Syllabus
MGMT 3330.001, Maymester 2017

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 3330.001 is built around a blended instructional approach that includes a combination of online activities, lectures, class discussions, and in-class team 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 and Wednesday 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 purposes of not meeting every class session range from the Memorial Day holiday to freeing up some of time to keep up with assigned readings, work on online activities, and prepare for exams. In addition, on the dates class does meet each of these classes ends earlier than 11:50 a.m. Ending times will vary. The time each class will end is also indicated to the right of each class date in the Course Schedule section of this syllabus.

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: BLB 319C    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 the 30 minutes following class on the dates class meets. Others by appointment.

Teaching Assistant
Harsha Vardhan
Office: BLB 002    Phone: 940-565-2745    E-mail: nagaharshavardhanbadugu@my.unt.edu (This is the only e-mail Harsha checks.)
Student Conference Hours: The 60 minutes following the end of class on the dates class meets. Others by appointment.

While you can always contact me (Dr. Insley), you might also consider contacting Harsha if you have questions regarding:
the Seating Chart, Attendance Records, the Syllabus Quiz, how to check your Scores online, Posted Scores, Online Activities, Exams, In-Class Exercises, and Penalties imposed for being observed with visible electronic technologies or using electronic technologies during class.

E-mailing Harsha and Dr. Insley
If you e-mail Harsha 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 (001).

Textbook and Student Website Access Code
Required materials include the textbook and an active student website access code. (The hardcopy version of the textbook and the eBook version of the textbook come with an active student website access code.) The textbook and student website code are each described below.

Textbook (Required)

If you are tempted to use a first edition copy of the textbook, you are strongly discouraged from doing so for the following reasons. (1) The second edition was thoroughly reworked and updated. In addition, new chapters/topics were added. Thus, if you were to use a first edition copy, you would be at a distinct disadvantage when taking course exams and completing online activities which combined comprise a large percentage of the course grade. (2) Keep in mind that if you did acquire a used copy of the first edition of the textbook from a friend or other source, it would not include an active first or second edition student website code. In turn, you would need to purchase a second edition active student website code to complete course requirements successfully. (FYI, purchasing an active second edition website code would be more expensive than purchasing the second edition eBook version of the textbook which includes an active student website code.)

Second Edition Textbook Purchase Options:
• New 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 (preview tests, chapter assessment tests, YouTube exercises) on schedule as well as prepare, in part, course exams.

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 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.
- Second edition student website access codes are not available at the bookstores, but they can be purchased at [www.grtep.com](http://www.grtep.com).

**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](http://www.unt.edu/csrr).

**Ways You Can Help Create and Maintain a Productive Learning and Teaching Environment**
- Arrive a class on time and don’t leave early.
- Don’t step in and out of the room during class.
- 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, Harsha, 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, 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 guest speakers, students, and Dr. Insley have been 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.

The hope is that technology-related distractions will not occur in your class. This goal has been realized in just two of my classes to date. In contrast, the number of students abusing the policy has hovered around seven percent in most of my classes during recent semesters/terms.

What will happen if a student is 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 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 assistant, 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 taking the Syllabus Quiz
- not participating in In-Class Exercises
- not taking Exams
- not compiling a thorough set of Class Notes

Your alternatives if you miss class:
- If you do not take the Syllabus Quiz, there is no make-up.
- If you do not participate in an In-Class Exercise, there are no make-ups.
- If you miss an Exam or arrive too late to take it (after a classmate has finished), 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 textbook at the start of the term.
- Acquiring the textbook Student Website Access Code at the start of the term.
- 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.
• Not stepping in and out of the classroom during class.
• Taking thorough class notes! (The most commonly-missed exam questions are typically those drawn from class notes. Keep in mind that the PowerPoint slides shown in class are not available at the textbook student website and on Blackboard, and all of the information presented/discussed in classes is not presented on PowerPoint slides. During a typical class session I routinely see several students not taking class notes and know then and there that they will not perform well on exams.)
• 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 semester!)
• Study for and taking the Syllabus Quiz.
• 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.)
• 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 Activities.
• Completing and submitting Online Activities 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 = 612-680 points
B = 544-611
C = 476-543
D = 408-475
F = 0-407

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; not on percentages.
Grade Components & Related Point Values

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Approx. Portion of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>20</td>
<td>2%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>120</td>
<td>18%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>120</td>
<td>18%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>120</td>
<td>18%</td>
</tr>
<tr>
<td>Online Activities</td>
<td>200</td>
<td>30%</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>100</td>
<td>14%</td>
</tr>
<tr>
<td>Total Points</td>
<td>680</td>
<td></td>
</tr>
</tbody>
</table>

See the Course Schedule for the Syllabus Quiz & Exam dates and the Online Activities 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 Harsha.

- Syllabus Quiz scores will be posted by 5 p.m. the day after the quiz is administered.
- Exams 1, 2, & 3 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 June 1.

Syllabus Quiz

Purpose

To test your familiarization with select course policies presented in the syllabus.

General Description

Five multiple-choice questions, valued at four points each, will be administered in class near the start of our Wednesday, May 17. Bring a No. 2 lead pencil to class on that date!

Leaving the Classroom While the Syllabus Quiz is Being Administered or While it is Being Discussed

If you leave the classroom while the quiz is being administered or while it is being discussed, you will not receive credit for it.

Sharing Syllabus Quiz Results

Syllabus quiz results will be posted online by 5 p.m. the day following the quiz.

Reviewing Your Syllabus Quiz After Your Score is Posted

If you wish to review your syllabus quiz after scores are posted online, meet with Harsha.

If You Have Questions Regarding the Syllabus Quiz

Contact Dr. Insley or Harsha.
Exams

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

General Description
Three exams, each containing 40 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 will be administered in our classroom at the start of class on the date indicated in the Course Schedule.
Exam 3 (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 activities (Set 1 Online Activities for Exam 1, Set 2 Online Activities for Exam 2, and Set 3 Online Activities for Exam 3), information presented in class (class notes), specified handouts (located at textbook student website), and specified articles (mentioned in the textbook side margins). 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, 2, 3, 4, & 13
Exam 2  -  Chapters 5, 6, 7, 8, 9, & 10
Exam 3  -  Chapters 11, 12, 14, 15, 16, & 17

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, Exam 2, or Exam 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
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 & 2 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 Harsha in BLB 002. She 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 Harsha.

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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 approximately 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 approximately 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 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. 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 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 three sets—Set 1, Set 2, & Set 3. The Set 1 activities coincide with the Exam 1 chapters/topics, Set 2 activities coincide with the Exam 2 chapters/topics, and Set 3 activities coincide with the Exam 3 chapters/topics. Both sets of online activities are available for completion and submission from the start of the term. In turn, each set will close on its scheduled due date and time. Each set will not be accessible for the purpose of completing and/or submitting items after 5 p.m. on its designated due date as indicated in the course schedule portion of this syllabus.

Sets Breakdowns
- **Set 1 Online Activities**
  Complete and submit the Online Activities (Preview Tests, Chapter Assessment Tests, YouTube Exercises) that coincide with chapters 1, 2, 3, 4, & 13 and related topics by the date and time indicated in the Course Schedule section of the syllabus. The Set 1 YouTube videos are listed below.
  - *How to Improve Your Communication* (chapter 1, length 10:20, 3 questions)
  - *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)
  - *4 Tips for Better Phone Communication* (chapter 4, length 2:47, 2 questions)
  - *Body Language: Learn How to Spot a Liar & Avoid Getting Scammed* (chapter 13, length 5:15, 3 questions)

- **Set 2 Online Activities**
  Complete and submit the Online Activities (Preview Tests, Chapter Assessment Tests, YouTube Exercises) that coincide with chapters 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 2 YouTube videos are listed below.
  - *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 3 Online Activities**
  Complete and submit the Online Activities (Preview Tests, Chapter Assessment Tests, YouTube Exercises) that coincide with chapters 11, 12, 14, 15, 16, & 17 and related topics by the date and time indicated in the Course Schedule section of the syllabus. The Set 3 YouTube videos are listed below.
  - *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)
  - *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. We believe a sufficient amount of time to complete each set by its scheduled due date and time has been provided; especially since both sets are available for completion/submission from the start of the term. You are expected to have an active student website access code at the start of the term 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 Harsha.

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 during our second class meeting. 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 Harsha 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.

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

* Let’s Be Clear About These Two Items!
1. Any student who arrives at class late after the administration of an in-class exercise has started or leaves the classroom during the administration of an in-class exercise will receive no credit for that exercise. Several times in the past, I have observed students arrive at class late after the administration of in-class exercises started. Most slipped into their seats, immediately reached for the in-class exercise form, and then wrote their name on it so they would receive credit for the exercise (or at least they thought they would receive credit). Frankly, such actions constitute unethical behavior and are insult to fellow teammates who actually performed the work in its entirety. Doing so may be reported to the Dean of Students Office!

2. The same is true regarding any student who arrives at class late during the discussion of an in-class exercise or leaves the classroom during the discussion of an in-class exercise. In such cases, he or she will receive no credit for the related in-class exercise even if he or she participated fully in the completion of it.

Posting In-Class Exercises
These will be posted periodically.

If You Have Questions Regarding In-Class Exercises
Contact Dr. Insley or Harsha.
# Course Schedule

**MGMT 3330.001, Maymester 2017**

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Topics, Activities (e.g., Exams), Due Dates, &amp; Reminders</th>
<th>Class Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M / 5-15</td>
<td>Class will meet on this date from 8-11:30 a.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Course Introduction.</em></td>
<td>Read chapter 1.</td>
</tr>
<tr>
<td></td>
<td><em>Communicating in Organizations.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Communication Technologies.</em></td>
<td>Read chapter 4.</td>
</tr>
<tr>
<td></td>
<td><em>Business Etiquette.</em> (not discussed in class)</td>
<td>Read chapter 2.</td>
</tr>
<tr>
<td>T / 5-16</td>
<td>Class will meet on this date from 8-10:50 a.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Seating Chart distributed.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Business Writing Overview.</em></td>
<td>Read chapters 7 &amp; 8.</td>
</tr>
<tr>
<td></td>
<td><em>Electronic Writing</em></td>
<td>Read chapter 6.</td>
</tr>
<tr>
<td></td>
<td><em>Social Media.</em></td>
<td>Read chapter 5.</td>
</tr>
<tr>
<td>W / 5-17</td>
<td>Class will meet on this date from 8-10:15 a.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Set 1 Online Activities are due by 5 p.m. today!</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Syllabus Quiz.</em></td>
<td>Prepare for Syllabus Quiz.</td>
</tr>
<tr>
<td></td>
<td><em>Exam 1 Reminders.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Intercultural Communication.</em> (not discussed in class)</td>
<td>Read chapter 3.</td>
</tr>
<tr>
<td></td>
<td><em>Listening.</em> (not discussed in class)</td>
<td>Read chapter 13.</td>
</tr>
<tr>
<td>R / 5-18</td>
<td>Class will meet on this date from 8-9 a.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam 1</strong></td>
<td>Prepare for Exam 1.</td>
</tr>
<tr>
<td></td>
<td>Chapters 1, 2, 3, 4, &amp; 13 topics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(For details, see the Exams section in the syllabus and the Exam 1 Reminders document which was distributed during our first class meeting.)</em></td>
<td></td>
</tr>
<tr>
<td>Day/Date</td>
<td>Topics, Activities (e.g., Exams), Due Dates, &amp; Reminders</td>
<td>Class Preparation</td>
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</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;<strong>M / 5-22</strong></td>
<td><strong>Class will meet on this date from 8-11:30 a.m.</strong>  &lt;br&gt;<strong>Exam 1 Class Results.</strong>&lt;br&gt;<strong>Business Presentations.</strong>&lt;br&gt;<strong>Communicating in Business Teams.</strong></td>
<td>Read chapters 11 &amp; 12. Read chapter 14.</td>
</tr>
<tr>
<td><strong>T / 5-23</strong></td>
<td><strong>Class will meet on this date from 8-11:15 a.m.</strong>  &lt;br&gt;<strong>Exam 2 Reminders.</strong>&lt;br&gt;<strong>Communicating in Business Meetings.</strong>&lt;br&gt;<strong>Employment Communication.</strong>&lt;br&gt;<strong>Business Reports.</strong> (not discussed in class)</td>
<td>Read chapter 15. Read chapter 16. Read chapter 10.</td>
</tr>
<tr>
<td><strong>W / 5-24</strong></td>
<td><strong>Class will meet not meet on this date.</strong>&lt;br&gt;<strong>Set 2 Online Activities are due by 5 p.m. today!</strong></td>
<td></td>
</tr>
<tr>
<td><strong>R / 5-25</strong></td>
<td><strong>Class will meet on this date.</strong>&lt;br&gt;<strong>Exam 2</strong>&lt;br&gt;Chapters 5, 6, 7, 8, 9, &amp; 10 topics.&lt;br&gt;(For details, see the Exams section in the syllabus and the Exam 2 Reminders document which was distributed during our first class meeting.)</td>
<td>Prepare for Exam 2.</td>
</tr>
<tr>
<td>Day/Date</td>
<td>Topics, Activities (e.g., Exams), Due Dates, &amp; Reminders</td>
<td>Class Preparation</td>
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<tr>
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<tr>
<td><strong>Week 3</strong>&lt;br&gt;<strong>M / 5-29</strong></td>
<td>Class will <strong>not</strong> meet on this date.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Memorial Day Holiday!</em></td>
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<tr>
<td><strong>T / 5-30</strong></td>
<td>Class will meet on this date from 8-10:30 a.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam 2 Class Results.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam 3 Reminders.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Employment Communication.</em></td>
<td>Read chapter 17.</td>
</tr>
<tr>
<td><strong>W / 5-31</strong></td>
<td>Class will <strong>not</strong> meet on this date.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set 3 Online Activities are due by 5 p.m. today!</td>
<td></td>
</tr>
<tr>
<td><strong>R / 6-01</strong></td>
<td><strong>Class will meet on this date.</strong></td>
<td></td>
</tr>
</tbody>
</table>
|  | **Exam 3 (Final Exam)**<br>Chapters 11, 12, 14, 15, 16, & 17 topics.<br>(For details, see the Exams section in the syllabus and the Exam 3 Reminders document which was distributed during our first class meeting.) | Prepare for Exam 3.