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 as well as an appreciation for the impact good communication skills can have on organizations and business people’s careers. 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. As an aside, MGMT 3330 is one of UNT’s Discovery courses.

Instructional Approach
A blended instructional approach is used in this course. This a combination of online activities, lectures, class discussions, and in-class team exercises. Due to the blended instructional approach in MGMT 3330.006, class will not meet every Tuesday and Thursday this semester. Whether class is scheduled to meet or not meet is indicated to the right of each Spring 2017 Tuesday and Thursday class date in the Course Schedule section of this syllabus. Obviously, class will not meet the week of Spring Break. The purposes of not meeting on some of these days include freeing up some of your time to keep up with assigned readings, work on online activities & the professionalism report, and prepare for exams.

Learning Objectives
1. Recognize the ways both poor and good communication skills affect organizations and business people’s careers.
2. Describe the attitudes and qualities shared by good communicators in U.S. organizations.
3. Discriminate between actions and behaviors that both impede and contribute to effective listening.
4. Describe communication techniques that both impede and contribute to effective business teams.
5. Describe communication techniques that both impede and contribute to effective business meetings.
6. Identify the three steps of the writing process and discuss the effect of each on business writing.
7. Describe the role of social media in U.S. organizations.
8. Identify writing principles that are important in business writing.
9. Identify techniques that compromise and contribute to effective electronic messaging.
10. Recommend writing strategies and components for various types of business letters.
11. Identify the components of effective business reports.
12. Describe ways electronic communication technologies are affecting organizations and business people’s careers.
13. Describe communication considerations that are important when communicating with intercultural business partners.
14. Identify how to plan, prepare, and give effective business presentations.
15. Describe the seven-step job search process.
16. Describe the relationship between communication and interpersonal skills and business etiquette.

Instructor
Dr. Robert Insley
Office: BLB 319C       Phone: 940-565-4331       E-mail: Insley@unt.edu (This is the only e-mail Dr. Insley checks.)
Student Conference Hours: Tuesdays & Thursdays from 8-9:30 a.m. and 12:30-1 p.m. on the dates class meets. Others by appointment.
Teaching Assistant
Rakesh Chennamaneni
Office: BLB 002  E-mail: Rakeshchennamaneni@my.unt.edu  (This is the only e-mail Rakesh checks.)
Student Conference Hours:  9 a.m. – 1 p.m. on the Tuesday/Thursday dates class meets.  Others by appointment.
While you can always contact me if you wish, you might also consider contacting Rakesh if you have questions regarding:
the seating chart, attendance records, the syllabus quiz, exams, checking your scores on Blackboard, posted scores, in-class exercises,
online activities, the professionalism report, and penalties imposed for being observed with visible electronic devices or using
electronic devices during class.

E-mailing Dr. Insley & Rakesh
If you e-mail Rakesh or me, please include the following identification information in your e-mail:  your full name (both first & last
names), the course preface & number (MGMT 3330), and your section number (001).  Since Rakesh and I are working with several
sections of MGMT 3330 and several hundred students for that matter, we need the above information to serve you efficiently.

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

Detailed descriptions of the textbook and student website access code are below.

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

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 approximately 30 percent of your course grade.  You are expected to purchase your
student website access code at the start of the semester so you will be able to submit online activities by their scheduled due
dates/times.  You will also want to access online Preview Tests, Chapter Assessment Tests, and YouTube Videos at the student
website when preparing for course exams since some of the exam questions will be drawn from these sources.  Other Student Website
resources that you will find helpful when preparing for exams include: Interactive Exercises (drop-and-drag & gaming formats), Interactive Glossary (flip card format), and textbook-based PowerPoint Slides that are not shown in class.  In addition, Writing Mechanics Rules & Guidelines websites that contain grammar, punctuation, capitalization, number usage, abbreviations, & spelling rules; games; & 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 second edition of the textbook, you will need to purchase an active Student Website Access Code separately since the code on the inside front cover of the used textbook will not be active.
•  Student Website Access Codes are not available at the bookstores, but can be purchased at www.grtep.com for $78.26.  This
amount does not include tax.

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

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

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

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

Bonus Points Opportunity: The vast majority of students in your class will not abuse the Electronic Devices Policy and possibly no one will. As a means of thanking them for their cooperation and courtesy we will award 10 bonus points to each student who adheres to the Electronic Devices Policy throughout the entire semester.

One Final Thought on the Matter: Business majors should be especially careful to avoid forming poor communication technology-usage habits that could easily follow them into the professional workplace. Keep keeping in mind that 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 your 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 due to absence as well as not receiving credit for an in-class exercise due to arriving late for class after we started the exercise or leaving the classroom before the exercise or related discussion pertaining to the exercise is completed
- not compiling a thorough set of Class Notes
- not taking Exams
- not taking the Syllabus Quiz

Your alternatives if you miss class:

- If you do not participate in an In-Class Exercise, there are no make-ups. (However, at the end of the semester we will drop two in-class exercises to offset two you may have missed)
- If you miss taking Class Notes, get them from a fellow student.
- If you miss an Exam or arrive too late to take it (after a classmate has finished), refer to the related information the Exams section of this syllabus.
- If you miss taking the Syllabus Quiz, contact me (Dr. Insley).

Actions That Typically Contribute to Student Success in This Class

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

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

UNT Learning Center (Sage Hall, Room 315, Learning.Center@unt.edu, 940-369-7006)

The UNT Learning Center offers assistance to help students succeed in their classes. The Learning Center offers free tutoring, workshops, and the following programs: Supplemental Instruction (group study sessions for many core courses), Volunteer Tutors (individualized tutoring in over 100 courses), Connecting for Success (individualized academic counseling and resource referrals), SMARTTHINKING.com (24/7 online tutoring), Learning Success Workshops (covering an array of academic topics), Academic Success Programs (series for students on Academic Alert/Probation), Study Skills Classes, and Speed Reading Classes.
Grade Scale
Your course letter grade will be determined by contrasting your total earned points with points-based grade scale presented below. (Course grades are not based on percentages.) If your total earned points in the course result in a partial number (e.g., 562.2 points), which could happen given the point value structure on online activities, the partial number (e.g., 562.2 points) will be raised to the next whole number (e.g., 563 points).

A = 603-670 points
B = 536-602
C = 469-535
D = 402-468
F = 0-401

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, course grades are based on the points-based grade scale above.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Approximate Letter Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>20</td>
<td>.33</td>
</tr>
<tr>
<td>Exam 1</td>
<td>150</td>
<td>2.5</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150</td>
<td>2.5</td>
</tr>
<tr>
<td>Online Activities</td>
<td>200</td>
<td>2.75</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>100</td>
<td>1.5</td>
</tr>
<tr>
<td>Professionalism Report</td>
<td>50</td>
<td>.75</td>
</tr>
</tbody>
</table>

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

Checking Your Grade Components’ Scores On Blackboard
Grade components' scores will be posted on Blackboard. If you have trouble accessing your scores, contact Rakesh.

- Syllabus Quiz scores will be posted by 5 p.m. the day after the quiz is administered.
- Exams 1 & 2 scores will be posted by 5 p.m. the day after each exam is administered.
- Online Activities scores will be posted periodically.
- In-Class Exercises indicators (+ = credit & 0 = no credit) will be posted periodically. (If you check these on a smartphone, only zeros will appear!)
- In-Class Exercises total points will be posted by 5 p.m. on Thursday, May 4.
- Professionalism Report scores will be posted by 5 p.m. on Tuesday, April 11.

Syllabus Quiz

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

General Description
The syllabus quiz requires you to answer five multiple-choice questions valued at four points each. The quiz will be administered in near the start of class on the date indicated in the Course Schedule portion of the syllabus. Bring a No. 2 lead pencil to class on that date!
Leaving the Classroom While the Syllabus Quiz is Being Administered or While it is Being Discussed
If you leave the classroom while the syllabus quiz is being administered or while it is being discussed, you will not receive credit.

Sharing Syllabus Quiz Results
Syllabus quiz results will be posted online by 5 p.m. the day after it is administered.

Reviewing Your Syllabus Quiz After Your Score is Posted
If you wish to review your syllabus quiz after scores are posted online, meet with Rakesh.

If You Have Questions Regarding the Syllabus Quiz
Contact Dr. Insley or Rakesh.

Exams

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

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

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

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

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

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

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

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

Arriving at Class Late on a Scheduled Exam Date
If you arrive late to class on an exam date, but do so before an exam has been submitted, you will be allowed to take the exam during that exam session. However, you will need to submit the exam by the end of the scheduled exam session. If you arrive late to class on an exam date after one or more exams have been submitted, you will not be allowed to take the exam during the scheduled exam session. If you find yourself in this situation, you are encouraged to request permission to take a make-up exam as described below.
What is Your Option if You Miss Taking Exam 1 During its Scheduled Time?
If you believe you have an acceptable excuse for having missed taking Exam 1, submit the materials requested below in hardcopy form to Rakesh as soon as possible. What does this involve? Staple together the following documents: (1) a keyboarded letter* explaining why you were unable to take the exam during the scheduled exam session and (2) related documentation such as an authorized university excuse or a medical doctor’s excuse. (*Include in your letter the course preface & number, MGMT 3330, your section number, a phone number, and your e-mail address.) Submitting the requested materials does not automatically guarantee that you will be granted permission to make up the missed exam. The decision to grant a make-up exam will be based on the reasons stated in your letter and the nature of your supporting documentation. If you are granted permission to take a make-up exam for Exam 1, plan to take the exam from 1-1:50 p.m. on Friday, May 5 in a location that will be announced in class.

What is Your Option if You Miss Taking Exam 2 (final exam) During its Scheduled Time?
If you believe you have an acceptable excuse for missing Exam 2, e-mail Dr. Insley immediately.

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

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

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

Online Activities

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

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

- **Chapter Assessment Tests**
  There are ten multiple-choice questions for each chapter. Chapter Assessment Tests are not merely check-off activities! They are scored and each correct answer is worth one-half point (.47 points). Once you open a Chapter Assessment Test, you will have 16 minutes to complete and submit it. Once you submit a Chapter Assessment Test, you will not be able to retake it. However, you will be able to go back in and reopen it for review purposes and to see which items you answered correctly and which you answered incorrectly. The process you will follow to reopen a Chapter Assessment Test is described in a related document that is located in the Handouts folder on Blackboard.
• **YouTube Exercises**
  All total, you are required to view 17 YouTube videos and complete the multiple-choice question(s) following each. The Set 1 & Set 2 videos you are required to view and respond to related questions are listed the next page. Each correct response is valued at 1.78 points. Once you watch each of these YouTube videos, there is no limit on the amount of time you have to respond to the related questions. Keep in mind, however, that you are limited to just one attempt per question.

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

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

**Online Activities Schedule and Due Dates**
The Online Activities are broken into two sets—Set 1 & Set 2. The Set 1 activities coincide with the Exam 1 chapters/topics and the Set 2 activities coincide with the Exam 2 chapters/topics. Both sets are available for completion from the start of the semester. In turn, each set will close on its scheduled due date and time as indicated in the course schedule.

**Breakdown for Sets 1 & 2**
The specific Sets 1 & 2 online activities chapters and YouTube videos are presented below.

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

• **Set 2 Online Activities**
  Complete and submit the Online Activities (*Preview Tests, Chapter Assessment Tests, YouTube Exercises*) that coincide with chapters 2, 11, 12, 13, 14, 15, 16, & 17 and related topics by the date and time indicated in the Course Schedule section of the syllabus. The Set 2 YouTube videos you are required to view and respond to are listed below.
  - *Email and Telephone Etiquette* (chapter 2, length 4:49, 4 questions)
  - *Get Their Attention Every Time You Speak* (chapter 11, length 2:53, 2 questions)
  - *How to Deliver an Effective Business Presentation* (chapter 12, length 6:02, 2 questions)
  - *Body Language: Learn How to Spot a Liar & Avoid Getting Scammed* (chapter 13, length 5:15, 3 questions)
  - *Teamwork on the Fly* (chapter 14, length 2:32, 2 questions)
  - *Business with Bob: Starting Meetings Effectively* (chapter 15, length 3:23, 2 questions)
  - *Resume Writing Tips: How to Write a Creative Resume* (chapter 16, length 7:22, 2 questions)
  - *Job Interview Tips: How to Avoid Disasters* (chapter 17, length 5:28, 3 questions)
Requests to Reopen Online Activity Sets
We will not reopen online activity sets following scheduled due dates and times. You have been provided a sufficient amount of time to complete each set by its scheduled due date and time; especially since both sets are available for completion/submission from the start of the semester. You are expected to purchase an active student website access code at the start of the semester so you will be able to access online activities as needed. You are also encouraged to avoid putting off completing each online set until the last minute. Otherwise, you may find yourself unable to complete and submit complete sets on time.

Posting Online Scores
Online Activities scores will be posted periodically.

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

In-Class Exercises

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

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

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

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

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

What Is The Point Value For Each In-Class Exercise?
There is no way of determining this figure until the end of the semester since the number of in-class exercises that will be administered is unknown. At the end of the semester, the specific 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 the digit 0 for each in-class exercise awarded no credit. In-Class Exercises indicators (+ = credit & 0 = no credit) will be posted periodically. During the semester if you check for the in-class exercises indicators on a smartphone, only zeros will appear! Instead, check on a laptop.
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. (In other words, one will not receive credit for an in-class exercise if he or she arrives to class late after we started it or leaves the classroom while it is being administered or during the related discussion of it.)
• 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 an electronic device, including not having an electronic device visible, while an in-class exercise was being administered and during the related discussion following it.
• were not observed doing homework for another class while an in-class exercise was being administered and/or during the related discussion following it.
• printed your name legibly on the exercise form.

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

Posting In-Class Exercises
These will be posted periodically.

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

Professionalism Report

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

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

What is Professionalism?
Professionalism has been defined as: The conduct, aims, or qualities that characterize or mark a professional person. Sample professionalism qualities include manners, appearance, punctuality, how one speaks, how one writes, applying netiquette rules, how one treats others (business etiquette), courtesy, and appropriate use of communication technologies (e.g., smartphones, texting, e-mail, etc.) One’s understanding of professionalism and professional qualities, without a doubt, influence job/internship/career fair, networking, internship, job search, job stability, and career growth opportunities and outcomes.
Due Date
You are required to submit two hardcopies to Rakesh in BLB 133 during his student conference hours on Wednesday, April 5. (Staple each copy of your report in the upper left-hand corner.)

Picking Up A Copy of Your Professionalism Report
Starting on Wednesday, April 12 you can pick up a copy of your professionalism report from Rakesh in BLB 133 during his scheduled student conference hours.

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

If you Have Questions Regarding the Professionalism Report
Contact Dr. Insley or Rakesh.

Professionalism Report Guidelines
Follow the guidelines below, to the letter. By doing so, you will give us little reason to deduct points!

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

Title Page
Your title page should include four parts like the example in Figure 10-11 in your textbook:

Professionalism (required report title)

Prepared for
Dr. Robert Insley

Prepared by
your name

Date
Report due date

Each line on your title page should be centered horizontally. The entries on your title page should be fairly balanced on the page vertically. Position the entries on the page so you have a one-inch margin at the top of the page immediately before the report title and a one-inch margin at the bottom of the page immediately following the report due date. Once these bookends (report title & report due date) are positioned vertically, leave a fairly-equal number of blank vertical lines between the four parts which is to suggest that the four parts should not be jammed up close together like the sample title page on page 357 in your textbook. Use the Times New Roman font for all entries on the title page. The report title should be a 14-point type size and boldfaced. The remainder of the entries should be in a 12-point type size. The entries “Prepared for”, “Prepare by”, and “Date” should be boldfaced while the entries beneath each should not be boldfaced.

Do not type on the reverse side of the Title Page.
Report Body
You should access a minimum of three sources (e.g., articles, interviews, books).

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

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

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

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

Sources Page
Use the *Times New Roman* font on your sources page.

Boldface and center the word Sources horizontally one inch from the top of the page in a 12-point type size. Then, leave one blank vertical line before listing your sources. Use the same margins as required for the Report Body section—1-inch top, bottom, & side margins. Leave one blank vertical line between each sources entry. Start the first line of each sources entry at the left margin. Do not use bullets.

Next, list your sources using the APA writing style and a 12-point type size.

Do not type on the reverse side of the Sources page.
## Course Schedule

**MGMT 3330.006, Spring 2017**  
Tuesdays & Thursdays from 11 a.m. – 12:20 p.m. in BLB 040

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Topics, Activities, Due Dates, &amp; Reminders</th>
<th>Class Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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<tr>
<td><strong>T / 1-17</strong></td>
<td>Class will meet on this date.</td>
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<td></td>
<td><em>Course Introduction.</em></td>
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<td></td>
<td><em>Communicating in Organizations.</em></td>
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<tr>
<td><strong>R / 1-19</strong></td>
<td>Class will meet on this date.</td>
<td>Read textbook chapter 1</td>
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<td></td>
<td><em>Communicating in Organizations.</em></td>
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<td><em>Intercultural Communication.</em></td>
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<td><strong>Week 2</strong></td>
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<tr>
<td><strong>T / 1-24</strong></td>
<td>Class will meet on this date.</td>
<td>Prepare for Syllabus Quiz.</td>
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<td></td>
<td><em>Seating Chart distributed.</em></td>
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<td><em>Syllabus Quiz administered during class.</em></td>
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<td><em>Intercultural Communication.</em></td>
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<tr>
<td><strong>R / 1-26</strong></td>
<td>Class will meet on this date.</td>
<td>Read textbook chapter 3.</td>
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<td><em>Intercultural Communication.</em></td>
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<td><em>Communication Technologies.</em></td>
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<td><strong>Week 3</strong></td>
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<tr>
<td><strong>T / 1-31</strong></td>
<td>Class will meet on this date.</td>
<td>Read textbook chapter 4.</td>
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<td><em>Communication Technologies.</em></td>
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<td></td>
<td><em>Business Writing Overview.</em></td>
<td>Read textbook chapter 7.</td>
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<tr>
<td><strong>R / 2-02</strong></td>
<td>Class will <strong>not</strong> meet on this date.</td>
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<td>Day/Date</td>
<td>Topics, Activities, Due Dates, &amp; Reminders</td>
<td>Class Preparation</td>
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<td>Week 4</td>
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<td>T / 2-07</td>
<td><strong>Class will meet on this date.</strong></td>
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<td><em>Business Letters.</em></td>
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<td>R / 2-09</td>
<td><strong>Class will meet on this date.</strong></td>
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<td><em>Business Reports.</em></td>
<td>Read textbook chapter 10.</td>
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<td>Week 5</td>
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<td>T / 2-14</td>
<td><strong>Class will meet on this date.</strong></td>
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<td><em>Writing Electronically.</em></td>
<td>Read textbook chapter 6.</td>
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<td>R / 2-16</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td>Week 6</td>
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<td>T / 2-21</td>
<td><strong>Class will meet on this date.</strong></td>
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<td><em>Social Media.</em></td>
<td>Read textbook chapter 5.</td>
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<tr>
<td>R / 2-23</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td>Week 7</td>
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<tr>
<td>T / 2-28</td>
<td><strong>Class will meet on this date.</strong></td>
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<td></td>
<td><em>Business Presentations.</em></td>
<td>Read textbook chapter 11.</td>
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<tr>
<td>R / 3-02</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td></td>
<td><em>Set 1 Online Activities are due online by 5 p.m. tomorrow, Friday, March 3!</em></td>
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<tr>
<td>Day/Date</td>
<td>Topics, Activities, Due Dates, &amp; Reminders</td>
<td>Class Preparation</td>
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<tr>
<td><strong>Week 8</strong>&lt;br&gt;T / 3-07</td>
<td>Class will meet on this date.</td>
<td>Prepare for Exam 1.</td>
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<td></td>
<td><strong>Exam 1</strong> - Chapters 1, 3, &amp; 4-10 topics. (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>
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<tr>
<td><strong>Week 9</strong>&lt;br&gt;R / 3-09</td>
<td>Class will not meet on this date.</td>
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<tr>
<td><strong>Week 10</strong>&lt;br&gt;T / 3-21</td>
<td>Class will meet on this date.</td>
<td>Read textbook chapter 12</td>
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<td><em>Business Presentations.</em></td>
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<tr>
<td>R / 3-23</td>
<td>Class will meet on this date.</td>
<td>Read textbook chapter 13</td>
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<td><em>Listening.</em></td>
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<td><strong>Week 11</strong>&lt;br&gt;T / 3-28</td>
<td>Class will meet on this date.</td>
<td>Read textbook chapter 14.</td>
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<td><em>Communicating in Business Teams.</em></td>
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<td>R / 3-30</td>
<td>Class will meet on this date.</td>
<td>Read textbook chapter 15.</td>
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<td><em>Communicating in Business Meetings.</em></td>
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<td>Day/Date</td>
<td>Topics, Activities, Due Dates, &amp; Reminders</td>
<td>Class Preparation</td>
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<td><strong>Week 12</strong></td>
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<td>T / 4-04</td>
<td>Class will <strong>not</strong> meet on this date.</td>
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<tr>
<td>R / 4-06</td>
<td>Class will meet on this date.</td>
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<td>Professionalism Report is due on this date. (Submit two hardcopies to Rakesh in BLB 133 during his office hours. Staple each copy in the upper left-hand corner.)</td>
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<td></td>
<td><em>Business Etiquette.</em></td>
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<td><strong>Week 13</strong></td>
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<tr>
<td>T / 4-11</td>
<td>Class will meet on this date.</td>
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<tr>
<td>R / 4-13</td>
<td>Class will meet on this date.</td>
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<td></td>
<td><em>Employment Communication.</em> Beginning on this date, you can pick up a copy of your <em>professionalism report</em> from Rakesh in BLB 133 during his scheduled student conference hours.</td>
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<tr>
<td><strong>Week 14</strong></td>
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<tr>
<td>T / 4-18</td>
<td>Class will meet on this date.</td>
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<td><em>Employment Communication.</em> Read textbook chapter 16.</td>
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<tr>
<td>R / 4-20</td>
<td>Class will <strong>not</strong> meet on this date.</td>
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<td>Day/Date</td>
<td>Topics, Activities, Due Dates, &amp; Reminders</td>
<td>Class Preparation</td>
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<td><strong>Week 15</strong></td>
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<td>T / 4-25</td>
<td><strong>Class will meet on this date.</strong></td>
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<td><em>Employment Communication.</em></td>
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<td>R / 4-27</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td><strong>Set 2 Online Activities are due online by 5 p.m. tomorrow, Friday, April 28!</strong></td>
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<td><strong>Week 16</strong></td>
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<td>T / 5-02</td>
<td><strong>Class will meet on this date.</strong></td>
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<td></td>
<td><em>Employment Communication.</em></td>
<td><strong>Read textbook chapter 17.</strong></td>
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<td><em>Career Management.</em></td>
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<td>R / 5-04</td>
<td><strong>Class will not meet on this date.</strong></td>
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<td><strong>Week 17</strong></td>
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<tr>
<td>Tuesday</td>
<td><strong>Exam 2 (Final Exam)</strong></td>
<td><strong>Prepare for Exam 2.</strong></td>
</tr>
<tr>
<td>May 9</td>
<td>Chapters 2 &amp; 11-17 topics.</td>
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<tr>
<td>10:30 a.m.</td>
<td><em>(For details, see the Exam section in the syllabus and the Exam 2 Reminders document which is located in the Exam Reminders folder on Blackboard.)</em></td>
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</table>