Syllabus

MGMT 3330.004, Fall 2015
(Thursdays from 2-4:50 p.m. in BLB 060)

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

Due to the blended instructional approach, some of the textbook chapters will not be discussed in class although you will be required to read all of the chapters and complete related online Preview Tests and Chapter Assessment Test questions for each chapter. The material in the chapters that are not covered in class is straight forward information. If you have questions about any of the information in these chapters, contact me for clarification. In the Course Schedule section of this syllabus, there is an asterisk to the right of each topic/chapter that will not be discussed in class.

The course structure is such that class will not meet the full three hours on the dates the class meets. Furthermore, will not meet on Thursday, October 15 and Thursday, November 26. Whether class meets or does not meet and how long each class that does meet will meet is stated to the right of each class date in the Course Schedule section of this syllabus. The purposes of not meeting on October 15 and not meeting the full three hours on dates class does meet include freeing up some of your time to keep up with assigned readings, work on online and offline assignments, and prepare for exams.

Learning Objectives
1. Recognize the ways both poor and good communication skills affect organizations and business people’s careers.
2. Describe the attitudes and qualities shared by good communicators in U.S. organizations.
3. Discriminate between actions and behaviors that both impede and contribute to effective listening.
4. Describe communication techniques that both impede and contribute to effective business teams.
5. Describe communication techniques that both impede and contribute to effective business meetings.
6. Identify the three steps of the writing process and discuss the effect of each on business writing.
7. Describe the role of social media in U.S. organizations.
8. Identify writing principles that are important in business writing.
9. Identify techniques that compromise and contribute to effective electronic messaging.
10. Recommend writing strategies and components for various types of business letters.
11. Identify the components of effective business reports.
12. Describe ways electronic communication technologies are affecting organizations and business people’s careers.
13. Describe communication considerations that are important when communicating with intercultural business partners.
14. Identify how to plan, prepare, and give effective business presentations.
15. Describe the seven-step job search process.
16. Describe the relationship between communication and interpersonal skills and business etiquette.
Instructor
Dr. Robert Insley
Office: BLB 319C    Phone: 940-565-4331    E-mail: Insley@unt.edu (This is the only e-mail Dr. Insley checks.)
Student Conference Hours: 12:30-1:40 p.m. and the 30 minutes following each class on the dates class meets. Others by appointment.

Teaching Assistants
Revant Sati
Office: BLB 133    Phone: 940-565-2745    E-mail: RevantSati@my.unt.edu (This is the only e-mail Revant checks.)
Student Conference Hours: 10:30 a.m.-1:30 p.m. on the dates class meets. Others by appointment.
While you can always contact me, you might also consider contacting Revant if you:
• have questions regarding how to check your Scores online
• have questions regarding Posted Scores
• have questions regarding an Exam, including taking a Make-up Exam
• want to review an Exam you have taken
• have questions regarding online Preview Tests
• have questions regarding online Chapter Assessment Tests
• have questions regarding online YouTube Exercises

Venkat Sai Gollapudi
Office: BLB 133    Phone: 940-565-2745    E-mail: VenkatSaiGollapudi@my.unt.edu (This is the only e-mail Venkat Sai checks.)
Student Conference Hours: 10:30 a.m.-1:30 p.m. on Mondays with the exceptions of September 7 & 21 and November 9. Others by appointment.
While you can contact me, you might also consider contacting Venkat Sai if you have questions regarding:
• the seating chart
• attendance records
• in-class exercises
• the intercultural communication report
• penalties imposed for being observed with visible electronic technologies or using electronic technologies during class

E-mailing Dr. Insley, Venkat Sai, and Revant
If you e-mail Revant, Venkat Sai, or me, please include the following identification information in e-mails you send us: your full name (both first & last names), the course preface & number (MGMT 3330), and your section number (001). Since Revant, Venkat Sai, and I work with other sections and courses simultaneously, we need the above information to serve you better and more efficiently.

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

Textbook    (Required)
Purchase Options:
• New and used hardcopies of the textbook can be purchased at the off-campus and on-campus bookstores.
• New hardcopies 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 978-1-4652-1819-3. The publisher’s price for a new hardcopy of the textbook is $86.95.
• 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 978-1-4652-3545-9. The eBook version of the textbook is $69.56.
Student Website Access Code (Required)
You will need an active Student Website Access Code to complete online course assignments (Preview Tests, Chapter Assessment Tests, YouTube Exercises) which comprise 29 percent of your course grade. You will also want to access online Preview Tests and Chapter Assessment Tests at the student website when preparing for course exams since some of the exam questions will be drawn from these online tests. 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 PowerPoint Slides which are not shown in class. In addition, Writing Rule Resources websites that contain grammar, punctuation, capitalization, number usage, abbreviations, and spelling rules; games; and quizzes are available at the student website.

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

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

Ways You Can Help Create and Maintain a Productive Learning and Teaching Environment
• Arrive a class on time. Don’t step in and out of the room during class.
• Don’t participate in extended side conversations with fellow students during class.
• Keep electronic devices out of sight and don’t use them during class.
• Be courteous toward and respectful of fellow students, guest speakers, teaching assistants, and Dr. Insley.

Electronic Devices Policy
You are required to keep electronic devices out of sight during class and are also prohibited from using them during class for any purpose including, but not limited to, taking notes, taking photos of class PowerPoint screens, and making audio and/or video recordings of class. No electronic devices should be on your tabletop space, in your hands, on your wrist, in your lap, in your ears, and/or around your neck. Thus, electronic technologies ranging from smartphones, smartwatches, laptops, and tablets to cameras, electronic books, music devices, and earphones need to be out of sight and not used 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. Unfortunately, polite requests not to use electronic devices during class fell on deaf ears too frequently when restrictive measures were not in place. With restrictive measures now in place, the hope is that such technology-related distractions will not occur in your class.
What will happen if a student is observed with a visible electronic device and/or using an electronic device during class?
The first instance observed will result in a 20-point penalty. The second instance observed will result in a 40-point penalty. The third instance observed will result in the penalty points being doubled yet again, and the situation will be reported to the Dean of Students Office. **To avoid running the risk of losing points and possibly being reported to the Dean of Students Office, you are required to turn off and put away electronic devices before each class starts.** The reason you 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.

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

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

**Class Attendance**
Regular class attendance is strongly encouraged. There is typically a direct correlation between class attendance and success in the course. For example, among those who earn course letter grades of D and F in the course, their attendance records are typically poor. Sporadic attendance typically results in diminished learning and point deductions resulting from one or more of the following:
- not participating in In-Class Exercises
- not taking Exams
- not compiling a thorough set of Class Notes
- not viewing YouTube videos shown in class
- not acquiring Guest Speakers’ information and handouts

Your alternatives if you miss class:
- If you do not participate in an In-Class Exercise, there are no make-ups. (At the end of the semester we will drop two in-class exercises to offset any you miss.)
- If you miss an Exam or arrive too late to take it (after a classmate has finished), refer to the related information the Exams section of this syllabus.
- If you miss taking Class Notes, get them from a fellow student.
- If you miss a 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.

**Actions That Typically Contribute to Student Success in This Class**
While there are no guarantees, doing the following should help.
- Acquiring the textbook Student Website Access Code at the start of the semester.
- Reading the Course Syllabus thoroughly.
- Remaining current with the Course Schedule section of this Course Syllabus.
- Attending each scheduled class and doing so in its entirety.
- Participating in in-class exercises in their entirety.
- Participating in class discussions.
• Keeping electronic devices out of sight and not using them during class. (Keep in mind that bonus points will be awarded to students who adhere to the Electronic Devices Policy the entire term!)
• Studying thoroughly for exams and not assuming the subject matter is simply general knowledge.
• Reading/studying the appropriate class handouts when preparing for exams. Most of the handouts are located in the Handouts folder on Blackboard while on occasional handout will be distributed in class.
• Reading each textbook chapter thoroughly before completing related online Preview Tests and Chapter Assessment Tests.
• Keeping a log of questions you struggled with while completing online Preview Tests and Chapter Assessment Tests.
• Completing and submitting online Preview Tests and Chapter Assessments Tests as/when requested to do so.
• Completing and submitting YouTube Exercises as/when requested to do so.
• Being receptive to resources available to you at the textbook Student Website that are not assigned.
• Submitting the Intercultural Communication Report when required to do so.
• Not assuming backup measures (e.g., extra credit opportunities) will be available to offset an undesirable course grade.

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

Grade Scale
Your course letter grade will be determined by contrasting your total earned points with points-based grade scale presented below. (Course grades are not based on percentages.) If your total earned points in the course result in a partial number (e.g., 590.2 points), which could happen given the point value structure on online activities, the partial number (e.g., 590.2 points) will be raised to the next whole number (e.g., 591).

\[
\begin{align*}
A &= 612-680 \text{ points} \\
B &= 544-611 \\
C &= 476-543 \\
D &= 408-475 \\
F &= 0-407
\end{align*}
\]

Keep in mind that backup measures (e.g., extra credit, artificially “bumping up” a grade) will not be made available to offset an undesirable course grade. 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, all course grades are based on the points-based grade scale above.

Grade Components and Related Point Values

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>120</td>
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<tr>
<td>Exam 2</td>
<td>120</td>
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<tr>
<td>Exam 3</td>
<td>120</td>
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<tr>
<td>Online Activities</td>
<td>200</td>
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<tr>
<td>Preview Tests</td>
<td>40</td>
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<tr>
<td>Chapter Assessment Tests</td>
<td>80</td>
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<tr>
<td>YouTube Exercises</td>
<td>80</td>
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<tr>
<td>In-Class Exercises</td>
<td>60</td>
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<tr>
<td>Intercultural Comm. Report</td>
<td>60</td>
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<td>680</td>
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See the Course Schedule for Exams, Online Activities, & Communication Technology Report due dates & times.
Checking Your Grade Components’ Scores Online
Grade components’ scores will be posted on Blackboard. If you have trouble accessing your scores, contact Revant.
• Exams 1, 2, & 3 scores will be posted by 5 p.m. the day after each exam is administered.
• Preview Tests scores will be posted periodically.
• Chapter Assessment Tests scores will be posted periodically.
• YouTube Exercises scores will be posted periodically.
• In-Class Exercises participation will be posted periodically.
• Intercultural Communication Report scores will be posted by 5 p.m. on Thursday, December 3.
• In-Class Exercises scores (point totals) will be posted by 5 p.m. on Friday, December 4.

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 three points.

Where and When Will the Exams be Administered
Exam 1 will be administered in our classroom at the start of class on the date indicated in the Course Schedule.
Exam 2 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 preview tests, online chapter assessment tests, information presented in class (class notes), handouts, YouTube videos shown in class, and information shared by guest speakers. The textbook student website contains a number of helpful resources that 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 will 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
Exam 1 - Chapters 1, 2, 3, 4, & 12
Exam 2 - Chapters 5, 6, 7, 8, & 9
Exam 3 - Chapters 10, 11, 13, 14, 15, & 16

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

What Will Happen If a Student is Observed Cheating on an Exam?
The student will receive zero points for the exam in question and the matter will likely be referred to the Dean of Students. Cheating on exams obviously comes in a variety of forms including using electronic devices while taking exams.

Arriving at Class Late on a Scheduled Exam Date
If you arrive late to class on an exam date, but do so before an exam has been submitted, you will be allowed to take the exam during that exam session. However, you will need to submit the exam by the end of the scheduled exam session. If you arrive late to class on an exam date after one or more exams have been submitted, you will not be allowed to take the exam during the scheduled exam session. If you find yourself in this situation, you are encouraged to request permission to take a make-up exam as described below.
What is Your Option if You Miss Taking 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 hardcopy form to Revant as soon as possible. What does this involve? Staple together the following documents: (1) a keyboarded letter* explaining why you were unable to take the exam during the scheduled exam session and (2) related documentation such as an authorized university excuse or a medical doctor’s excuse. (*Include in your letter the course preface & number, MGMT 3330, your section number, a phone number, and your e-mail address.) Submitting the requested materials does not automatically guarantee that you will be granted permission to make up the missed exam. The decision to grant a make-up exam will be based on the reasons stated in your letter and the nature of your supporting documentation. If you are granted permission to take a make-up exam for Exam 1 or for Exam 2, plan to take the exam from 1-1:50 p.m. on Friday, November 20 in a location that will be announced in class.

What is Your Option if You Miss Taking Exam 3 (final exam) During its Scheduled Time?
If you believe you have an acceptable excuse for missing Exam 3, e-mail Dr. Insley immediately.

Sharing Exam Results
Individual exam scores will be posted on Blackboard by 5 p.m. on the day following the day each exam is administered. Class results (e.g., class average) for Exams 1 & 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 Revant in BLB 133. He will let you review a copy of the exam that contains the key along with a photocopy of your Scantron Form. You are not allowed take either of the above items out of the room or to keep either. Furthermore, you are not allowed to write down questions or take notes while reviewing an exam.

Preview Tests
Purpose
Preview Tests are designed to help you assess your understanding of key concepts in the textbook which will, in turn, help you identify specific areas in need of further study.

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 scored and each correct answer is worth one-half point. 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.

A Technique That Should Help You Perform More Successfully On Preview Tests And On Exams For That Matter
Since Preview Test questions are based on information in the textbook, read each textbook chapter thoroughly before completing the related Preview Test. By doing so, you should answer more of the questions correctly. In addition, you can also help yourself on exams by keeping a detailed log of Preview 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.

If You Have Questions Regarding Preview Tests
Contact Dr. Insley or Revant.

Preview Tests Schedule and Due Dates
The Preview Tests are broken into three sets—Set 1, Set 2, & Set 3. The Set 1 chapters coincide with the Exam 1 chapters, the Set 2 chapters coincide with the Exam 2 chapters, and the Set 3 chapters coincide with the Exam 3 chapters. The breakdown for the three sets follows:
• **Set 1 Preview Tests:** Complete and submit online the chapters 1, 2, 3, 4, & 12 Preview Tests by the date and time 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 online the chapters 5, 6, 7, 8, & 9 Preview Tests by the date and time 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 online the chapters 10, 11, 13, 14, 15, & 16 Preview Tests by the date and time 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 in the textbook which will, in turn, help you identify specific areas in need of further study.

**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 scored and each correct answer is worth one-half 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 related document that is located in the Handouts folder on Blackboard.

**A Technique That Should Help You Perform More Successfully On Chapter Assessment Tests And Exams For That Matter**
Since Chapter Assessment Test questions are based on information in the textbook, read each textbook chapter thoroughly before completing the related Chapter Assessment Test. By doing so, you should answer more of the questions correctly. In addition, you can also help yourself on exams by keeping a detailed log of 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.

**If You Have Questions Regarding Chapter Assessment Tests** - Contact Dr. Insley or Revant.

**Chapter Assessment Tests Schedule and Due Dates**
The Chapter Assessment Tests are broken into three sets—Set 1, Set 2, & Set 3. The Set 1 chapters coincide with the Exam 1 chapters, the Set 2 chapters coincide with the Exam 2 chapters, and the Set 3 chapters coincide with the Exam 3 chapters. The breakdown for the three sets follows:

• **Set 1 Chapter Assessment Tests:** Complete and submit online the chapters 1, 2, 3, 4, & 12 Chapter Assessment Tests by the date and time 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 online the chapters 5, 6, 7, 8, & 9 Chapter Assessment Tests by the date and time 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 online the chapters 10, 11, 13, 14, 15, & 16 Chapter Assessment Tests by the date and time 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**
You are required to view the 13 YouTube videos listed below that are located at the student website, **respond to the online questions that follow each video, and submit your responses online.** Each correct response is valued at 2.22 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.

**The YouTube Videos You Are Required To View and Respond To**
- *Top Five Business Communication Secrets* (chapter 1, length 5:45, 3 questions)
- *How to Improve Your Communication* (chapter 1, length 10:20, 3 questions)
- *Keeping Your Office Meetings Productive* (chapter 14, length 4:02, 4 questions)
- *Business With Bob: Starting Meetings Effectively* (chapter 14, length 3:23, 2 questions)
- *Presentation Skills Training: How to Create Effective Presentations With High Impact Introductions* (chap. 10, length 3:29, 2 questions)
- *Get Their Attention Every Time You Speak* (chapter 10, length 2:53, 2 questions)
- *Killer Presentation Skills* (chapter 11, length 7:19, 3 questions)
- *How to Deliver Effective Business Presentations* (chapter 11, length 6:02, 2 questions)
- *Gestures Around the World* (chapter 3, length 6:55, 3 questions)
- *Cultural Gaffes Beyond Your Borders* (chapter 3, length 8:15, 2 questions)
- *Cultural Gaffes at Home and Abroad* (Peace Corp video) (chapter 3, length 10:45, 4 questions)
- *Job Interview Tips—Job Interview Questions and Answers* (chapter 16, length 4:29, 3 questions)
- *Job Interview Tips: How to Avoid Disasters* (chapter 16, length 5:28, 3 questions)

**If You Have Questions Regarding YouTube Exercises**
Contact Dr. Insley or Revant.

**YouTube Exercises Due Date**
All of the required YouTube Exercises must be submitted no later than the date and time indicated in the Course Schedule section of the syllabus. Any submitted after that date and time will not receive credit.

**Posting YouTube Exercises Scores**
YouTube Exercises scores will be posted periodically.

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**In-Class Exercises**

**Purpose**
In-class exercises will provide a means for you to actively reflect on select business communication topics in ways that will help you relate to and better understand them. In addition, they will help you identify and become more familiar with select topics that will likely be tested on exams. Putting serious thought and effort into completing in-class exercises typically supports improved learning and exam performance.
General Description
In-class exercises are designed to reinforce information presented in the textbook, class lectures, and class discussions. Examples include short cases, quiz-format exercises, discussion questions, and writing exercises. Each of the in-class exercises will be completed on a form that will be distributed in class. The vast majority of these exercises will be team exercises that will bring a variety of experiences and perspectives to the conversation. A seating chart will be distributed in class on the date indicated in the Course Schedule section of the syllabus. The seating chart will, among other things, facilitate in-class team exercises. Once the seating chart is distributed in class, it is extremely important that you sit in your assigned seat! Otherwise, you will not receive credit for in-class exercises because you will be considered as being absent. (Contact Venkat Sai if you have any questions regarding the seating chart.)

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

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! We will, however, drop two in-class exercises at the end of the semester which would offset two you might have missed.

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

You Will Receive Credit For In-Class Exercises That You:
- participated in in their entirety, including being present for the entirety of the related discussion following each exercise.
- put forth adequate thought, effort, and involvement in the completion the exercise.
- were sitting in your assigned seat, thus were considered to be present for class.
- were not observed using one or more electronic devices—including having electronic devices visible—while an exercise was being administered and during the related discussion following it.
- were not observed doing homework for another class while an exercise was being administered and/or during the related discussion following it.
- printed name legibly on the exercise form.

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

Posting In-Class Exercises
These will be posted periodically.

Intercultural Communication Report

Purpose
To strengthen your research and writing skills as they apply to intercultural communication.

General Description
You are being asked to conduct research and then write an informational business report in which you will present information regarding business communication preferences in a country that is listed in the report guidelines document described below. Three hardcopies of your report should be submitted to Venkat Sai in BLB 133 between 10:30 a.m. and 1:30 p.m. on Thursday, November 12.

Report Guidelines
The Intercultural Communication Report Guidelines Document is located in the “Intercultural Communication Report Guidelines” folder on Blackboard. It is very important that you follow these guidelines. We would hate to see you lose points unnecessarily.

Intercultural Communication Countries Choices
The Countries List is part of the above-mentioned Intercultural Communication Report Guidelines Document. You will be able to choose from this list.

If You Have Questions Regarding the Intercultural Communication Report
Contact Dr. Insley or Venkat Sai.

Posting Intercultural Communication Report Scores
These will be posted by 5 p.m. on Thursday, December 3.

Course Schedule
The Course Schedule follows.
# Course Schedule

**MGMT 3330.004, Fall 2015**  
(Thursdays from 2-4:50 p.m. in BLB 060)  
* Chapters/Topics Not Discussed In Class

<table>
<thead>
<tr>
<th>Week 1</th>
<th>R / 8-27</th>
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</thead>
</table>
| **Class will meet on this date from 2-3:50 p.m.**  
This frees up some of your time to keep up with assigned readings and work on Set 1 online activities. |  
**Course Introduction.**  
**Communicating in Organizations.**  
Read textbook chapter 1 and get started on Set 1 online activities |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>R / 9-03</th>
</tr>
</thead>
</table>
| **Class will meet on this date from 2-3:50 p.m.**  
This frees up some of your time to keep up with assigned readings and work on Set 1 online activities and the Intercultural Communication Report. |  
**Seating Chart distributed.**  
**Listening.**  
**Communicating Appropriately: Business Etiquette***  
Read textbook chapter 12.  
Read textbook chapter 2. |

<table>
<thead>
<tr>
<th>Week 3</th>
<th>R / 9-10</th>
</tr>
</thead>
</table>
| **Class will not meet on this date from 2-3:30 p.m.**  
This frees up some of your time to keep up with assigned readings and finish the Set 1 online activities and the Intercultural Communication Report. |  
**Communication Technologies.**  
Read textbook chapter 4. |

<table>
<thead>
<tr>
<th>Week 4</th>
<th>R / 9-17</th>
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</thead>
</table>
| **Class will meet on this date from 2-3:30 p.m.**  
This frees up some of your time to keep up with assigned readings and complete Set 1 online activities, and prepare for Exam 1. |  
**Exam 1 Reminders.**  
**Intercultural Communication.**  
Read textbook chapter 3.  
Set 1 Preview Tests and Set 1 Chapter Assessment Tests are due online by 5 p.m. today. |
<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 5</strong>&lt;br&gt;R / 9-24</td>
<td><strong>Class will not meet on this date from 2-2:50 p.m.</strong></td>
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<td><strong>Exam 1</strong>&lt;br&gt;Chapters 1, 2, 3, 4, &amp; 12 topics.&lt;br&gt;(For details, see the Exams section in the syllabus and the Exam 1 Reminders document which is located in the Exam Reminders folder on Blackboard.)</td>
<td>Prepare for Exam 1.</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;R / 10-01</td>
<td><strong>Class will meet on this date from 2-3:50 p.m.</strong>&lt;br&gt;This frees up some of your time to keep up with assigned readings, work on Set 2 online activities, and work on the Intercultural Communication Report.</td>
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<td><strong>Exam 1 Class Results.</strong>&lt;br&gt;Business Writing Overview.</td>
<td>Read chapters 6 &amp; 7.</td>
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<td>Read textbook chapter 5.</td>
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<tr>
<td><strong>Week 7</strong>&lt;br&gt;R / 10-08</td>
<td><strong>Class will meet on this date 2-3:50 p.m.</strong>&lt;br&gt;This frees up some of your time to keep up with assigned readings, finish Set 2 online activities, and work on the Intercultural Communication Report.</td>
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<td><strong>Exam 2 Reminders.</strong>&lt;br&gt;Business Letters.</td>
<td>Read textbook chapter 8.</td>
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<td>Read textbook chapter 9.</td>
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<tr>
<td><strong>Week 8</strong>&lt;br&gt;R / 10-15</td>
<td><strong>Class will not meet on this date.</strong>&lt;br&gt;This frees up some of your time to keep up with assigned readings, complete Set 2 online activities and prepare for Exam 2.</td>
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<td>Set 2 Preview Tests and Set 2 Chapter Assessment Tests are due online by 5 p.m. today.</td>
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<td>Day/Date</td>
<td>Topics, Activities (e.g., Exams), Due Dates, &amp; Reminders</td>
<td>Class Preparation</td>
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<tr>
<td><strong>Week 9</strong>&lt;br&gt;R / 10-22</td>
<td><strong>Class will meet on this date from 2-2:50 p.m.</strong>&lt;br&gt;<strong>Exam 2</strong>&lt;br&gt;Chapters 5, 6, 7, 8, &amp; 9 topics. (For details, see the Exams section in the syllabus and the Exam 2 Reminders document which is located in the Exam Reminders folder on Blackboard.)</td>
<td>Prepare for Exam 2.</td>
</tr>
<tr>
<td><strong>Week 10</strong>&lt;br&gt;R / 10-29</td>
<td><strong>Class will meet on this date from 2-3:50 p.m.</strong>&lt;br&gt;This frees up some of your time to keep up with assigned readings, start the Set 3 online activities, work on the Intercultural Communication Report, and work on the YouTube Exercises.&lt;br&gt;<strong>Exam 2 Class Results.</strong>&lt;br&gt;Developing Business Presentations.&lt;br&gt;Delivering Business Presentations.</td>
<td>Read textbook chapter 10.&lt;br&gt;Read textbook chapter 11.</td>
</tr>
<tr>
<td><strong>Week 11</strong>&lt;br&gt;R / 11-05</td>
<td><strong>Class will meet on this date from 2-3:50.</strong>&lt;br&gt;This frees up some of your time to keep up with assigned readings, work on the Set 3 online activities, finish the Intercultural Communication Report, and work on the YouTube Exercises.&lt;br&gt;<strong>Communicating in Business Teams.</strong>&lt;br&gt;Communicating in Business Meetings.</td>
<td>Read textbook chapter 13.</td>
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<tr>
<td><strong>Week 12</strong>&lt;br&gt;R / 11-12</td>
<td><strong>Class will meet on this date from 2-3:50 p.m.</strong>&lt;br&gt;This frees up some of your time to keep up with assigned readings, work on the Set 3 online activities, and finish the YouTube Exercises.&lt;br&gt;<strong>Communicating in Business Meetings.</strong>&lt;br&gt;Employment Communication.</td>
<td>Read textbook chapter 14. &lt;br&gt;Submit three copies of your Intercultural Communication Report to Revant in BLB 133 between 10:30 a.m. &amp; 1:30 p.m. today.</td>
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<tr>
<td>Day/Date</td>
<td>Topics, Activities (e.g., Exams), Due Dates, &amp; Reminders</td>
<td>Class Preparation</td>
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<td><strong>Week 13</strong></td>
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<tr>
<td>R / 11-19</td>
<td><strong>Class will meet on this date from 2-3:50 p.m.</strong></td>
<td>Read textbook chapter 15.</td>
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<td><em>This frees up some of your time to keep up with assigned readings and finish the Set 3 online activities.</em></td>
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<td><em>Employment Communication.</em></td>
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<td><em>YouTube Exercises are due online by 5 p.m. today.</em></td>
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<td><strong>Week 14</strong></td>
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<tr>
<td>R / 11-26</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td><em>Thanksgiving Holiday</em></td>
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<td><strong>Week 15</strong></td>
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<tr>
<td>R / 12-03</td>
<td><strong>Class will meet on this date from 2-3:50 p.m.</strong></td>
<td>Read textbook chapter 16.</td>
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<td><strong>Exam 3 Reminders.</strong></td>
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<td><strong>Return report.</strong></td>
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<td><em>Employment Communication.</em></td>
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<td><strong>Guest Speaker from UNT Career Center</strong></td>
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<td><strong>Main Topic: Job Interviews.</strong></td>
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<td><strong>Set 3 Preview Tests and Set 3 Chapter Assessment Tests are due online by 5 p.m. today.</strong></td>
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<td><strong>Week 16</strong></td>
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<tr>
<td>Thursday, Dec. 10</td>
<td><strong>Exam 3 (Final Exam)</strong></td>
<td>Prepare for Exam 3.</td>
</tr>
<tr>
<td>1:30–3:30 p.m.</td>
<td>Chapters 10, 11, 13, 14, 15, &amp; 16 topics.</td>
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<td><em>(For details, see the Exams section in the syllabus and the Exam 3 Reminders document which is located in the Exam Reminders folder on Blackboard.)</em></td>
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