Students with Disabilities

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

Course Description

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

Instructional Approach

MGMT 3330.004 is a Next-Gen course built around a blended instructional approach that includes a combination of online activities, lectures, class discussions, in-class team exercises, and at least one guest speaker. Together, these various instructional activities support engaged learning, critical thinking, and increased interaction with fellow students.

Due to the blended instructional approach, some of the textbook chapters will not be discussed in class although you will be required to read all of the chapters and complete related online activities for each chapter. The material in the chapters that are not covered in class is straightforward information. If you have questions about any of the information in these chapters, contact me for clarification. These chapters are noted accordingly in the course schedule.

In addition to the Fall 2016 holidays schedule, the MGMT 3330.004 course structure is such that class will not meet every Thursday this semester. Class meeting status is stated to the right of each Fall 2016 Thursday date in the Course Schedule section of this syllabus. The purposes of not meeting every non-holiday class session and not meeting for the full three hours on the Thursdays we do meet include freeing up some of your time to keep up with assigned readings, work on online activities & the professionalism report, and prepare for exams.

Learning Objectives

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

Teaching Assistant
Rakesh Chennamaneni
Office: BLB 133 Phone: 940-565-2745 E-mail: Rakeshchennamaneni@my.unt.edu (This is the only e-mail Rakesh checks.)
Student Conference Hours: 12-2 p.m. on the Thursdays class meets. Others by appointment.
While you can always contact me if you wish, you might also consider contacting Rakesh if you have questions regarding:
• the Seating Chart or Attendance Records
• an Exam
• how to check your Scores online
• Posted Scores
• In-Class Exercises
• Online Activities
• the Professionalism Report
• penalties imposed for being observed with Visible Electronic Devices or Using Electronic Devices during class

E-mailing Dr. Insley & Rakesh
If you e-mail Rakesh or me, please include the following identification information in your e-mail: your full name (both first & last names), the course preface & number (MGMT 3330), and your section number (004). Since Rakesh and I are working with several sections of MGMT 3330 and several hundred students for that matter, we need the above information to serve you efficiently.

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

Textbook (Required)
Second Edition Textbook Purchase Options:
• New and used hardcopies of the textbook can be purchased at the off-campus and on-campus bookstores.
• New hardcopies of the second edition can also be purchased directly from the publisher at www.kendallhunt.com/insley/ or by calling 800-228-0810. The ISBN is 978-1-4652-9548-4.
• The eBook version, which is not sold in the bookstores, can be purchased from the publisher at www.kendallhunt.com/insley/ or by calling 800-228-0810. The ISBN is 978-1-4652-9548-4.

Student Website Access Code (Required)
You will need an active Student Website Access Code to complete online course assignments (Preview Tests, Chapter Assessment Tests, YouTube Exercises) which comprise 30 percent of your course grade. You are expected to purchase your student website access code at the start of the semester so you will be able to submit online activities by their scheduled due dates/times. You will also want to access online Preview Tests, Chapter Assessment Tests, and YouTube Videos at the student website when preparing for course exams since some of the exam questions will be drawn from these sources. Other Student Website resources that you will find helpful when preparing for exams include: Interactive Exercises (drop-and-drag & gaming formats), Interactive Glossary (flip card format), and textbook-based PowerPoint Slides that are not shown in class. In addition, Writing Mechanics Rules & Guidelines websites that
Access Code Purchase Options:

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

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

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

- Arrive a class on time.
- Don’t step in and out of the room during class.
- Don’t leave class early.
- Don’t participate in extended side conversations with fellow students during class.
- Keep electronic devices out of sight and don’t use them during class.
- Be courteous toward and respectful of fellow students, guest speakers, Rakesh, and Dr. Insley.

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

The electronic devices policy exists for the purpose of supporting a distraction-free learning and teaching environment. Restricting the use of electronic devices during class reduces situations that would very likely compromise the learning environment, teaching environment, or both. In turn, experience has shown that students who do not have electronic devices visible (out in front of them or otherwise easily accessible) are far less tempted and far less likely to use them during class. With restrictive measures in place, the hope is that technology-related distractions will not occur in your class. This goal was realized in two of my MGMT 3330 sections during the past two years. In contrast, the number of students in the other sections who did not adhere to the policy hovered around seven percent during the same time period. Hopefully your class will replicate the prior not the latter outcome.

What will happen if a student is observed with a visible electronic device and/or using an electronic device during class?
The first instance observed will result in a 20-point penalty. The second instance observed will result in a 40-point penalty. The third
instance observed will result in the penalty points being doubled yet again, and the situation will be reported to the Dean of Students Office. **To avoid running the risk of losing points and possibly being reported to the Dean of Students Office, you are required to turn off and put away electronic devices before each class starts.**

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

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

**Class Attendance**

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

- not participating in In-Class Exercises
- not compiling a thorough set of Class Notes
- not taking Exams
- 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. (However, at the end of the semester we will drop two in-class exercises to offset two you may miss.)
- If you miss taking Class Notes, get them from a fellow student.
- If you miss an Exam or arrive too late to take it (after a classmate has finished), refer to the related information the Exams section of this syllabus.
- If you miss a Guest Speaker’s talk, get related notes from a fellow student and handouts from the speaker’s office.

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

While there are no guarantees, doing the following should help.

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

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

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

A = 585-650 points
B = 520-584
C = 455-519
D = 390-444
F = 0-389

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

Grade Components, Related Point Values, and Approximate Letter Grade Equivalents

<table>
<thead>
<tr>
<th>Grade Components</th>
<th>Points</th>
<th>Letter Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>150</td>
<td>2.5</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150</td>
<td>2.5</td>
</tr>
<tr>
<td>Online Activities</td>
<td>200</td>
<td>2.75</td>
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<tr>
<td>In-Class Exercises</td>
<td>100</td>
<td>1.5</td>
</tr>
<tr>
<td>Professionalism Report</td>
<td>50</td>
<td>.75</td>
</tr>
</tbody>
</table>

See the Course Schedule for Exams, Online Activities, and Professionalism Report due dates & times.

Checking Your Grade Components’ Scores On Blackboard
Grade components’ scores will be posted on Blackboard. If you have trouble accessing your scores, contact Rakesh.
• Exams 1 & 2 scores will be posted by 5 p.m. the day after each exam is administered.
• Online Activities scores will be posted periodically.
• In-Class Exercises participation indicators will be posted periodically.
• In-Class Exercises scores (point totals) will be posted by 5 p.m. on Friday, December 9.
• Professionalism Report scores will be posted by 5 p.m. on Monday, November 21.
Exams

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

**General Description**
Two exams, each containing 50 questions, will be administered this term. More specifically, each exam will contain 15 true/false questions and 35 multiple-choice questions. Each exam question is worth three points.

**Where and When Will the Exams be Administered**
Exam 1 will be administered in our classroom at the start of class on the date indicated in the Course Schedule.
Exam 2 (final exam) will be administered in our classroom on the date and during the time range indicated in the Course Schedule.

**Exam Sources**
Exam questions will be drawn from assigned textbook readings, online preview tests, online chapter assessment tests, information presented in class (class notes), specified handouts (located in the “Handouts” folder on Blackboard), select articles (mentioned in the textbook side margins), and information shared by guest speakers.

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

**Exam Textbook Chapters**
Exam 1  -  Chapters 1, 3, 4, 5, 6, 7, 8, 9, & 10
Exam 2  -  Chapters 2, 11, 12, 13, 14, 15, 16, & 17

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

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

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

**What is Your Option if You Miss Taking 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 hardcopy form to Chandra as soon as possible. What does this involve? Staple together the following documents: (1) a keyboarded letter explaining why you were unable to take the exam during the scheduled exam session and (2) related documentation such as an authorized university excuse or a medical doctor’s excuse. (*Include in your letter the course preface & number, MGMT 3330, your section number, a phone number, and your e-mail address.*) Submitting the requested materials does not automatically guarantee that you will be granted permission to make up the missed exam. The decision to grant a make-up exam will be based on the reasons stated in your letter and the nature of your supporting documentation. If you are granted permission to take a make-up exam for Exam 1, plan to take the exam from 1-1:50 p.m. on Friday, December 9 in a location that will be announced in class.
What is Your Option if You Miss Taking Exam 2 (final exam) During its Scheduled Time?
If you believe you have an acceptable excuse for missing Exam 2, e-mail Dr. Insley immediately.

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

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

If You Have Questions Regarding Exams
Contact Dr. Insley or Rakesh.

Online Activities

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

- **Preview Tests**
  There are five true/false questions for each chapter. Preview Tests are not merely check-off activities! They are scored and each correct answer is worth one-half point (.47 points). Once you open a Preview Test, you will have eight minutes to complete and submit it. Once you submit a Preview Test, you will not be able to retake it. However, you will be able to go back in and reopen it for review purposes and to see which items you answered correctly and which you answered incorrectly. The process you will follow to reopen a Preview Test is described in a related document that is located in the Handouts folder on Blackboard.

- **Chapter Assessment Tests**
  There are ten multiple-choice questions for each chapter. Chapter Assessment Tests are not merely check-off activities! They are scored and each correct answer is worth one-half point (.47 points). Once you open a Chapter Assessment Test, you will have 16 minutes to complete and submit it. Once you submit a Chapter Assessment Test, you will not be able to retake it. However, you will be able to go back in and reopen it for review purposes and to see which items you answered correctly and which you answered incorrectly. The process you will follow to reopen a Chapter Assessment Test is described in a related document that is located in the Handouts folder on Blackboard.

- **YouTube Summaries**
  All total, you are required to view 17 YouTube videos and complete the multiple-choice question(s) following each. The specific videos you are required to watch are listed on page 8 of this syllabus in the “Sets Breakdown” section. (While there are more than 17 YouTube videos at the student website, you are not required to view and respond to those that are not listed below!) Each correct response is valued at 1.78 points. Once you watch each of these YouTube videos, there is no limit on the amount of time you have to respond to the related questions. Keep in mind, however, that you are limited to just one attempt per question.

**Purposes**
The *Preview Tests* and *Chapter Assessment Tests* will help you assess your understanding of key concepts and information in the textbook which, in turn, will help you identify specific concepts and information you should consider studying more thoroughly before taking related exams. The *YouTube Exercises* will provide you with additional perspectives and information regarding select business communication topics.
A Technique That Should Help You Perform More Successfully On Preview Tests, Chapter Assessment Tests, and On Exams

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

Online Activities Schedule and Due Dates

The Online Activities are broken into two sets—Set 1 & Set 2. The Set 1 activities coincide with the Exam 1 chapters/topics and the Set 2 activities coincide with the Exam 2 chapters/topics. Both sets are available for completion from the start of the semester. In turn, each set will close on its scheduled due date and time. Credit will not be awarded for Online Activities that are not submitted online by the scheduled due date/time. The breakdown for the two sets follows:

- **Set 1 Online Activities**
  Complete and submit the Online Activities (Preview Tests, Chapter Assessment Tests, YouTube Exercises) that coincide with chapters 1, 3, 4, 5, 6, 7, 8, 9, & 10 and related topics by the date and time indicated in the Course Schedule section of the syllabus. The Set 1 YouTube videos you are required to view and respond to are listed below.
  - *How to Improve Your Communication* (chapter 1, length 10:20, 3 questions)
  - *Cultural Gaffes at Home and Abroad* (Peace Corp video) (chapter 3, length 10:45, 4 questions)
  - *4 Tips for Better Phone Communication* (chapter 4, length 2:47, 2 questions)
  - *Why Social Media is Important for Every Business* (chapter 5, length 6:02, 2 questions)
  - *Email Etiquette: How to Write Professional Emails* (chapter 6, length 5:42, 2 questions)
  - *Business Skills: Convince Others With Proficient Business Writing* (chapter 7, length 4:57, 3 questions)
  - *The Writing Process: Edit* (chapter 8, length 3:45, 3 questions)
  - *The Key Forms of Business Writing: Basic Letter* (chapter 9, length 6:36, 3 questions)
  - *How to Structure a Business Report* (chapter 10, length 3:00, 3 questions)

- **Set 2 Online Activities**
  Complete and submit the Online Activities (Preview Tests, Chapter Assessment Tests, YouTube Exercises) that coincide with chapters 2, 11, 12, 13, 14, 15, 16, & 17 and related topics by the date and time indicated in the Course Schedule section of the syllabus. The Set 2 YouTube videos you are required to view and respond to are listed below.
  - *Email and Telephone Etiquette* (chapter 2, length 4:49, 4 questions)
  - *Get Their Attention Every Time You Speak* (chapter 11, length 2:53, 2 questions)
  - *How to Deliver an Effective Business Presentation* (chapter 12, length 6:02, 2 questions)
  - *Body Language: Learn How to Spot a Liar & Avoid Getting Scammed* (chapter 13, length 5:15, 3 questions)
  - *Teamwork on the Fly* (chapter 14, length 2:32, 2 questions)
  - *Business with Bob: Starting Meetings Effectively* (chapter 15, length 3:23, 2 questions)
  - *Resume Writing Tips: How to Write a Creative Resume* (chapter 16, length 7:22, 2 questions)
  - *Job Interview Tips: How to Avoid Disasters* (chapter 17, length 5:28, 3 questions)

Requests to Reopen Online Activity Sets

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

Posting Online Scores

Online Activities scores will be posted periodically.

If You Have Questions Regarding Online Activities - Contact Dr. Insley or Rakesh.
In-Class Exercises

**Purpose**
In-class exercises will provide a means for you to actively reflect on select business communication topics in ways that will help you relate to and better understand them. In addition, they will help you identify and become more familiar with select topics that will likely be tested on exams. Putting serious thought and effort into completing in-class exercises typically supports improved learning and exam performance.

**General Description**
In-class exercises are designed to reinforce information presented in the textbook, class lectures, and class discussions. Examples include short cases, quiz-format exercises, discussion questions, and writing exercises. Each of the in-class exercises will be completed on a form that will be distributed in class. The vast majority of these exercises will be team exercises that will bring a variety of experiences and perspectives to the conversation. A seating chart will be distributed in class on the date indicated in the Course Schedule section of the syllabus. The seating chart will, among other things, facilitate in-class team exercises. Once the seating chart is distributed in class, it is extremely important that you sit in your assigned seat! Otherwise, you will not receive credit for in-class exercises because you will be considered to be absent. (Contact Rakesh if you have any questions regarding the seating chart.)

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

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

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

**What Will Happen If You Miss An In-Class Exercise?**
We do not do make-ups for missed in-class exercises. However, we will drop two in-class exercises at the end of the semester which would offset two you might have missed.

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

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

Posting In-Class Exercises
These will be posted periodically.

If You Have Questions Regarding In-Class Exercises
Contact Dr. Insley or Rakesh.

Professionalism Report

Purposes
- To provide you the opportunity to explore and reflect on a topic of importance to you and the College of Business.
- To strengthen your business report writing skills.

General Description
You are being asked to write a relatively-short informational business report that focuses on the topic of professionalism. Within the body of your report, you will be expected to include three sections: an overview of professionalism, professionalism areas that you need to strengthen, and what you are currently doing or plan to do to strengthen professionalism areas that need strengthened.

What is Professionalism?
Professionalism has been defined as: The conduct, aims, or qualities that characterize or mark a professional person. Sample professionalism qualities include manners, appearance, punctuality, how one speaks, how one writes, applying netiquette rules, how one treats others (business etiquette), courtesy, and appropriate use of communication technologies (e.g., smartphones, texting, e-mail, etc.) One’s understanding of professionalism and professional qualities, without a doubt, influence job/internship/career fair, networking, internship, job search, job stability, and career growth opportunities and outcomes.

Due Date
You are required to submit two hardcopies at the beginning of class on Thursday, November 10. (Staple each copy of your report in the upper left-hand corner.)

Sharing Report Information in Class
On Thursday, November 10 you may be asked to share highlights from your report. If asked to do so, this will be a casual exchange as opposed to a formal presentation.

If you Have Questions Regarding the Professionalism Report
Contact Dr. Insley or Rakesh.
Professionalism Report Guidelines
Follow the guidelines below, to the letter. By doing so, you will give us little reason to deduct points!

Contents/Length
Your report should contain three components and be five pages in length. The three components include the title page, report body pages, and sources page. The three components should be included in your report in the above order. The title page should be one page in length, the report body three pages in length, and the sources page one page in length.

Title Page
Your title page should include four parts like the example in Figure10-11 in your textbook:

Professionalism  (report title)

Prepared for
Dr. Robert Insley

Prepared by
your name

Date
Report due date

Each line on your title page should be centered horizontally. The entries on your title page should be fairly balanced on the page vertically. Position the entries on the page so you have a one-inch margin at the top of the page immediately before the report title and a one-inch margin at the bottom of the page immediately following the report due date. Once these bookends are established, leave a fairly-equally number of blank vertical lines between the four parts which is to suggest that the four parts should not be jammed up close together like the sample title page on page 357 in your textbook.

Use the Times New Roman font on your title page.

Do not type on the reverse side of the Title Page.

Report Body
You should access a minimum of three sources (e.g., articles, interviews, books).

The report body should be exactly three pages in length with the first of the three pages devoted to an “overview of professionalism” and the remaining two pages devoted to “professionalism areas that you need to strengthen” and “what you are currently doing or plan to do to strengthen the professionalism areas that need to be strengthened”.

Include the following boldfaced and underscored side headings in your report body at the beginning of each of the three major sections—Professionalism Overview, Professionalism Areas I Need to Strengthen, and Professionalism Areas That I Am Currently Working On or Plan to Work On to Strengthen My Professionalism Skills.

Adhere to the basic rules of grammar and punctuation. Don’t include abbreviations. Avoid spelling errors.

Report body format guidelines:
- **Single-Sided** - all pages should be single sided (Do not type on the reverse side of the Report Body pages.)
- **Margins** - 1-inch top, bottom, & side margins
- **Font** - Times New Roman
- **Side Headings** - boldface & underscore each of the three side headings specified above, start each side heading at the left margin, and use a 12-point type size for side headings
• **Paragraphs Type Size** - 12 point
• **Spacing** - Do not leave a blank line after each side heading, single-space the lines in each paragraph, leave one blank line between the paragraphs in each section, and leave one blank line before the second side heading and before the third side heading
• **Bulleted Listings** - Do not include bulleted listings.

**Sources Page**
Boldface and center the word Sources horizontally at the top of the page and leave one blank line before listing your sources.

Then, list your sources on a Sources in the APA style.

Use the *Times New Roman* font on you sources page.

Do not type on the reverse side of the Sources page.

_____________________________________________________________________________
## Course Schedule

**MGMT 3330.004, Fall 2016**  
Thursdays from 2-4:50 p.m. in BLB 050

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Topics, Activities, Due Dates, &amp; Reminders</th>
<th>Class Preparation</th>
</tr>
</thead>
</table>
| **Week 1**  
R / 9-01 | **Class will meet on this date from 2-3:50 p.m.**  
*Course Introduction.*  
*Communicating in Organizations.* | Read textbook chapter 1. |
| **Week 2**  
R / 9-08 | **Class will meet on this date from 2-3:50 p.m.**  
*Seating Chart distributed.*  
*Intercultural Communication.*  
*Communication Technologies.* | Start on Set 1 Online Activities.  
Read textbook chapter 3. |
| **Week 3**  
R / 9-15 | **Class will meet on this date from 2-3:50 p.m.**  
*Communication Technologies.*  
*Business Writing Overview.* | Read textbook chapter 4.  
Read textbook chapter 7. |
| **Week 4**  
R / 9-22 | **Class will meet on this date from 2-3:50 p.m.**  
*Business Writing Overview.*  
*Business Letters.* | Read textbook chapter 8. |
<table>
<thead>
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<th>Class Preparation</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 5</strong></td>
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<tr>
<td>R / 9-29</td>
<td><strong>Class will meet on this date from 2-3:50 p.m.</strong></td>
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<td><em>Business Reports.</em> (This topic will not be covered in class.)</td>
<td>Read textbook chapter 10.</td>
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<td><strong>Week 6</strong></td>
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<tr>
<td>R / 10-06</td>
<td><strong>Class will meet on this date from 2-3:50 p.m.</strong></td>
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<td><em>Writing Electronically.</em></td>
<td>Read textbook chapter 6.</td>
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<td><em>Social Media.</em></td>
<td>Read textbook chapter 5.</td>
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<td><strong>Week 7</strong></td>
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<tr>
<td>R / 10-13</td>
<td><strong>Class will meet on this date from 2-3:50 p.m.</strong></td>
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<td><em>Set 1 Online Activities are due online by 5 p.m. tomorrow (Friday, October 14)!</em></td>
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<td></td>
<td><em>Business Presentations.</em></td>
<td>Read chapters 11 &amp; 12.</td>
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<td><strong>Week 8</strong></td>
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<tr>
<td>R / 10-20</td>
<td><strong>Class will meet on this date from 2-3:50 p.m.</strong></td>
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<td><strong>Exam 1 - Chapters 1, 3, &amp; 4-10 topics.</strong> Prepare for Exam 1.</td>
<td>(For details, see the <em>Exams</em> section in the syllabus and the <em>Exam 1 Reminders</em> document which is located in the <em>Exam Reminders</em> folder on Blackboard.)</td>
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<td><em>Communicating in Business Teams.</em></td>
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<td><strong>Week 9</strong></td>
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<tr>
<td>R / 10-27</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td>Class Preparation</td>
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<td><strong>Week 10</strong>&lt;br&gt;R / 11-03</td>
<td>Class will meet on this date from 2-3:50 p.m.&lt;br&gt;&lt;br&gt;Communicating in Business Teams.&lt;br&gt;&lt;br&gt;Communicating in Business Meetings.&lt;br&gt;&lt;br&gt;Listening. (This topic/chapter will not be covered in class.)</td>
<td>Read textbook chapter 14.&lt;br&gt;&lt;br&gt;Read textbook chapter 13.</td>
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<tr>
<td><strong>Week 11</strong>&lt;br&gt;R / 11-10</td>
<td>Class will meet on this date from 2-3:50 p.m.&lt;br&gt;&lt;br&gt;Professionalism Report is due on this date.&lt;br&gt;(Submit two hardcopies at the start of class. Staple each copy in the upper left-hand corner.)&lt;br&gt;&lt;br&gt;Communicating in Business Meetings.&lt;br&gt;&lt;br&gt;Professionalism.&lt;br&gt;&lt;br&gt;Business Etiquette. (This topic/chapter will not be covered in class.)</td>
<td>Read textbook chapter 15.&lt;br&gt;&lt;br&gt;Read textbook chapter 2.</td>
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<tr>
<td><strong>Week 12</strong>&lt;br&gt;R / 11-17</td>
<td>Class will meet on this date from 2-3:50 p.m.&lt;br&gt;&lt;br&gt;Employment Communication Overview.&lt;br&gt;&lt;br&gt;Employment Communication: Resumes.</td>
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<td><strong>Week 13</strong>&lt;br&gt;R / 11-24</td>
<td>Class will not meet on this date.&lt;br&gt;&lt;br&gt;Thanksgiving Holiday!</td>
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<td><strong>Week 14</strong>&lt;br&gt;R / 12-01</td>
<td>Class will meet on this date from 2-3:50 p.m.&lt;br&gt;&lt;br&gt;Employment Communication: Resumes.&lt;br&gt;&lt;br&gt;Employment Communication: Job Interviews.</td>
<td>Read textbook chapter 16.</td>
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<td>Day/Date</td>
<td>Topics, Activities, Due Dates, &amp; Reminders</td>
<td>Class Preparation</td>
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<td><strong>Week 15</strong></td>
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<tr>
<td>R / 12-08</td>
<td><strong>Class will meet on this date from 2-2:50 p.m.</strong>&lt;br&gt;<strong>Set 2 Online Activities are due online by 5 p.m. tomorrow (Friday, December 9)!</strong>&lt;br&gt;<em>Career Management &amp; Millennials in the Workplace.</em>&lt;br&gt;<strong>Read textbook chapter 17.</strong></td>
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<tr>
<td><strong>Week 16</strong></td>
<td><strong>Exam 2 (Final Exam)</strong></td>
<td><strong>Prepare for Exam 2.</strong></td>
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<tr>
<td>Thursday December 15</td>
<td>Chapters 2 &amp; 11-17 topics.&lt;br&gt;(For details, see the Exams section in the syllabus and the Exam 2 Reminders document which is located in the Exam Reminders folder on Blackboard.)</td>
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