

<table>
<thead>
<tr>
<th>Grade Components</th>
<th>Maximum Points</th>
<th>Percentage Value</th>
<th>Letter Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>120</td>
<td>20%</td>
<td>2.0 course letter grades</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150</td>
<td>25%</td>
<td>2.5 course letter grades</td>
</tr>
<tr>
<td>Online Activities</td>
<td>90</td>
<td>15%</td>
<td>1.5 course letter grades</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>90</td>
<td>15%</td>
<td>1.5 course letter grade</td>
</tr>
<tr>
<td>Team Project</td>
<td>150</td>
<td>25%</td>
<td>2.5 course letter grades</td>
</tr>
<tr>
<td>Maximum Points Possible</td>
<td>600</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Relationship Between Grade Components
Set 1 Online Activities (based on textbook chapters 1, 2, 5, 6, 7, 10, & 11) are linked directly to Exam 1 and the Team Project.
Set 2 Online Activities (based on textbook chapters 3, 4, 8, 9, & 12-16) are linked directly to Exam 2 and to a limited extent the Team Project.
In-Class Activities are linked directly to the Exams and some to the Team Project.

Checking Your Grades Online
Near the beginning of the semester, you will receive a handout that describes how to access your grades online as well on online activities. If you have trouble accessing your grades, contact Maxine. 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 5 p.m. on Tuesday, July 26.
- Set 1 Online Activities results will be posted by 5 p.m. Wednesday, July 27.
- Individual Team Project results will be posted by 10 a.m. on Monday, August 8.
- Exam 2 (final exam) grades will be posted by 5 p.m. on Thursday, August 11.
- Set 2 Online Activities results will be posted by 5 p.m. on Thursday, August 11.

Detailed Descriptions of Each Grade Component:
- The Exams section, along with sample exam questions, starts on page 5.
- The Online Activities section, which includes the Online Activities Schedule, starts on page 7.
- The In-Class Exercises section starts on page 8.
- The Team Project section starts on page 9.

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
Exams 1 will be administered in class during the first hour of class on Tuesday, July 26.
Exams 2 will be administered in class on Thursday, August 11.
Exam Sources
Exam questions will be based on assigned textbook readings, in-class exercises, material presented in class, handouts posted online in the Handouts folder & those distributed in class, and information shared by guest speakers both verbally and in handouts.

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

Exams 1 & 2 Online Reminders Files
Online reminders files for Exams 1 & 2 are available at the course home page.

Using Electronic Devices During Exams
You are not allowed to use electronic devices (e.g., electronic dictionaries, smartphones, iPod Touch, etc.) 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 Exam 1, submit the materials requested below, in hard copy form, to Maxine 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 e-mail 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. If you are approved for a make-up exam, Maxine 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 Its 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 Maxine. 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 Maxine 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.) Emi 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 Maxine no later than 1 p.m. on Tuesday, August 2.
Sample Exam Questions:
These are being included below to give you some feel for how I write exam questions, the variety of sources, etc. 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. Online chapter quizzes provide you with several more examples.

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.**

Of the following choices, __________ is considered the leanest communication medium.

a. e-mail  
b. the telephone  
c. videoconferencing

**Correct Answer - Choice A. Discussed in class, but not in the textbook.**

Online Activities

**Purpose**
Online Activities 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 activities supports improved exam performance!** (Approximately one-third of exam questions are drawn from topics tested in online activities. **This does not mean, however, that online quiz questions will be asked verbatim on exams!**) Furthermore, several online activities will also support your team project efforts and in-class team exercises.

**General Description**
Online Activities are not merely check-off activities. We believe you will perform better on online chapter quizzes and chapter exercise quizzes if you read each textbook chapter before completing the related online activities. 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 Activities fall into two categories—chapter quizzes and exercises. Each is described below.

- **Online Chapter Quizzes** are graded activities and each quiz contains 10 multiple-choice questions and 5 true/false questions. There are a total of 17 chapter quizzes. There is one each for textbook chapters 1 & 3-16 and two for chapter 2 (a team communication quiz and a business meetings quiz). Once you open an online chapter quiz, you will have 25 minutes to complete it. (This is more time than you will need!) While taking an online chapter quiz, you can skip over questions and then come back to them later as long as time remains.
• **Online Chapter Exercises** are graded activities presented predominately in drop-and-drag and jeopardy 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. Once you open an online chapter exercise, you will have 25 minutes to complete it. (This is more time than you will actually need!) While taking an online chapter exercise, you can skip over questions and then come back to them later as long time remains.

We will distribute a handout in class that describes, in detail, how to access and submit the online activities as well as how to access grades.

**If You Have Technical Questions or Problems While Completing Online Activities**
Contact the Computing and Information Technology Helpdesk at helpdesk@unt.edu or call (940) 565-2324 or stop by ISB 119.

**If You Have Non-Technical Questions While Completing Online Activities**
Contact Maxine.

**Online Activities Schedule**
• **Set 1 Online Activities** are based on Exam 1 textbook chapters 1, 2, 5, 6, 7, 8, & 10. **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 Tuesday, July 26. We encourage you to space out the completion and submission of the Set 1 Online Activities leading up to Exam 1 so you leave yourself adequate time to prepare for Exam 1.

• **Set 2 Online Activities** are based on Exam 2 textbook chapters 3, 4, 9, & 11-16. **Set 2 Online Activities** include Chapter Quizzes and Chapter Exercises. Set 2 Online Activities have already been posted and will be deactivated at 8 a.m. on Thursday, August 11. We encourage you to space out the completion and submission of the Set 2 Online Activities leading up to Exam 2 so you leave yourself adequate time to prepare for Exam 2.

**Posting Online Activities Results**
Maxine will update the online activities section of the grade book periodically and post these scores online. (For details see the Checking Your Grades Online section on page 5 of the syllabus.)

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**In-Class Exercises**

**Purpose**
In-Class Exercises will provide the 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 textbook topics that will likely be tested on course exams. In addition, putting serious thought and effort into completing in-class exercises typically supports improved exam performance and team cohesiveness in the case of team in-class exercises.

**General Description**
Both individual and team in-class exercises will be administered and collected in class. They are designed to reinforce information presented in the textbook and in class lectures & discussions. Examples include short cases, quiz-format exercises, discussion questions, and writing exercises. With each in-class exercise either a form will be distributed to complete the exercise on or you/your team will be asked to complete the exercise on a standard-size piece of notebook paper.

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

**What is the Total Number of In-Class Exercises That Will Be Administered This 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. I administer each in-class exercise when and where it fits most naturally with the subject matter and flow of the class sessions. Thus, I don’t know the final number.
**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 face-to-face class session. Of course, the number will vary from class to class. During some class sessions none will be administered, while two or more may be administered during other class sessions.

**What is the Point Value for Each In-Class Exercise?** There is no way of determining this figure until the end of the term, 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 on the form distributed in class, not containing clear identification information, or were completed inadequately, or you did not participate in due to class absence.

**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 the page on each team in-class exercise print the names just the team members in attendance and at the top of each individual in-class exercise print your name.

**What Happens If You Miss a Class When One or More In-Class Exercises Is/Are Administered?**
If this occurs, you missed the opportunity to participate in it/them. There are make-up opportunities for missed in-class exercises. Your best approach is to attend class on a regular basis—arriving on time and not leaving early. Don’t forget that team in-class exercises are administered, in part, to build and promote team cohesiveness for the Team Project. With this in mind, we will take your team in-class exercises participation record into account when determining individual Team Project scores. Once again, your best approach is to attend class on a regular basis—arriving on time and not leaving early.

**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: (1) adequate thought and effort was put into completing it, (2) you participated in the exercise, and (3) the exercise was submitted on the form distributed or a piece of standard-size notebook paper as requested.
- You will receive no credit for an in-class exercise if: (1) inadequate thought and effort into completing it in contrast with the amount of thought and effort put forth by the majority of individuals/teams, (2) you did not participate in it because you did not attend class, (3) you are observed texting or performing similar activity while the exercise is being completed, (4) we were unable to identify your name on the paper, and/or (5) the exercise was not submitted it on the form distributed or piece of standard-size notebook paper as requested.

**Bonus Points Opportunity**
If you participate in all of the In-Class Exercises administered this term, you will be awarded five bonus points.

**Posting In-Class Exercise Results.**
Maxine will update the In-Class Exercises section of the grade book periodically. (For details, see the Checking Your Grades Online section on page 5 of the syllabus.

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**Team Project**

**Purpose**
This two-phase project is designed to strengthen your ability to communicate and perform effectively in teams and conduct research, as well as teach you how to write a formal business report. A number of skills including teaming, interpersonal, listening, leadership, research, meeting, and writing are reinforced as you move through the project. In addition, your knowledge of Intercultural Business Communication or Business Communication Technologies will be expanded depending on which of these topics your team is assigned to research and write about. The project is also designed to assist in preparing business majors for the capstone policy course team project, as well as the optional Murphy Center for Entrepreneurship team competition.
General Description
The project has two phases. Phase I requires each team to research the Intercultural Business Communication or Business Communication Technology topic they are assigned. Phase II requires each team to write a formal business report on the topic they are assigned. The project is described in detail in the Team Project Guidelines document which was distributed during our first class session.

Team composition information and a seating chart based on team composition will be distributed during our Tuesday, July 12 class. The seating chart is based five-member teams, which works best with the seating configuration in your classroom. The purpose of the seating chart is to make possible increased team communication, in-class team project meetings, and in-class team exercises. Please sit in your assigned seat during each class session. Otherwise, you could be counted as absent, resulting in point deductions (e.g., during in-class team project meetings & in-class team exercises).

On Tuesday, July 12 each team will be assigned its project topic and the project will be introduced.

Team Project Contact Person
Maxine is your initial contact person for the Team Project.

Team Project Forms and Documents Due Dates:
Each form and document must be submitted at the table in the back of the classroom shortly before class starts on the dates presented below. You are also reminded of these due dates in the Course Schedule section of the Syllabus. Points will be deducted for each form and document that is not submitted when and in the quantity requested.

- Team Leader and Task Assignments Form - each team leader should submit two hard copies in class on Wednesday, July 13.
- Team Leader Progress Form - each team leader should submit two hard copies in class on Tuesday, July 19.
- Research Summary Form - each team leader should submit one hard copy in class on Tuesday, July 19.
- Report Cover Sheet - each team leader should make sure a copy of this is attached to the front of each copy of his/her team’s report.
- Report - each team leader should submit two hard copies in class on Tuesday, August 2.*
- Team Project Evaluation Form - each student should submit one hard copy in class on Tuesday, August 2.
- Team Project Reflections Form - each student should submit one hard copy in class on Tuesday, August 2.

* Staple each copy of the final, edited Report in the upper-hand corner. Don’t place these documents in folders or bind them together with a paper clip.

Evaluating the Team Project
The team project is comprised of three grade components—the Research component, the Report component, and the Involvement & Interaction component.

- The Research component is worth 10 percent of the Team Project grade and will be evaluated based on criteria presented in the Team Project Guidelines handout.
- The Report component is worth 40 percent of the Team Project grade and will be evaluated based on criteria presented in the Team Project Guidelines handout.
- The Involvement & Interaction component is worth 50 percent of the Team Project grade and will be evaluated based on your participation in In-Class Team Meetings, your participation in In-Class Team Exercises, your level of team participation/contribution, your level of cooperation with your teammates, and whether team forms are submitted on time and completed as requested. These criteria are also presented in the Team Project Guidelines handout.

Bonus Points Opportunity
Five bonus points will be awarded to each member of the team that earns the highest combined Research and Report score.

Sharing Team Project Results
On Monday, August 8 team project results will be shared in class and individual team project scores will be posted online.
### Course Schedule

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Class Topics &amp; Activities</th>
<th>Class Preparation</th>
</tr>
</thead>
</table>
| **Week 1**
 M / 7-11 | **Class will meet on this date.**

*Course Introduction.*

*Business Communication Foundations.*

*Communicating in Teams.*

**Reminder:**
Sets 1 & 2 Online Activities have all been posted.

| T / 7-12 |

**Class will meet on this date.**

*Communicating in Teams.*

*Team Project Overview.*

*Team Project Meeting.*

Greet each other, share contact information, choose team leader or co-leaders, discuss feasible meeting schedules, discuss your team’s interest in using online teaming tools (e.g., team discussion site, OneNote, etc.) and online collaborative writing tools (e.g., PBworks, Office Live, etc.), discuss individual team members’ likes & dislikes and strengths & weaknesses as they pertain to project tasks, and assign individual tasks. *(Keep in mind that each team leader is required to submit two copies of the Team Leader and Task Assignments Form in the classroom shortly before class begins on Wednesday, July 13.)*

Read textbook Chapter 1 and the handouts *Practical Ways to Identify/Improve Your Communication Skills and Qualities Shared by Excellent Communicators.*

Read pages 37-60 of Chapter 2 and handout *Characteristics of Effective Teams.*
<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Class Topics &amp; Activities</th>
<th>Class Preparation</th>
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<tbody>
<tr>
<td><strong>Week 1 cont.</strong></td>
<td><strong>Class will meet on this date.</strong></td>
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<tr>
<td>W / 7-13</td>
<td><strong>Reminder:</strong> Each team leader should submit two copies of the <em>Team Leader and Task Assignments Form</em> at the front of the classroom shortly before class starts on this date.</td>
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<td>Exam 1 Reminders.</td>
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<td><em>Business Writing Overview.</em> Read Chapters 5-7.</td>
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<td><em>Business Reports.</em> Read Chapter 10.</td>
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<td>R / 7-14</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td><strong>Week 2</strong></td>
<td><strong>Class will not meet on this date.</strong></td>
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<td>M / 7-18</td>
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<tr>
<td>T / 7-19</td>
<td><strong>Reminder:</strong> Each team leader should submit the <em>Team Leader Progress Form</em> and the <em>Research Summary Form</em> electronically to Maxine at <a href="mailto:maxineking@my.unt.edu">maxineking@my.unt.edu</a> by 5 p.m. on this date.</td>
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<td>W / 7-20</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td>R / 7-21</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td>Day/Date</td>
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<td><strong>Week 3</strong></td>
<td><strong>M / 7-25</strong></td>
<td>Class will meet on this date.</td>
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<td>E-Writing.</td>
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<td>Communicating in Business Meetings.</td>
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<td>Read Chapter 8. Read the handout <em>Common E-mail Mistakes in U.S. Organizations</em>. Read pages 60-73 and handout <em>Communicating With Difficult People In Meetings and On Teams</em>.</td>
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<tr>
<td><strong>T / 7-26</strong></td>
<td>Class will meet on this date.</td>
<td>Reminder: Set 1Online Activities will be deactivated at 8 a.m. today.</td>
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<td>Exam 1 Chapters 1, 2, 5, 6, 7, 8, &amp; 10 topics.</td>
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<td>Prepare for Exam 1. See Exams section in Syllabus for details.</td>
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<td>Team Project Meeting.</td>
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<td><strong>W / 7-27</strong></td>
<td>Class will meet on this date.</td>
<td>Business Letters.</td>
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<td>Read Chapter 9. Listening.</td>
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<td>Read Chapter 11.</td>
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<td><strong>R / 7-28</strong></td>
<td>Class will not meet on this date.</td>
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<td>Day/Date</td>
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<td><strong>Week 4</strong>&lt;br&gt;M / 8-01</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td>T / 8-02</td>
<td><strong>Class will meet on this date.</strong>&lt;br&gt;<strong>Reminder:</strong>&lt;br&gt;Each team leader should submit two copies of his/her team’s Report (with a cover sheet on each copy) at the front of the classroom shortly before class starts on this date. Reports submitted late will not be accepted after 11 a.m. on this date (August 2).&lt;br&gt;&lt;br&gt;<strong>Reminder:</strong>&lt;br&gt;Each student should submit one copy of the Team Project Evaluation Form and one copy of the Team Project Reflection Form at the front of the classroom shortly before class starts on this date. Team Project Evaluation Forms and Team Project Reflection Forms submitted late will not be accepted after 11 a.m. on this date (August 2).</td>
<td>Read Chapter 4 and handout Select Intercultural Verbal &amp; Writing Suggestions.</td>
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<td>W / 8-03</td>
<td><strong>Class will meet on this date.</strong>&lt;br&gt;&lt;br&gt;<em>Business Presentations.</em>&lt;br&gt;&lt;br&gt;<em>Business Communication Technology.</em></td>
<td>Read Chapter 12.</td>
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<td>R / 8-04</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td>Day/Date</td>
<td>Class Topics &amp; Activities</td>
<td>Class Preparation</td>
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<td><strong>Week 5</strong></td>
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<td>M / 8-08</td>
<td><strong>Class will meet on this date.</strong></td>
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<td><strong>Exam 2 Reminders.</strong></td>
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<td><strong>Reminder:</strong> Team Project Results will be shared in class. Individuals’ earned Team Project points will be posted online at 10 a.m. on this date.</td>
<td>Read Chapter 14.</td>
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<td><strong>Employment Communication.</strong></td>
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<td>T / 8-09</td>
<td><strong>Class will meet on this date.</strong></td>
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<td><strong>Employment Communication.</strong></td>
<td>Read Chapters 15 &amp; 16.</td>
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<td><strong>UNT Career Center Speaker</strong> Their services and job interviews.</td>
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<td>W / 8-10</td>
<td><strong>Class will not meet on this date.</strong></td>
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<tr>
<td>R / 8-11</td>
<td><strong>Class will meet on this date.</strong></td>
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<td><strong>Reminder:</strong> Set 2 Online Activities will be deactivated at 8 a.m. today.</td>
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<td><strong>Exam 2</strong> Chapters 3, 4, 9, 11, 12, 13, 14, 15, &amp; 16 topics. See Exams section in Syllabus for details.</td>
<td>Prepare for Exam 2.</td>
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