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

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

Instructional Approach
MGMT 3330.501 is a Next-Gen course built around a blended instructional approach that includes a combination of online activities, lectures, class discussions, and in-class exercises. Together, these various instructional activities support engaged learning, critical thinking, and increased interaction with fellow students.

The course structure is such that class will not meet every Monday, Tuesday, Wednesday, &Thursday this term. To the right of each class date in the Course Schedule section of this syllabus it is indicated as to whether class will or will not meet on that date. The purpose of not meeting every class session is to free up some of your time to keep up with assigned readings, work on online activities, write short reports, and prepare for exams.

Due to the blended instructional approach which results in fewer class sessions, 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. The material in the chapters not covered in class is straightforward information. If questions arise about any of the information in these chapters, contact me for clarification. In the Course Schedule section of this syllabus, there is a related note to the right of each of the topics that will not be discussed in class.

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: FRSC 109       Phone: 940-565-4331     E-mail: Insley@unt.edu (This is the only e-mail Dr. Insley checks.)

Student Conference Hours: 7-7:40 a.m. and 10-10:30 a.m. on the dates class meets. Others by appointment. (If you want to meet with me during my 7-7:40 a.m. student conference hours, please e-mail me in advance. The building doors do not unlock until 8 a.m. in which case I would know to let you in.)

E-mailing Dr. Insley
If you e-mail 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 (501).

Textbook and Student Website Access Code
Required materials include the textbook and an active student website access code.
New hardcopies of the 2d edition of the textbook and eBook version of the textbook include an active student website access code. Used copies of the 2d edition of the textbook do not include an active student website access code. Thus, you will need to purchase the student website access code separately (as described on the next page) if you purchase or rent a used copy of the textbook or borrow a used copy from a friend.

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 of the textbook can also be purchased directly from the publisher at www.kendallhunt.com/insley/ or by calling 800-228-0810. The ISBN is 978-1-4652-9548-4. They deliver in two business days.
• 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 at the start of the term to be able to complete the assigned online activities on schedule as well as prepare, in part, course exams.

Student website resources that would be helpful when preparing for exams include: Preview Tests, Chapter Assessment Tests, YouTube Videos/Exercises, Interactive Exercises (drop-and-drag & gaming formats), Interactive Glossary (flip card format), and textbook-based PowerPoint Slides that are not shown in class. In addition, Writing Rule Resources websites that contain grammar, punctuation, capitalization, number usage, abbreviations, & spelling rules; games; & quizzes are available at the student website.

Second Edition Website Access Code Purchase Options:
• If you purchase a new hardcopy of the second edition of the textbook, an active student website access code comes 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 second edition 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 second edition textbook will not be active.
• Second edition student website access codes are not available at the bookstores, but they 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.

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, calculators, electronic books, music devices, and earphones/headsets need to be out of sight and not used when class is in session. The only exception pertains to emergency situations. Here’s the way this works. If you anticipate that you will receive an emergency text message or call during a class, tell Dr. Insley about this immediately before that class starts and then if the text message or call does occur, quietly step out into the hallway and take care of the matter out there.

The electronic devices policy exists for the purpose of supporting a distraction-free learning and teaching environment. The policy is an outgrowth of one too many past instances when I along students and guest speakers have been unnecessarily distracted by students using electronic devices during class; thus compromising the learning and teaching environments. The reason students are required to put away electronic devices before class starts is because experience has shown that students who do not have electronic devices out in front of them or otherwise easily accessible are far less tempted and far less likely to use them during class.

What will happen if you are observed with a visible electronic device during class 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 MGMT 3330 students do not abuse the Electronic Devices Policy this term, and on behalf of your fellow students 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 submitting Assignments in class on designated due dates
- not taking Exams
- not compiling a thorough set of Class Notes

Your alternatives if you miss class:
- If you do not participate in an In-Class Exercise, there are no make-ups.
- If you do not attend class on the day an assignment is due in class, a sliding-scale late penalty will be applied.
- If you miss an Exam or arrive too late to take it (after a classmate has finished), contact Dr. Insley.
- If you miss taking Class Notes, get them from a fellow student.

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

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

- Acquiring the 2d edition of the textbook at the start of the semester.
- Acquiring the 2d edition textbook Student Website Access Code at the start of the semester.
- Reading the Course Syllabus thoroughly.
- Remaining current with the Course Schedule section of this Course Syllabus.
- Attending each scheduled class and doing so in its entirety. (Remember, arriving late and stepping out of class can result in point deductions on in-class exercises. Besides that, doing so is distracting.)
- Taking thorough class notes!
- Participating in In-Class Exercises in their entirety including the related discussion following each exercise.
- Participating in class discussions.
- Keeping electronic devices out of sight and not using them during class. (Keep in mind that bonus points will be awarded to students who adhere to the Electronic Devices Policy the entire term!)
- Studying thoroughly for exams and not assuming the subject matter is simply general knowledge.
- Reading/studying the appropriate class handouts when preparing for exams. (Most of the handouts are located in the Handouts folder on Blackboard while on occasional handout will be distributed in class.)
- Completing and submitting assigned 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.

A = 540-600 points,  B = 480-539,  C = 420-479,  D = 360-419,  F = 0-359

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. Course grades are based on the points-based grade scale above; not on percentages.

**Grade Components & Related Point Values**

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Approx. Portion Of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>150</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150</td>
<td>25%</td>
</tr>
<tr>
<td>YouTube Summaries</td>
<td>100</td>
<td>17%</td>
</tr>
<tr>
<td>Short Reports</td>
<td>100</td>
<td>17%</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>100</td>
<td>17%</td>
</tr>
<tr>
<td>Total Points</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

See the Course Schedule for the Exam dates, YouTube Summaries due dates and Short Reports due date.
Checking Your Grade Components’ Scores On Blackboard

- Generally speaking either e-mail me at the e-mail address given on the second page of this syllabus or ask me during student conference hours.
- As for Exam results, I will e-mail each of you shortly after each exam is taken.

Exams

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

General Description
Two exams, each containing 50 multiple-choice questions, will be administered this term. Each exam question is worth 3 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, assigned YouTube videos, information presented/discussed in class (class notes), specified handouts (distributed during first class session), and select articles (mentioned in the textbook side margins). While not required, consider exploring the following textbook student website resources when preparing for exams: Preview Tests, Chapter Assessment Tests, 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, 4, 5, 6, 7, 8, 9, & 10
Exam 2 - Chapters 2, 3, 11, 12, 13, 14, 15, 16, & 17

Exam Reminders Documents
These will be distributed during our first class session.

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 will want to e-mail Dr. Insley.

What is Your Option if You Miss Taking Either Exam 1, Exam 2, or Exam 3 During its Scheduled Time?
If you believe you have an acceptable excuse for missing either Exam 1, 2, or 3 e-mail Dr. Insley immediately. The following information must be embedded in your e-mail message or attached to your e-mail message: (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.)

Sharing Exam Results
I will e-mail each of you with results shortly after you take each exam.
Reviewing an Exam After You Have Taken It
Exams are not returned in class or outside of class for that matter. If you wish to review an exam after you receive your score, meet with me during my student conference hours. I 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 me.

YouTube Summaries

**Description**
These videos are located at the student website. They are not posted on Blackboard! All total, you are required to view 17 YouTube videos and type a quarter-page summary of the highlights of each of the videos. **The specific videos you are required to watch are listed below.** (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. When preparing for exams, you will be able to watch videos.

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

**Online Activities Schedule and Due Dates**
The YouTube Summaries are due in two separate sets. The first set of summaries (Set 1) will be due in class in advance of Exam 1, and the second set (Set 2) in advance of Exam 2. Set 1 coincides with the Exam 1 chapters/topics, and the Set 2 coincides with the Exam 2 chapters/topics. Both sets are available to you from the start of the term at the student web site. The Sets 1 & 2 due dates are given in the course schedule.

- **Set 1 YouTube Videos**
  - How to Improve Your Communication (chapter 1, length 10:20, 3 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 YouTube Videos**
  - Email and Telephone Etiquette (chapter 2, length 4:49, 4 questions)
  - Cultural Gaffes at Home and Abroad (Peace Corp video) (chapter 3, length 10:45, 4 questions)
  - 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)
Short Reports

**Purposes**
- To provide you the opportunity to explore three uniquely different topics important to the business community while simultaneously expanding your knowledge.
- To strengthen your writing skills.

**General Description**
You are being asked to write three short reports—one dealing with *intercultural communication*, one with *social media*, and one with *professionalism*. During our first class meeting you will receive a handout for each of the three reports. Each of these handouts include detailed guidelines.

**Due Date**
Two hardcopies of all three reports are due at the beginning of class on the date indicated in the course schedule. On that date each of you will be expected to share highlights from each report. This sharing be casual as opposed to formal presentations.

**If You Have Questions Regarding the Short Reports**
Contact me.

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**In-Class Exercises**

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

**General Description**
In-class exercises are designed to reinforce information presented in the textbook, class lectures, and class discussions. Examples include *short cases, quiz-format exercises, discussion questions, and writing exercises*. Each of the in-class exercises will be completed on a form that will be distributed in class. The vast majority of these exercises will be team exercises that will bring a variety of experiences and perspectives to the conversation.

**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 unknown.

**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.

**What Will Happen If You Miss An In-Class Exercise?**
We do not do make-ups for missed in-class exercises!

**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 not observed using one or more electronic devices—including having electronic devices visible—while an exercise was being administered and during the related discussion following it.
• were not observed doing homework for another class while an exercise was being administered and/or during the related discussion following it.
• printed name legibly on the exercise form.

**You Will Not Receive Credit For In-Class Exercises That You:**
• did not participate in at all (e.g., you were absent).
• **did not participate in the in-class exercise in its entirety because you arrived at class late after administration of it started 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.

**If You Have Questions Regarding In-Class Exercises**
Contact me.
# Course Schedule
MGMT 3330.501, Summer II 2016

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Topics, Activities (e.g., Exams), &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Class will meet on this date.</td>
</tr>
</tbody>
</table>
| M / 7-11 | *Course Introduction.*  
*Communicating in Organizations.* |
| **T / 7-12** | Class will meet on this date. |
| | *Business Writing.* |
| **W / 7-13** | Class will **not** meet on this date. |
| **R / 7-14** | Class will **not** meet on this date. |
| **Week 2** | Class will meet on this date. |
| M / 7-18 | *Business Writing.*  
*Communication Technologies.*  
*Set 1 YouTube Summaries Due at Beginning of Class.* |
| **T / 7-19** | Class will **not** meet on this date. |
| **W / 7-20** | Class will meet on this date. |
| | *Exam 1*  
Chapters 1, 4, 5, 6, 7, 8, 9, & 10 topics.  
(For details, see the *Exams* section in the syllabus and the *Exam 1 Reminders* document that was distributed during our first class session.)  
*Business Presentations.* |
<p>| <strong>R / 7-21</strong> | Class will <strong>not</strong> meet on this date. |</p>
<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Topics, Activities (e.g., Exams), &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
</tr>
<tr>
<td>M / 7-25</td>
<td>Class will <strong>not</strong> meet on this date.</td>
</tr>
<tr>
<td>T / 7-26</td>
<td>Class will meet on this date.</td>
</tr>
<tr>
<td></td>
<td><em>Business Presentations.</em></td>
</tr>
<tr>
<td></td>
<td><em>Communicating in Business Teams.</em></td>
</tr>
<tr>
<td>W / 7-27</td>
<td>Class will <strong>not</strong> meet on this date.</td>
</tr>
<tr>
<td>R / 7-28</td>
<td>Class will <strong>not</strong> meet on this date.</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td></td>
</tr>
<tr>
<td>M / 8-01</td>
<td>Class will meet on this date.</td>
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<tr>
<td></td>
<td><em>Listening.</em></td>
</tr>
<tr>
<td></td>
<td><em>Employment Communication.</em></td>
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<tr>
<td></td>
<td>Two hardcopies of each of the three Short Reports Are Due at the Beginning of Class.</td>
</tr>
<tr>
<td>T / 8-02</td>
<td>Class will <strong>not</strong> meet on this date.</td>
</tr>
<tr>
<td>W / 8-03</td>
<td>Class will <strong>not</strong> meet on this date</td>
</tr>
<tr>
<td>R / 8-04</td>
<td>Class will meet on this date.</td>
</tr>
<tr>
<td></td>
<td><em>Employment Communication.</em></td>
</tr>
<tr>
<td>Day/Date</td>
<td>Topics, Activities (e.g., Exams), &amp; Due Dates</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td><strong>Week 5</strong></td>
<td></td>
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<tr>
<td>M / 8-08</td>
<td>Class will meet on this date.</td>
</tr>
<tr>
<td></td>
<td>Employment Communication.</td>
</tr>
<tr>
<td></td>
<td>Set 2 YouTube Summaries Due at Beginning of Class.</td>
</tr>
<tr>
<td>T / 8-09</td>
<td>Class will <strong>not</strong> meet on this date.</td>
</tr>
<tr>
<td>W / 8-10</td>
<td>Class will <strong>not</strong> meet on this date.</td>
</tr>
<tr>
<td>R / 8-11</td>
<td>Class will meet on this date.</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 2 (Final Exam)</strong></td>
</tr>
<tr>
<td></td>
<td>Chapters 2, 3, 11, 12, 13, 14, 15, 16, &amp; 17 topics.</td>
</tr>
<tr>
<td></td>
<td>(For details, see the Exams section in the syllabus and the Exam 2 Reminders document that was distributed during our first class session.)</td>
</tr>
</tbody>
</table>