Syllabus

MGMT 3330.004, Fall 2014
(Thursdays from 2-4:50 p.m. in BLB 050)

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

Student Evaluation of Teaching Effectiveness (SETE)
The Student Evaluation of Teaching Effectiveness (SETE) survey is a requirement of all organized classes at UNT. This short survey will be made available to you online at the end of the term, providing you a chance to comment on how this class is taught. Dr. Insley is very interested in the feedback he gets from students and considers the SETE to be an integral part of your participation in this class.

Course Description
MGMT 3330 (Communicating in Business) is a junior-level, College of Business foundations course designed to provide students with information regarding communication skills valued by the U.S. business community and an appreciation for the impact both poor and good communication skills have on organizations and business people’s careers. MGMT 3330 is also one of UNT’s Discovery Core courses.

Main Goals of This Course
The main goal of the course is to strengthen your business communication skills, knowledge, and attitudes in ways that will support your career goals, professional relationships, and professional job search efforts.

MGMT 3330 is a N-Gen Course
MGMT 3330.004 is one of UNT’s Next Generation (N-Gen) courses. N-Gen courses are an outgrowth of UNT’s Quality Enhancement Plan, which had as its main goal improving student learning. A blended instructional approach is applied. This includes a combination of online activities, class lectures, class discussions, in-class team exercises, in-class individual exercises, and a guest speaker. Together, these various instructional activities support engaged learning, increased interaction with fellow students, and critical thinking.

The course structure is such that class will not every Thursday and never passed 3:50 p.m. on the Thursdays we do meet. Beyond that, the schedule varies. For example, on three of the Thursdays, we will only meet from 2-3:50 p.m. and on one of the Thursdays we will meet from 2-3:40 p.m. The dates class meets and length of each of these classes and the dates class does not meet are clearly indicated in the Course Schedule section of the syllabus to the right of each date. The objective of not meeting every class session and for a shorter amount of time on the dates we do meet is to free up some of your time to work on online activities (Preview Tests, Chapter Assessment Tests & YouTube Exercises), complete the Collaborative Learning Commons (CLC) form, and prepare for exams.

Learning Outcomes
1. Recognize the ways both poor and good communication skills affect organizations and business people’s careers.
2. Explain the basic communication process
3. Describe the attitudes and techniques shared by good communicators.
4. Contrast effective communication with efficient communication.
5. Discriminate between actions and behaviors that both impede and contribute to effective listening.
6. Describe communication techniques that both impede and contribute to effective teams.
7. Describe communication techniques that both impede and contribute to effective business meetings.
8. Identify the three steps of the writing process and discuss the effect of each on business writing.
9. Identify writing principles that are important to business writing.
10. Identify techniques that compromise and contribute to effective email, instant, & text messages; blogs; and tweets.
11. Recommend writing strategies and components for good-/neutral-news, negative-news, and persuasive business letters.
12. Write an effective business report.
13. Describe ways widely used electronic communication technologies are affecting organizations and business people’s careers.
14. Contrast ways electronic communication technologies are used ineffectively and effectively.
15. Describe cultural, language, and nonverbal considerations important when communicating with intercultural business partners.
16. Demonstrate the ability to plan for and prepare effective business presentations.
17. Identify and demonstrate the various skills necessary to give an effective business presentation.
18. List and describe the seven-step job search process.
19. Describe the critical role of persuasive communication in the job search process.
20. Describe the relationship between communication and interpersonal skills and business etiquette.
21. Analyze critical communication strategies that are relevant to the Millennium Generation.

Instructor - Dr. Robert Insley
Office – BLB 319C  Phone – (940) 565-4331  Fax No. – (940) 565-3803
E-mail Address – Insley@unt.edu  (This is the only e-mail address he checks!)
Student Conference Hours: From 1-2 p.m. and during the half hour after class ends on the dates class meets. Others by Appointment.

Teaching Assistants:
Hitesha Patel
Office – BLB 133  Phone # - (940) 565-2745  E-mail - HiteshaPatel@my.unt.edu  (This is the only e-mail address she checks!)
Student Conference Hours: From 1-2 p.m. and during the half hour after class ends on the dates class meets. Others by appointment.

Contact Hitesha if you:
• have questions regarding how to check your grades online.
• have questions regarding posted grades.
• have questions about the syllabus quiz.
• need to take the make-up for the syllabus quiz.
• want to review the syllabus quiz.
• have questions about an exam.
• want to review an exam you have taken.
• want to appeal an exam question.
• need to take a make-up exam.
• want to either submit or check on the status of a make-up exam request.
• have questions regarding Preview Tests.
• have questions regarding Chapter Assessment Tests.
• have questions regarding YouTube Exercises.

Naresh Gundala
Office – BLB 133  Phone # - (940) 565-2745  E-mail - NareshGundala@my.unt.edu  (This is the only e-mail address he checks!)
Student Conference Hours: From 11 a.m. – 12 noon on the dates class meets. Others by appointment.

Contact Naresh if you:
• have questions regarding the seating chart.
• have questions about attendance records.
• have questions regarding the CLC Form.
• have questions regarding in-class exercises.
• have questions about penalties imposed for being observed with either visible electronic technologies (e.g., on tabletop/desktop, in hands, in lap)
or using electronic technologies during class.
Required Materials: Textbook and Student Website Access Code

Textbook (Required)

New hardcopies of the textbook and eBook versions of the textbook include the Student Website Access Code which is required. Used copies of the textbook do not include an active Student Website Access Code. If you purchase 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 below.

Acquiring the Textbook:
- New and used hardcopies of the textbook are available at the off-campus bookstores as well as at the on-campus bookstore.
- You can also purchase a new hardcopy of the textbook, from the publisher either by going to [www.kendallhunt.com/insley/](http://www.kendallhunt.com/insley/) or by calling 800-228-0810. The ISBN is 978-1-4652-1819-3. The book would be sent directly to you. The publisher’s price for a new hardcopy of the textbook is $86.99 and is comparable to the price on new copies at the off-campus bookstores.
- You can also purchase the eBook version of the textbook from the publisher either by going to [www.kendallhunt.com/insley/](http://www.kendallhunt.com/insley/) or by calling 800-228-0810. The ISBN is 978-1-4652-3545-9. The publisher’s price for the eBook is lower than the price for a new hardcopy of the textbook. The eBook version of the textbook is $69.56.

Student Website Access Code (Required)
You will need an access code for the textbook student website to complete a number of online activities (e.g., *Preview Tests*, *Chapter Assessment Tests*, and *YouTube Exercises*) which comprise approximately 30 percent of your course grade. You will also need to access *Preview Tests* and *Chapter Assessment Tests* at the textbook student website when preparing for course exams since some exam questions will be drawn from these online tests. Exams comprise approximately 42 percent of your course grade. Other textbook student website resources that you should also find helpful when preparing for course exams include: *Interactive Exercises* (drop-and-drag & gaming formats), *Interactive Glossary* (flip card format), and *PowerPoint Slides* (While some of *Power Point* slides will be used in class, most of the *PowerPoint* slides displayed in class come from other sources.). In addition, *Writing Rules Resources* websites that contain grammar, punctuation, capitalization, number usage, abbreviations, and spelling rules; games; and quizzes are available at the textbook student website.

Acquiring the Student Website Access Code:
- If you purchase a new hardcopy of the textbook at one of the off-campus bookstores, at the on-campus bookstore, or from the publisher, an active student website access code is included with the book. The online access code and related instructions are located on the inside front cover of the textbook.
- If you acquire a used hardcopy of the textbook from a bookstore, a friend, or rent it, you will need to purchase the textbook student website access code separately since the code located on the inside front cover of the used textbook will not be active. You will need to purchase the student website access code separately at [www.grtep.com](http://www.grtep.com). Once there, you will be instructed on how to place your order. The access code is $78.26. The student website access code is not sold elsewhere.
- If you purchase an eBook version of the textbook, the student website access code is included.

FYI: You will very likely find that it will be considerably less expensive to purchase a new hardcopy of the textbook or eBook version of the textbook than purchasing a used textbook and student website access code separately or renting the textbook and also purchasing the student website access code separately. Of course, it is your call. I just wanted to make sure you were class about your options.

**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).
**Class Electronic Devices Policy**

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

This policy exists for the purpose of supporting a distraction-free learning and teaching environment. The policy is the outgrowth of one too many past instances when guest speakers, students, and Dr. Insley have been distracted by students using a variety of electronic technologies during class, thus compromising both the learning and teaching environments. Unfortunately, polite requests not to use electronic devices during class fell on deaf ears far too frequently when restrictive policies were not in place. The hope, of course, is that such distractions will not occur in your class.

What will happen if a student is observed with an electronic device on his or her tabletop space or on his or her person (e.g., in his or her hands, on his or her lap, etc.)—whether he or she is using it or not? If an individual chooses to ignore the policy, this is what will happen. The first instance observed will result in a 20-point penalty. The second instance will result in a 40-point penalty and the matter will be reported to UNT’s Center for Student Rights and Responsibilities. The third instance will result in the student being dropped from the course with a letter grade of F if UNT’s Center for Student Rights and Responsibilities hasn’t already done so in response to the second instance. After each observation, Naresh will e-mail the individual in question. We sincerely hope that none of you test this penalty structure this semester! **To avoid running the risk of losing points and even being dropped from the course, you are strongly encouraged to turn off and put away** (remove from tabletop/desktop, hands, and lap, etc.) **electronic devices before each class starts.** Experience has shown that students who do not have electronic devices out in front of them or otherwise easily accessible are far less tempted and likely to use them during class; thus the reason you are being required to put away electronic devices before class starts.

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

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

**Leaving the Classroom During Class**

During recent semesters, we have observed an increase in the number of students who leave class early; either for a few minutes or for the duration of the class. Doing so is disruptive and interferes with your instructor’s ability to conduct a class and fellow students’ opportunity to learn. A few examples of such disrespectful, distracting actions follow. For example, one of our previous students left the room ten minutes before the end of class to purchase a soft drink; returning before class ended as if she was at a movie theater. Another student in the back row of one of our classes got up during class and walked to the front of the room for the sole purpose of throwing away an empty party-size Cheetos bag. As he left the room early, another student walked within inches directly in front of a guest speaker. No matter the reason, such comings and goings are disrespectful and distract others, thus, compromising learning and teaching environments.

Hopefully, such comings and goings will not be an issue. After all, no class meets for more than one hour and fifty minutes and on the days we meet until 3:50 p.m. we will take a short break at approximately 2:50 p.m. **However, if such comings and goings become an issue, I will likely follow the guidelines set forth in the Academic Integrity at UNT section located on the previous page of this syllabus.** Of course, I hope courtesy and common sense will rule the day, and restrictive measures will not have to be necessary.
UNT Learning Center
The UNT Learning Center exists to help students succeed in their classes. The Learning Center is located in Sage Hall, Room 315, and their phone number is 940-369-7006. The Learning Center website is [www.learningcenter.unt.edu](http://www.learningcenter.unt.edu). The Learning Center offers free tutoring, workshops, and the following programs: Supplemental Instruction (group study sessions for many core courses), Volunteer Tutors (individualized tutoring in over 100 courses), Connecting for Success (individualized academic counseling and resource referrals), SMARTTHINKING.com (24/7 online tutoring), Learning Success Workshops (covering an array of academic topics), Academic Success Program (series for students on Academic Alert/Probation), and Study Skills and Speed Reading Classes.

Class Attendance
Regular class attendance is strongly encouraged. There is typically a direct correlation between class attendance and success in the course. Sporadic attendance typically results in diminished learning and point deductions resulting from one or more of the following:

- not taking the Syllabus Quiz
- not participating in In-Class Exercises
- not taking Exams
- not compiling a thorough set of Class Notes
- not acquiring Handouts distributed in class
- not viewing Films and YouTube Videos shown in class
- not acquiring Guest Speakers’ information and handouts

Your alternatives if you miss class:

- If you miss the Syllabus Quiz or arrive at class too late to take it (after administration has begun), contact Hitesha to take the make-up quiz.
- If you do not participate in an In-Class Exercise, there are no make-ups. However, we do drop one before computing course grades.
- If you miss an Exam or arrive too late to take it (after a classmate has finished), refer to related information in the “Exams” section in the syllabus.
- If you miss taking Class Notes, get notes you missed from a fellow student.
- If you miss acquiring a Handout distributed in class, make a photocopy from a classmate’s copy.
- If you miss a Film or YouTube video shown in class, get related notes from a fellow student.
- If you miss a Guest Speaker’s Talk, get related notes from a fellow student and handouts from the speaker’s office.

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

- Arrive at class on time and don’t leave early, whether for a few minutes or for the remainder of the class.
- Be courteous toward and respectful of fellow students, guest speakers, and Dr. Insley.
- Avoid participating in extended side conversations with fellow students during class.
- Keep electronic devices out of sight (off of your tabletop space, out of your hands, out of your lap, etc.) and don’t use them during class.

Actions That Typically Contribute to Student Success in This Class

- Acquiring the textbook Student Website Access Code and doing so at the start of the semester.
- Reading the Course Syllabus thoroughly.
- Remaining current with the Course Schedule section of the Course Syllabus.
- Attending each scheduled class and doing so in its entirety.
- Submitting the CLC Form when required to do so.
• Participating in In-Class Exercises.
• Participating in class discussions.
• Keeping electronic devices out of sight (off of your tabletop space, out of your hands, out of your lap, etc.) during class.
• Taking thorough class notes. (Lecture slides are not posted online.)
• Reading assigned textbook readings thoroughly.
• Acquiring a complete set of handouts and reading them thoroughly.
• Reading each textbook chapter before reviewing related online Preview Tests and Chapter Assessment Tests.
• Completing and submitting Preview Tests and Chapter Assessment Tests as requested to do so.
• Viewing required YouTube videos and completing and submitting the related exercises.

Actions and Assumptions That Typically Compromise Student Success in This Class
• Attempting to complete the course without the textbook.
• Attempting to complete the course without an active Student Website Access Code.
• Not acquiring the textbook Student Website Access Code. (Student website grade components will comprise 32 percent of your course grade not to mention website Preview Tests and Chapter Assessment Tests questions that will comprise a portion of each course exam.) The Student Website Access Code comes with new hardcopies of the textbook and the eBook. If you purchase a used hardcopy of the textbook, you will need to purchase the Access Code separately which is described in the Required Materials section of the syllabus.
• Letting days and/or weeks pass before acquiring the textbook and/or student website access code.
• Not attending scheduled classes at all.
• Arriving for class late or leaving class early, whether for a few minutes or for the remainder of the class.
• Behaving in ways that distract fellow students, Dr. Insley, and guest speakers and/or disrupting class which can result in removal from the course and an automatic letter grade of F in the course.
• Having electronic devices in sight on your tabletop space, in your hands, on your lap, on your head, around your neck, in your ears, etc., during class whether you are using them or not.
• Participating in academically dishonest actions.
• Assuming the course subject matter is either simply common sense, thus requiring little effort on your part to learn, or that you have learned it all before. Former MGMT 3330 students who harbored either of these attitudes typically performed poorly.
• Assuming everyone passes this class. Unfortunately, there will be some D’s & F’s. This doesn’t have to be!
• Not completing the CLC Form in its entirety, putting too little effort into completing it, or not submitting it.
• Not reading each textbook chapter thoroughly before completing the related online Preview and Chapter Assessment Tests.
• Not adhering to the YouTube Exercises guidelines presented in the syllabus.
• Assuming that reading the textbook and taking thorough class notes are unnecessary to perform successfully.
• Arriving at class late after an In-Class Exercise has started.
• Leaving class momentarily or for the remainder of the class during an In-Class Exercise or while it is being discussed.
• Assuming you can do well in this class if you do not study thoroughly for exams.
• Not submitting course assignments on time or at all.
• Assuming backup measures (e.g., extra credit assignments, etc.) will be available to offset undesirable course grades. Course grades will be assigned based on the grade scale presented below. Having said this, at the end of the term/semester some will typically ask for such favors anyway. Nothing will come of such requests.
Grade Scale
The maximum number of course points is 690. Your course letter grade will be based on the following grade scale.

Grade Scale
A = 621-690 pts.
B = 552-620
C = 483-551
D = 414-482
F = 0-413

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

<table>
<thead>
<tr>
<th>Grade Components</th>
<th>Point Value</th>
<th>Letter Grade Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>15</td>
<td>.3</td>
</tr>
<tr>
<td>CLC Form</td>
<td>25</td>
<td>.5</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>300</td>
<td>4.2</td>
</tr>
<tr>
<td>(Best score from Exams 1 &amp; 2 = 150 points)</td>
<td></td>
<td></td>
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<tr>
<td>(Exam 3/Final Exam = 150 points)</td>
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<td></td>
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<tr>
<td>Online Activities</td>
<td>200</td>
<td>2.9</td>
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<tr>
<td>(Preview Tests = 40 points)</td>
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<td></td>
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<tr>
<td>(Chapter Assessment Tests = 80 points)</td>
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<tr>
<td>(YouTube Exercises = 80 points)</td>
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</tr>
<tr>
<td>In-Class Exercises</td>
<td>150</td>
<td>2.1</td>
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<tr>
<td>690</td>
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</tbody>
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Checking Your Scores (Grades) Online
Grades will be posted on Blackboard Learn. If you have trouble accessing your grades, contact Krishna. Here is the schedule for when grades will be posted:
- **Syllabus Quiz scores** will be posted by 5 p.m. the day after it is administered and possibly sooner.
- **CLC Form scores** will be posted by 5 p.m. within two days following the date it is due.
- **Exam 1 scores** will be posted by 5 p.m. the day after it is administered and possibly sooner.
- **Exam 2 scores** will be posted by 5 p.m. the day after it is administered and possibly sooner.
- **Exam 3 (final exam) scores** will be posted by 5 p.m. the day after it is administered.
- **In-Class Exercises involvement** will be posted periodically. (+ sign if participated fully / 0 if did not participate or participated partially)
- **In-Class Exercises scores** will be posted shortly before finals week following the last one administered.
- **Preview Tests scores** will be posted periodically.
- **Chapter Assessment Tests scores** will be posted periodically.
- **YouTube Exercises scores** will be posted periodically.

Detailed Descriptions of Each Grade Component:
Detailed descriptions of each grade component (Syllabus Quiz, CLC Form, Exams, In-Class Exercises, Preview Tests, Chapter Assessment Tests, and YouTube Exercises) follow.
Syllabus Quiz

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

**General Description**
Five multiple-choice questions valued at three points per question.

**Where and When the Syllabus Quiz will be Administered?**
Exam I will be administered in our classroom at our regular class time on the date indicated in the Course Schedule portion of the syllabus.

**Syllabus Quiz Sources**
Information presented on pages 1-13 of the course syllabus.

**Administration of the Syllabus Quiz**
Scantron forms will be distributed in class and then the questions will be presented on the screens at the front of the room.

**Arriving at Class Late for the Syllabus Quiz**
If you arrive at the classroom after the administration of the Syllabus Quiz has begun, you will not be allowed to take the quiz and will be assigned zero points accordingly.

**Leaving the Classroom While the Syllabus Quiz is Being Discussed**
If you leave the classroom during the quiz or while the quiz is being discussed after the Scantron forms are collected, you will be assigned zero points accordingly.

**What Is Your Option If You Missed Taking the Syllabus Quiz?**
Contact Hitesha to take the make-up quiz.

**Sharing Syllabus Quiz Results**
Syllabus Quiz scores will be posted online by 5 p.m. the day after it is administered and possibly sooner.

**Reviewing Your Syllabus Quiz After Your Score is Posted.**
If you wish to review your syllabus quiz after scores are posted, meet with Hitesha. While doing so, you will not be allowed to copy syllabus quiz questions.

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**CLC Form (Collaborative Learning Commons)**

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

**General Description**
You will be given a copy of the CLC Form in class. Then, you will need to go to the CLC in Sycamore Hall and acquaint yourself with facility, resources, and services. In the process of doing so, you will be able to complete the CLC Form. If you have questions regarding the CLC Form, contact Naresh.

**Submitting Your CLC Form**
You should submit you completed CLC Form to Hitesha between during her office hours (1-2 p.m. & 3-3:30 p.m.) on Thursday, October 9 as indicated in the Course Schedule section of the syllabus.
Exams

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

**General Description**
Three exams, containing 50 multiple-choice questions each, will be administered this term. The third exam is the final exam. We will drop the lowest score from the first two exams (Exams 1 & Exam 2). However, the third exam (Exam 3 – Final Exam) counts for everyone and will not be dropped.

**Where and When the Exams will be Administered**
Exam 1 will be administered in our classroom at our regular class time on the date indicated in the Course Schedule portion of the syllabus.
Exam 2 will be administered in our classroom at our regular class time on the date indicated in the Course Schedule portion of the syllabus.
Exam 3 (Final Exam) will be administered in our classroom on the date and at the time indicated in the Course Schedule portion of the syllabus.

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

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

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

**Using Electronic Devices During Exams**
You are not allowed to use electronic devices while taking exams (e.g., tablets, smartphones, smartwatches, etc.)

**Arriving at Class Late On a Scheduled Exam Date**
If you arrive late for an exam **before an exam has been turned in**, you will be allowed to take the exam during the scheduled exam session, but must finish it by the end of the designated testing time. If, however, you arrive at class late for an exam **after one or more exams has/have been turned in**, you will not be allowed to take the exam during the scheduled exam session. If you find yourself in this situation, you are encouraged to request permission to take a make-up exam as described below.

**What Is Your Option If You Missed Taking Either Exam 1 or Exam 2 During Its Scheduled Time?**
If you believe you have an acceptable excuse for having missed taking either Exam 1 or Exam 2, submit the materials requested below, in **hard copy form**, to Hitesha as soon as possible! What does this involve? Staple together the following documents: (1) a keyboarded letter explaining why you were unable to take the exam during the scheduled exam time (be specific as to which exam), along with an explanation as to why you believe you should be allowed to make up the missed exam* and (2) related documentation such as an authorized university excuse or a medical doctor’s excuse. (*Include in your letter the course preface & number - MGMT 3330, section number, a phone number, and your email address.)

Submitting the above-mentioned, requested materials does not automatically guarantee that you will be granted permission to make up the missed exam. The decision to grant a make-up exam will be based on the reasons stated in the letter and the nature of your supporting documentation. It is your responsibility to check with Hitesha about the status of your request. If you are granted permission to take a make-up exam for Exam 1, Hitesha will contact you to set up a time to take the make-up exam.
**What Is Your Option If You Missed Taking Exam 3 (the final exam) During It’s Scheduled Time?**

If you believe you have an acceptable excuse for missing Exam 3, contact Dr. Insley immediately at his e-mail address (Insley@unt.edu). Your excuse for missing Exam 3 may or may not be deemed acceptable based on what it is.

**Sharing Exam Results**

Individual’s Exam scores will be posted online. Class performance (e.g., class average, etc.) will be shared in class.

**Reviewing an Exam After Your Score is Posted.**

Exams are not returned in class. If you wish to review an exam after scores are posted, meet with Hitesha. She will let you review a copy of the exam containing the correct responses and a photocopy of your Scantron form. You will not be allowed to copy exam questions.

**If You Wish to Appeal an Exam Question.**

If while reviewing an exam you identify a question you believe warrants being challenged, ask Hitesha for an Exam Question Appeal Form. Then complete it in her office and give it back to her once you have completed it. **(If you are appealing more than one question, use a separate form for each question.)** Hitesha will then pass your appeal form(s) along to Dr. Insley. If after reviewing your appeal form, Dr. Insley agrees with your rationale, the question will be dropped and the point value on the item in question will be added to your exam score. If Dr. Insley does not agree with your rationale, the question stands as is and no grade adjustment will be made. **Exam 1 appeals must be submitted to Hitesha no later than October 30, and Exam 2 appeals must be submitted to Hitesha not later than December 4.**

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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 course exams. Putting serious thought and effort into completing in-class exercises typically supports improved learning and exam performance. Many of these are team exercises. With this in mind, in-class exercises are also administered with the purpose of building team cohesiveness throughout the team presentation project.

**General Description**

In-class exercises are designed to reinforce information presented in the textbook and during class lectures & discussions. Examples include short cases, quiz-format exercises, discussion questions, and writing exercises. Some in-class exercises will be completed on standard-size pieces of notebook paper, while others will be completed on forms distributed in class. A seating chart will be distributed at our first class meeting. The seating chart will, among other things, facilitate in-class team exercises. **Once the seating chart is distributed in class, from that point forward it is extremely important that you sit in your assigned seat!** Otherwise, you will not receive credit for in-class team exercises because you will be considered absent. **(Contact Naresh if you have questions regarding the seating chart.)**

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

**What is the Total Number of In-Class Exercises That Will Be Administered This Term?**

Several is the most definitive answer that can be given. I don’t have a specific number in mind, and this is not because I am trying to be deceptive. In-class exercises are administered when and where they fit most naturally with the subject matter and the flow of the class session. Thus, the final number of in-class exercises that will be administered this term is not known.

**Will In-Class Exercises Be Administered Each Class Session? How Many? The Same Number Each Class Session?**

A good rule of thumb is to plan on one or more being administered during each scheduled class session. Of course, the number will likely vary from class to class.

**What is the Point Value for Each In-Class Exercise?**

There is no way of determining this figure until the end of the semester since the number of in-class exercises that will be administered is
unknown. At the end of the term, the point value for each in-class exercise will be based on the total number administered during the semester. In the interim, a plus sign (+) will be posted for each in-class exercise awarded credit and a zero (0) for each exercise that was not submitted, did not contain clear identification information, was completed inadequately, or you did not participate in its entirety as described in the course attendance policy.

**What are the Consequences if You Do Not Participate in One or More In-Class Exercises Because You Did Not Attend Class?**
If this occurs, you missed the opportunity to participate in it/them. Your best approach is to attend class on a regular basis. (However, we will drop one in-class exercise at the end of the semester before the course grades are computed.)

**What are the Consequences if:  You Arrive at Class Late After an In-Class Exercise Has Started, You Step Out of the Classroom Momentarily or for the Remainder of the Class While an In-Class Exercise if Being Administered or Discussed, or You are Observed Using Technology During an In-Class Exercise Including if it is Simply Visible?**
If any of these instances occurs, you will not receive credit for the related in-class exercise.

**What are the Consequences if You are not Sitting in Your Assigned Seat When an In-Class Exercise is Administered?**
You will be considered absent and will not receive credit for in-class exercises administered on that date.

**Evaluating In-Class Exercises.**
You will receive either **full credit** or **no credit** for each in-class exercise administered this term as described below.

**You will receive full credit for an in-class exercise if:**
- you participated actively in the completion of the exercise in its entirety which includes being present for any related discussion that follows it
- adequate thought and effort was put into completing the exercise
- we were able to identify your name on exercise (notebook paper or exercise form)

**You will receive no credit for an in-class exercise if:**
- inadequate thought and effort was put into completing the exercise
- you were observed not participating actively in the completion of the exercise
- you were observed using an electronic communication device while the exercise was being administered even if the technology is simply visible
- you arrived late to class after the exercise was started
- you left the classroom while the exercise was being administered, whether you returned or not
- you left the classroom while the in-class exercise was being discussed, whether you returned or not
- you were doing homework for another class while the exercise was being administered
- you were not sitting in your assigned seat when the exercise was being administered
- we were unable to identify your name on the exercise

**Preview Tests**

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

**Description**
Preview Tests are online tests located at the textbook student website. There are five true/false questions for each chapter. Preview Tests are not merely check-off activities. They are graded. Each correct answer is worth 1/2 point. Once you open a Preview Test, you will have 8 minutes to complete and submit it. Once you submit a Preview Test, you will not be able to retake it. However, you will be able
to go back in and reopen it for review purposes and to see which items you answered correctly and which you answered incorrectly. The process you will follow to reopen a Preview Test is described in a handout that will be distributed in class.

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

**Preview Tests Schedule and Due Dates:**
The Preview Tests are broken into three sets—Set 1, Set 2 & Set 3. The chapters comprising each set coincide with the chapters included in each of the three course exams. The breakdown for the three sets follows:

- **Set 1 Preview Tests:** Complete and submit the chapters 1, 2, 12, 13, & 14 Preview Tests before taking Exam 1. The last date and time Set 1 Preview Tests will be accepted are indicated in the Course Schedule section of the syllabus. Any Set 1 Preview Tests submitted after this date and time will not receive credit.

- **Set 2 Preview Tests:** Complete and submit the chapters 4, 5, 6, 7, 8, & 9 Preview Tests before taking Exam 2. The last date and time Set 2 Preview Tests will be accepted are indicated in the Course Schedule section of the syllabus. Any Set 2 Preview Tests submitted after this date and time will not receive credit.

- **Set 3 Preview Tests:** Complete and submit the chapters 3, 10, 11, 15, & 16 Preview Tests before taking Exam 3. The last date and time Set 3 Preview Tests will be accepted are indicated in the Course Schedule section of the syllabus. Any Set 3 Preview Tests submitted after this date and time will not receive credit.

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

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**Chapter Assessment Tests**

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

**Description**
Chapter Assessment Tests are online tests located at the textbook student website. There are ten multiple-choice questions for each chapter. Chapter Assessment Tests are not merely check-off activities. They are graded. Each correct answer is worth 1/2 point. Once you open a Chapter Assessment Test, you will have 16 minutes to complete and submit it. Once you submit a Chapter Assessment Test, you will not be able to retake it. However, you will be able to go back in and reopen it for review purposes and to see which items you answered correctly and which you answered incorrectly. The process you will follow to reopen a Chapter Assessment Test is described in a handout that will be distributed in class.

We believe you will perform better on Chapter Assessment Tests if you read each textbook chapter before completing the related Chapter Assessment Test. In addition, doing so will help you better identify material you need to study more thoroughly. We encourage you to keep a log pertaining to questions you are unsure of and/or miss on Chapter Assessment Tests so you know the specific areas you need to study more thoroughly.
Chapter Assessment Tests Schedule and Due Dates:
The Chapter Assessment Tests are broken into three sets—Set 1, Set 2, & Set 3. The chapters comprising each set coincide with the chapters included in each of the three course exams. The breakdown for the three sets follows:

- **Set 1 Chapter Assessment Tests:** Complete and submit the chapters 1, 2, 12, 13, & 14 Chapter Assessment Tests before taking Exam 1. The last date and time Set 1 Chapter Assessment Tests will be accepted are indicated in the Course Schedule section of the syllabus. Any Set 1 Chapter Assessment Tests submitted after this date and time will not receive credit.

- **Set 2 Chapter Assessment Tests:** Complete and submit the chapters 4, 5, 6, 7, 8, & 9 Chapter Assessment Tests before taking Exam 2. The last date and time Set 2 Chapter Assessment Tests will be accepted are indicated in the Course Schedule section of the syllabus. Any Set 2 Chapter Assessment Tests submitted after this date and time will not receive credit.

- **Set 3 Chapter Assessment Tests:** Complete and submit the chapters 3, 10, 11, 15, & 16 Chapter Assessment Tests before taking Exam 3. The last date and time Set 3 Chapter Assessment Tests will be accepted are indicated in the Course Schedule section of the syllabus. Any Set 3 Chapter Assessment Tests submitted after this date and time will not receive credit.

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

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YouTube Exercises

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

**Description**
This grade component requires you to view the ten YouTube videos listed below, respond to the online questions that follow each video, and submit your responses online. Each of these YouTube videos is located at the textbook student website. Each correct response is valued at 2.6 points. Once you watch a YouTube video, 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.

**YouTube Videos You Are Required to View** *(located at textbook student website)*

- *Top 5 Business Communication Secrets* (chapter 1, time 5:45, 3 questions)
- *How to Improve Your Communication* (chapter 1, time 10:20, 3 questions)
- *Keeping Your Office Meetings Productive* (chapter 14, time 4:02, 4 questions)
- *Presentation Skills Training: How to Create Effective Presentations with High Impact Introductions* (chapter 10, time 3:29, 2 questions)
- *Get Their Attention Every Time You Speak* (chapter 10, time 2:53, 2 questions)
- *Killer Presentation Skills* (chapter 11, time 7:19, 3 questions)
- *How to Deliver an Effective Business Presentation* (chapter 11, time 6:02, 2 questions)
- *Gestures Around the World* (chapter 3, time 6:55, 3 questions)
- *Cultural Gaffes Beyond Your Borders* (chapter 3, time 8:15, 6 questions)
- *Job Interview Tips: How to Avoid Disasters* (chapter 16, time 5:28, 3 questions)

**Due Date**
The last date and time Set 1 YouTube Exercises will be accepted are indicated in the Course Schedule section of the syllabus. Any YouTube Exercises submitted after this date and time will not receive credit.

Posting YouTube Exercises Scores
YouTube Exercises scores will be posted periodically.
## Course Schedule

*chapters/topics not discussed in class

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Class Topics, Activities, &amp; Reminders</th>
<th>Class Preparation</th>
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</thead>
</table>
| **Week 1**  
R / 8-28 | Class will meet on this date from 2-3:50 p.m.  
*Course Introduction.*  
*Seating Chart distributed.*  
*Communicating in Organizations.* | Read textbook chapter 1. |
| **Week 2**  
R / 9-04 | Class will meet on this date from 2-2:50 p.m.  
*Syllabus Quiz.*  
*(bring a #2 lead pencil)*  
*Communicating in Business Teams.* | Read pages 1-13 of Syllabus.  
Read textbook chapter 13. |
| **Week 3**  
R / 9-11 | Class will meet on this date from 2-3:50 p.m.  
*Communicating in Business Teams.*  
*Listening.*  
*Communicating Appropriately: Business Etiquette.* | Read textbook chapter 12.  
Read textbook chapter 2. |
| **Week 4**  
R / 9-18 | Class will meet on this date from 2-3:50 p.m.  
*Exam 1 Reminders Handout.*  
*Communicating in Business Meetings.* | Read textbook chapter 14. |
<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Class Topics, Activities, &amp; Reminders</th>
<th>Class Preparation</th>
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<tbody>
<tr>
<td><strong>Week 5</strong></td>
<td>Class will meet on this date from 2-3:50 p.m.</td>
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<tr>
<td>R / 9-25</td>
<td><strong>Reminder:</strong> Set 1 Preview Tests due by start of Exam 1.</td>
<td>Prepare for Exam 1.</td>
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<td></td>
<td><strong>Reminder:</strong> Set 1 Chapter Assessment Tests due by the start of Exam 1.</td>
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<td><strong>Exam 1</strong></td>
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<td>Chapters 1, 2, 12, 13, &amp; 14 topics.</td>
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<td><em>(For details, see the <em>Exams</em> section in the syllabus.)</em></td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Class will meet on this date from 2-3:50 p.m.</td>
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<tr>
<td>R / 10-02</td>
<td><strong>Exam 1 Class Results and Observations.</strong></td>
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<td></td>
<td><strong>Writing Electronically.</strong></td>
<td>Read textbook chapter 5.</td>
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<td><strong>Week 7</strong></td>
<td>Class will meet on this date from 2-3:50 p.m.</td>
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<tr>
<td>R / 10-09</td>
<td><strong>Reminder:</strong> Each student should submit one copy of his or her <em>CLC Form</em> to Hitesha in BLB 133 today during her office hours (1-2 p.m. &amp; 3-3:30 p.m.).</td>
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<td></td>
<td><strong>Writing Electronically.</strong></td>
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<td></td>
<td><em>Business Letters.</em></td>
<td>Read textbook chapter 8.</td>
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<td></td>
<td><em>Business Reports.</em></td>
<td>Read textbook chapter 9.</td>
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<td>Day/Date</td>
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<td>Class Preparation</td>
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<td><strong>Week 8</strong>&lt;br&gt;R / 10-16</td>
<td>Class will meet on this date from 2-3:40 p.m.  &lt;br&gt;Exam 2 Reminders Handout. &lt;br&gt;<em>Business Letters.</em>&lt;br&gt;<em>Communication Technologies.</em></td>
<td>Read textbook chapter 4.</td>
</tr>
<tr>
<td><strong>Week 9</strong>&lt;br&gt;R / 10-23</td>
<td>Class will <strong>not</strong> meet on this date.</td>
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<td><strong>Week 10</strong>&lt;br&gt;R / 10-30</td>
<td>Class will meet on this date from 2-3:50 p.m.  &lt;br&gt;<strong>Reminder:</strong> Set 2 Preview Tests due by start of Exam 2. &lt;br&gt;<strong>Reminder:</strong> Set 2 Chapter Assessment Tests due by the start of Exam 2.  &lt;br&gt;<strong>Exam 2</strong>&lt;br&gt;Chapters 4, 5, 6, 7, 8, &amp; 9 topics.  &lt;br&gt;(For details, see the <em>Exams</em> section in the syllabus.)&lt;br&gt;<em>Developing Business Presentations.</em></td>
<td>Prepare for Exam 2.</td>
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<tr>
<td><strong>Week 11</strong>&lt;br&gt;R / 11-6</td>
<td>Class will meet on this date from 2-3:50 p.m.  &lt;br&gt;Exam 2 Class Results and Observations.  &lt;br&gt;<em>Developing &amp; Delivering Business Presentations.</em>  &lt;br&gt;<em>Employment Communication: Internships.</em>  &lt;br&gt;<em>Intercultural Communication.</em></td>
<td>Read textbook chapters 10 &amp; 11. &lt;br&gt;Read Chapter 3.</td>
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<tr>
<td>Day/Date</td>
<td>Class Topics, Activities, &amp; Reminders</td>
<td>Class Preparation</td>
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| **Week 12**<br>R / 11-13 | Class will meet on this date from 2-3:50 p.m.  
*Employment Communication: Introduction.* | |
| **Week 13**<br>R / 11-20 | Class will meet on this date from 2-3:50 p.m.  
*Reminder: YouTube Exercises should be submitted no later than 11 p.m. on this date.*  
*Exam 3 Reminders Handout.*  
*Employment Communication: Resumes.*  
*Employment Communication: Interviews.* | Read textbook chapter 15.  
Read textbook chapter 16. |
| **Week 14**<br>R / 11-27 | Class will **not** meet on this date.  
*Thanksgiving Holiday.* | |
| **Week 15**<br>R / 12-04 | Class will meet on this date from 2-2:50 p.m.  
*Guest Speaker from UNT Career Center:*  
Topics - Career Center Services and Job Interviews. | |
| **Week 16**<br>Thursday, Dec. 11<br>1:30-3:30 p.m. | **Exam 3 (final exam)**  
Chapters 3, 10, 11, 15, & 16 topics.  
(For details, see the Exams section in the syllabus.) | Prepare for Exam 3. |