<table>
<thead>
<tr>
<th>Department of Business Communication &amp; Legal Studies</th>
<th>Nelson Rusche College of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCM 347 001 Managerial Communication</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Professor: Dr. Christopher McKenna</td>
<td>Office: McGee 229C (in Suite 229)</td>
</tr>
<tr>
<td>Email: <a href="mailto:mckennacj@sfasu.edu">mckennacj@sfasu.edu</a> (use this address only if having problems with Desire 2 Learn)</td>
<td>For course contact, use email in D2L first.</td>
</tr>
<tr>
<td>Phone: (936) 468-1549</td>
<td>(936) 468-3103 – Direct line to Business Communication &amp; Legal Studies Department</td>
</tr>
<tr>
<td>Class Starts: Monday, August 26, 2019</td>
<td>Holidays</td>
</tr>
<tr>
<td>Class Final: Final deliveries due on Monday, December 9th (10:30 – 12:30pm).</td>
<td></td>
</tr>
<tr>
<td>Class Time: 11 am-12:15 pm on Mondays and Wednesdays</td>
<td>Class Place: Meet in normal classroom (McGee 167) unless the Daily Task List indicates meeting in a LAB in the building</td>
</tr>
</tbody>
</table>

**Office Hours:**

<table>
<thead>
<tr>
<th>Monday</th>
<th>2-5pm</th>
<th>11:00 am-12:15 pm</th>
<th>BCM 347 001 Administrative Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>2-4pm</td>
<td>9:30 am-10:45 am</td>
<td>BCM 247 008 Business Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:00 am-12:15 pm</td>
<td>BCM 247 009 Business Communication</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2-5pm</td>
<td>11:00 am-12:15 pm</td>
<td>BCM 347 001 Administrative Communication</td>
</tr>
<tr>
<td>Thursday</td>
<td>2-4pm</td>
<td>9:30 am-10:45 am</td>
<td>BCM 247 008 Business Communication</td>
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<tr>
<td></td>
<td></td>
<td>11:00 am-12:15 pm</td>
<td>BCM 247 009 Business Communication</td>
</tr>
<tr>
<td>Friday</td>
<td>By appointment only</td>
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</tbody>
</table>

**Teaching (Face to Face Classes):**

**Course Description:**

Applied approach to develop oral communication as management and career-success tools, including incorporating skills such as audience analysis, extensive self-reflection, teamwork, organization, drafting, revising, oral presentations (individual and group), and visual aid development.

**Course Requirements:** This course requires you to engage in a set of oral-communication situations common within business settings. Coverage will also include career services, employment-related communications, the incorporation of team building skills via a team project, and several oral presentations. Some assignments may include primary research or secondary research. Much of the work in the course will be produced during in-class lab sessions; as such, attendance—and active participation during class—is effectively mandatory.

**Textbook:** No required text—rather, an OPTIONAL text.
**Important note:** In order to conform to the University’s efforts to control student expenses, there will be no textbook required in the course. Handouts will be provided regularly in class, and therefore perpetual attendance is essential to succeeding.

However, if you are serious about becoming a professional business practitioner, you may want to consider ordering the course’s optional textbook:

**Business and Administrative Communication, Edition: 11th**


As an optional resource, this text will not be actively referenced in class. However, B&AC is considered the industry standard for business communication, and it contains many useful samples of documents and practices commonly required by business practitioners (plus helpful checklists to determine whether a given “message” incorporates best-practice elements).

**Software:**
For this course, most written documents and assignments will be completed using Microsoft Word for the PC. Assignments submitted in Microsoft Works, WordPerfect, as graphics, as zipped files, or as handwritten documents will not be accepted—you score on those assignments will be zero. In addition, some assignments may encourage the use of Microsoft PowerPoint, the ongoing industry standard tool for audio-visual accompaniment to oral presentations. If you do not have Microsoft Word or Microsoft PowerPoint on your computer, you should plan to use the software in an on-campus computer lab or some other location where you have access to such software. You will need to download Acrobat Reader to review some of the handouts and the assignment materials for the course provided in pdf format.

**Equipment for the Course**
You will need easy and reliable access to the Internet for this course. The Internet may be used for library research, for accessing D2L, for submitting assignments, and so on.

**Student Learning Outcomes.** Course activities will prompt students to:

- Compose clear, grammatically correct, and coherent messages and presentations that meet professional standards and are appropriate to specific communication situations.

- Demonstrate an awareness of the ways in which technology, delivery medium, culture, context, and (most critically) an audience’s expectations and demographic characteristics shape and influence effective message preparation and presentation.

- Apply editing and revision skills to one’s work and to the work of others.

- Refine and practice useful presentation and public-speaking strategies.

- Participate effectively in team-based projects.

- Prepare and incorporate effective and appropriate graphic aids during oral presentations.

- Deliver an effective business presentation in both an individual and a group setting.

**Course Methods:**
The following methods may be used in the course: lectures, team discussions, online assignments, draft workshops for creating and editing documents, team report or project development, interviews or practice interviews, team and/or individual oral presentations, and electronic mail. Students should use D2L frequently to check progress in the course.
General Student Policies:

Academic Integrity (4.1). Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to (1) submitting an assignment as if it were one’s own work when is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or (3) incorporating the words or ideas of an author into one’s paper without giving the author credit. Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Important academic dishonesty note: In this class, you are required to produce work that is original to you and that must have been created by you (barring team-produced assignments). Furthermore, assignments and homework submissions must have been created for this class only, and for this section of the class only, offered at this university only. In other words, they must not be ‘reused’ or ‘recycled’ works. Reusing or recycling a work is considered unauthorized aid within the context of this course. Instances of recycled work (either in full or in part) will result in a failing grade on any single assignment. A second such infraction will result in an automatic failure in the course. Either penalty would be levied solely at the discretion of the instructor.

When it comes to authorized aid, however, please understand that you are permitted to incorporate the feedback you receive from either your instructor or your classmates during in-class feedback sessions without penalty, and the same is true for the assistance you may receive from tutors at the AARC (Academic Assistance and Resource Center).

Withheld Grades Semester Grades Policy (5.5). At the discretion of the instructor of record and with the approval of the academic unit head only, a grade of WH will generally be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must either complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policies related to active military service. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please refer to the complete policy at http://www.sfasu.edu/policies/course-grades.pdf

Students with Disabilities. To obtain disability related accommodations, alternate class or presentation formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Room 325 in the Human Services Building, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
### Student Conduct (University Policy 10.4).

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the full Student Conduct Code at [http://www.sfasu.edu/policies/student-conduct-code.pdf](http://www.sfasu.edu/policies/student-conduct-code.pdf).) Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have **full discretion** over what behavior is appropriate/inappropriate in the classroom.

### Class Procedures:

**Attendance Policy.** Since excellent attendance frequently results in better classroom performance, and since this course is partially a course that encourages pre-professional behavior, attendance is not optional. During the semester, your instructor will take attendance every day. If you are present, you’ll earn 2 points (for a maximum of 60 points per semester). If you are absent due to acceptable and documented exceptional circumstances—say, due to serious illness, a death in the family, or a school-related event—then you must let your instructor know no later than the day after the absence and must provide documentation to justify the missed class. This documentation must, in the case of medical excuses from health care providers, indicate that you were specifically advised not to attend (or were medically unable to attend) class in order for the absence to be excused (just as would be true in a real-world job situation).

If you are absent for class and cannot provide an acceptable and documented excuse as described above, then you will be marked absent. Potential qualifying excuses include the following: a documentable illness for which you have sought medical attention AND which prevented you from attending class (per the medical documentation itself); or a documentable death in the family; or a university-sponsored event to attend that has been pre-discussed with your instructor; or an event deemed truly exceptional by your instructor (at his discretion).

Moreover, since being prepared for class AND paying attention in class AND eliminating unnecessary distractions are essential attendance requirements, then any student who either fails to bring in homework materials when assigned OR who leaves a cell phone or a smart phone visible to the instructor will be marked absent.

Furthermore, since this is an exceptionally compressed face-to-face course that incorporates a significant amount of collaborative and group work, you face a finite absence limit: once you miss a **fourth** class session without an excuse that is both documentable and exceptional in the view of your instructor, you will **automatically fail** the course. There are no grounds on which you may appeal this failure.

If you are concerned that in-person attendance may become an issue for you, then you are strongly advised to seek out an alternative section of the course (particularly an online section, if in-person attendance represents an ongoing issue) or you should take it with another instructor with a different attendance policy in another semester. By staying enrolled in the course, you indicate thereby your tacit agreement with and understanding of this policy provision—and its potential impact on you.

**Final codicil to the attendance policy:** In the real world, presentations cannot be made up. Any individual who misses class for any reason (documented or otherwise) when an oral presentation is due will receive a score of 0 on that oral presentation assignment unless arrangements for an alternative delivery time and place were made before the class with the instructor. Note that your instructor is under no compulsion or requirement to offer an alternative if the course schedule does not readily accommodate such an alternative (at the instructor’s sole discretion).
The bottom line: Obviously, don’t miss class.

Schedule: This course is NOT a course where you work at your own pace on your own deadlines. In fact, this course has very specific due dates that you must meet. **It is your responsibility to turn in all assignments on time, and you will have assignments or activities due virtually every class session. You may turn in available assignments earlier if you wish to do so, but no assignments will be accepted late. “No excuses, and no tears.”**

If you run into unexpected challenges with any assignments or due dates, be sure to contact the instructor BEFORE the assignment is due—and at least two hours PRIOR to the beginning of the class period when the assignment is due—to have any chance at an extension. Extensions will only be granted in truly **exceptional** circumstances, at your instructor’s discretion. Note that your instructor cleaves to a very close interpretation of the word **exceptional** (i.e., conditions that you could not reasonably have foreseen or avoided and for which there are no immediately available remedies).

As a rule, if you miss class and written work is due that day (and written drafts or assessments are often due in BCM 347), then it is incumbent upon you to email a copy to your instructor or to have a classmate bring a copy in for you.

BTW: Your instructor is not your personal tech support. Lame technology-related excuses are precisely that: lame…and hardly exceptional. They do not lead to extensions or alternative due dates for your work.

**Teams and collaborative work.** Shortly after the semester begins, students will be randomly assigned to teams generally consisting of several other members (depending on overall class enrollment).

Your involvement in team activities is critically important, as you will jointly produce a team presentation. Thus, participation in team activities is not an option in this course; rather, it is a requirement.

The official channel of communication for your team will be the team discussion board on Desire 2 Learn (D2L), though you may establish an alternative messaging service and/or document-sharing repository (like Google Dox, for instance) if the members of your team agree to do so. When it comes to producing and sharing work, **DO NOT** make your team (and certainly not your instructor) chase you down. It is YOUR RESPONSIBILITY to keep in touch with your team about your activities. If you don’t, well, you run an interesting risk, as described below:

Note that any team member who is not performing effectively may be **FIRED** from the team. **Firing** can only occur with the approval of the instructor after consultation involving the “firing” team members, unless the instructor chooses directly to fire any team member for producing noticeably substandard work or for letting the team down on more than one occasion. The primary causes for firing include invisibility (i.e., the student has not communicated with the team on a timely basis and/or the student does not attend class during team sessions) or for non-performance (i.e., the student in question does not complete his/her work in a timely manner, or produces work of obviously poor quality, etc.).

To institute a firing, a member of the team should write a brief memo-style email to the instructor outlining the rationale for firing. The instructor will make a final decision based upon the rationale provided in the memo and/or upon the instructor’s observation of inappropriate participation levels or behaviors. However, only the instructor can officially notify the fired student of his/her new status.

Note that a fired team member will be given a choice: either to complete all team assignments by him or herself, or to receive no credit for the team assignments. Note, too, that a fired team member will not be permitted to earn a higher score than the remaining team members on the team project. [For example, if the team earned a B on the oral presentation, the highest grade the fired individual could earn would be a B.]
Furthermore, if multiple team members report that a specific team member has not participated in the project or has performed a significantly smaller amount of work, then the final points awarded for the project may be adjusted by the instructor such that the points of the weakly participating team member may be reduced or eliminated.

Therefore, one of your goals in a team project is to cooperate with your team so that you are not fired and so that you receive full credit for an equal effort across the group.

**Professional courtesy.** This class will be conducted in a professional manner and is designed for professionally minded people. You are expected by your instructor and your classmates 1) to come to class on time, 2) to submit work on time – no excuses, 3) to avoid profanity and/or offensive language in your communication, and 4) to participate fully and courteously with both your team and fellow class members.

Additional note regarding “team courtesy:” Do not send harassing emails, texts, messages, or other communications that deploy insulting, demeaning, or offensive language to other team members. Such communications may result in the sender’s failing the assignment (at the instructor’s discretion).

**Appropriate Use of Technology.** Whenever students have technology available to them in the classroom or class lab, it should be used appropriately—namely, for BCM 347 class assignments. Using devices for interacting on social-media sites such as Facebook or Twitter is NOT an appropriate in-class use of technology. Sending text messages, taking photos of other students, sending/receiving instant messages, or making/receiving phone calls during class also represent distractions to the learning environment and will not be tolerated. As a general rule, working on assignments for another class during our lab sessions remains a technology violation, too, unless you have received prior permission from your instructor. Inappropriate use of technology can result in a student being marked absent (at the instructor’s sole discretion).

Additionally, the use of cell phones or other personal computing devices (smartphones, PDAs, laptops, etc.) is forbidden in class unless your instructor has granted an exception for that day (or, in extremely exceptional cases, for the semester). Personal devices are to be put away and turned completely off. Any sighting of a personal device by the instructor will lead to the student in question being marked absent...and (as noted above) unexcused absences almost instantly put students at risk of failing this course.

**Appropriate Pre-Professional Conduct.** Everyone in this course will be treated as a professional. However, if a student demonstrates unprofessional behavior, at that point the student in question will be treated by the instructor and his/her peers as an adolescent. [Instructor’s recommendation: Do not let this happen to you...because you won’t like it.]

Moreover, please note that unprofessional behavior may result in either reduced or even NO credit for an assignment (solely at your instructor’s discretion). In our class labs, please recognize that unprofessional behavior also includes (but is not limited to) printing off materials for others classes, checking email, visiting non-class-related websites, working on assignments from other classes, game playing, and so on, unless these activities have been authorized by the instructor or you have asked and received permission to do so.

If you have legitimate questions about what might or might not be considered professional conduct, please contact your instructor BEFORE you engage in those behaviors in order to avoid a potentially unforeseen grade penalty.

**Alternative Grading Opportunity: The Grading Contract option.**

In order to help students operate in a disciplinary field generally outside of their selected majors, each student will be granted the opportunity of earning the higher of one of two grades.
A) The “Grading Contract” option.

Students who fulfill all of the elements of the grading contract will, regardless of the quality of their written or spoken work, receive a C grade in BCM 347. [Keep in mind that a C represents an average grade at this University according to the Registrar.]

Requirements for satisfying the Grading contract:

- Attendance. Students must miss no more than 2 classes all semester (though exceptional circumstances will be considered). In other words, more than 2 unexcused absences will disqualify you from pursuing the grading contract. However, if you miss an in-class presentation due even to an excused absence, since in-class work cannot be made up, you will thereby be disqualified from grading-contract contention.
- Participation. Students will participate during in-class activities in an open, honest, and friendly manner—both within their groups, during class discussions, and will provide through feedback as a part of daily presentation exercises.
- Timeliness. Students will complete all of their homework, projects, and presentations on time—as explained previously in this document.
  - In addition, if you suspect that you will be absent from class when an assignment (or homework) is due, you will need to send it to your instructor beforehand OR have a friend bring it to class to prevent it from being marked as late.
- Neatness counts! Drafts or notes turned in as proof of doing one’s homework should still be provided in a clean, typed, proofread, and spell-checked format produced using professional word-processing software like Microsoft Word. Moreover, in practical terms there is NO excuse for failing to spell-check AND grammar-check a paper with the tools available in document processors like Word, Excel, and PowerPoint.

B) The “Standard Grading” option.

Standard grading means that your work will be graded as it is delivered and those grades will be reflected in the D2L gradebook (as is no doubt customary in your other courses).

All students will have the results of their work tracked as the semester goes along, regardless of whether or not you hope to pursue the grading contract. If at the end of the semester all work has been completed, turned in on time, and no more than the contract-cutoff number of unexcused absences have been reached, then a student will be awarded the contract grade if his or her standard grade does not calculate out to be higher than a C.

As such, you do not have to inform your instructor whether or not you wish to pursue the Contract. If you qualify, the contract grade will be awarded to you (a) if you qualify and (b) if it is to your advantage, grade-wise.

Revisions: Potential Opportunities to raise your Grade under Option B. In theory, practice in a skill like public speaking should lead to skill improvements over time. Therefore, you instructor will permit you to re-do two presentations: the 6-Point Proposal (taped proposal and self-assessment) and the Practice Interview (whose revision would need to include feedback from the CCPD and your own self-assessment).

For an assignment to be re-graded, then you would need to perform several steps: (a) re-do the taping portion of the assignments, (b) resubmit any associated feedback to the appropriate dropbox(es), (c) resubmit any associated video links to the appropriate dropbox(es), and (d) personally notify your instructor in class that you have done this so he can go review these materials.
However, revisions are subject to deadlines: the 6-Point Presentation (individual) presentation can be re-done no later than the beginning of the last week of class. The Practice Interview would need to be submitted to the CCPD for feedback no later than three weeks before the end of class (with any associated classroom paperwork completed/filed one week before the end of class)—as noted in the Daily Task listing below.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>REWORK THIS COMPLETELY</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>90-100% of total points</td>
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<tr>
<td><strong>B</strong></td>
<td>80-89% of total points</td>
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<tr>
<td><strong>C</strong></td>
<td>70-79% of total points</td>
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<tr>
<td><strong>D</strong></td>
<td>60-69% of total points</td>
</tr>
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</table>

**Grade items:**

<table>
<thead>
<tr>
<th>ZOOM Introduction</th>
<th>30</th>
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<tbody>
<tr>
<td>Elevator Pitch Video</td>
<td>60</td>
</tr>
<tr>
<td>Elevator Pitch Self-Assessment Memo</td>
<td>30</td>
</tr>
<tr>
<td>Daily Presentations (x5 at 20 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Practice Interview CCPD Feedback (upload)</td>
<td>30</td>
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<tr>
<td>Practice Interview Self-Assessment Response (upload)</td>
<td>30</td>
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<tr>
<td>Practice Interview Performance Score</td>
<td>70</td>
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<tr>
<td>Six-Point Proposal Presentation (video)</td>
<td>80</td>
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<tr>
<td>Business Plan Presentation (video)</td>
<td>300</td>
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<tr>
<td>Business Plan Visuals</td>
<td>100</td>
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<tr>
<td>Course Evaluation</td>
<td>10</td>
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<tr>
<td>Class Participation (based on level of in-class engagement)</td>
<td>100</td>
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<tr>
<td>Attendance (2 pts per class)</td>
<td>60</td>
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</tbody>
</table>

**Estimated Total Points:** 1000
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Activities</th>
<th>Deadlines/Assignments Due/Comments</th>
</tr>
</thead>
</table>
| 1       | 8/26  | • Introduction to course, inc. policies and procedures.  
• Review of Course materials.  
• *Discussion*: Daily presentations.  
• *Discussion*: Other significant semester deliverables. | **Homework:**  
• Review the Course Policies & Procedures **extremely carefully.**  
➤ Bring in any questions to class.  
• **Reminder:** Begin updating your resume—due in Class Period 4. |
| 2       | 8/28  | • *Discussion*: Questions re: Syllabus, Policies, etc.?  
• *Demonstration*: Accessing and using ZOOM technology.  
• *Introduction*: Elevator Pitch assignment.  
• *Discussion*: Modeling feedback (stating-restating, questions, clarifications, “I noticed that...,” suggested next steps, etc.). | **Homework:**  
• First set of (impromptu) *Daily Presentations* due next class.  
• Video response to ZOOM *Introduction* questions: Record and upload a link to requisite D2L dropbox. |
| 3       | 9/2   | • Location: LAB.  
• *Zoom Introduction* due.  
• *Daily Presentation* 1 day.  
• *Discussion*: Elevator Pitch model. | **Homework:**  
• Update your *resume* and bring it to class.  
• Make notes for what you might say in your elevator pitch about yourself (as an introduction to a potential employer). |
| 4       | 9/4   | • Location: LAB.  
• *Discussion*: Elevator Pitches: a potentially useful model.  
• *Class workshop*: Development of your own elevator pitch script; if time permits, practice your pitch with other students. | **Homework:**  
• Prepare for next set of *Daily Presentation* responses.  
• **Note:** You have 1 week to practice and record your *Elevator Pitch*, to watch it, and to produce your *Elevator Pitch Self-Assessment Memo*. |
| 5       | 9/9   | • *Daily Presentation* 2 day. | **Homework:**  
• Link to your *Elevator Pitch* video due in Dropbox by next class period.  
• Bring in a copy of your *Elevator Pitch Self-Assessment Memo* AND upload it to the appropriate Dropbox. |
| 6       | 9/11  | • Location: LAB.  
• *Elevator Pitch* due.  
• *Elevator Pitch Assessment Memo* due. | **Homework:**  
• Develop responses to basic interview question set from CCPD (bring notes into class). |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity and Notes</th>
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<tbody>
<tr>
<td>7/9/16</td>
<td><strong>Intro and Discussion:</strong> Practice Interview assignment. Demo from CCPD and introduction to InterviewStream. <strong>Practice Interview</strong> video capture with InterviewStream/Handshake due by Class Period 9. <strong>Practice Interview Self-Assessment Response</strong> copied into appropriate Dropbox by Class 9 as well. Half-class (randomly selected) to prepare for third <em>Daily Presentation</em> response. <strong>Homework:</strong> Continue working on practicing answers to common interview questions. Rest of class (randomly selected) to prepare for third <em>Daily Presentation</em> response.</td>
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<tr>
<td>9/18</td>
<td>Location: LAB. <strong>Daily Presentation 3 day</strong> (half of class). Continue to modify and practice interview responses, focusing on (a) highlighting skills, (b) using positive language, and (c) incorporating your “3 essential points.” <strong>Homework:</strong> Continue working on practicing answers to common interview questions.</td>
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<tr>
<td>9/23</td>
<td>Location: TBD. Practice Interview tapping day. <strong>Homework:</strong> Practice Interview video capture with InterviewStream/Handshake due before next class. <strong>Practice Interview Self-Assessment Response</strong> copied into appropriate Dropbox before next class.</td>
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<tr>
<td>9/25</td>
<td>Location: LAB. Practice Interview video-capture (using InterviewStream) due. Practice Interview Self-Assessment Response (both a print copy and Dropbox upload) due. Assign students to teams. <strong>Group interaction discussion:</strong> Keys for group success. Discussion and practice: Performance evaluation. <strong>Homework:</strong> Half-class (randomly selected) to prepare for fourth <em>Daily Presentation</em> response.</td>
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<tr>
<td>Date</td>
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| Discussion and workshop: How to run a meeting effectively.           | 10/30  | - Location: LAB.  
- **Introduce Business Proposal** assignment.  
- Demo of sample business plans and reference sources (models and past submissions).  
- Produce a sample agenda for an hour-long meeting (with you as a manager) operating in a company or organization you hope to work for in the future.  
- Introduce Business Proposal assignment.  
- Demo of sample business plans and reference sources (models and past submissions). | - Bring in copies of ideas for 2 new businesses, which may include new products/product extensions/franchising ideas. |
| 20 11/4                                                               | 11/4   | - Location: LAB.  
- Group project idea discussion & workshop.  
- F/O/P exercise.  
- **Agree on group’s new business idea.**  
- **Agree on group’s name.** |                                                                                                                                              |
| 22 11/6                                                               | 11/6   | - Location: LAB.  
- **Group project: In-class development.**  
- Impromptu speaking exercise.  
- Develop and/or revise at least three slides for your team’s proposal.  
- Bring 6 copies of these materials to class.  
- NOTE: Last chance to re-do your **Practice Interview** (before next class period). | - Agree on group’s new business idea.  
- Agree on group’s name.  
- Develop and/or revise at least three slides for your team’s proposal.  
- Bring 6 copies of these materials to class.  
- NOTE: Last chance to re-do your **Practice Interview** (before next class period). |
| 23 11/11                                                              | 11/11  | - Location: LAB.  
- **Group project:** In-class development / deck revising, focusing on consistency, formatting, and content “gaps.”  
- **NOTE:** Last chance for any **Practice Interview** re-dos.  
- Combine materials into a single presentation.  
- Make sure each group member has a physical copy of the whole deck printed out for the next class.  
- Print one copy for instructor. | - Agree on group’s new business idea.  
- Agree on group’s name.  
- Develop and/or revise at least three slides for your team’s proposal.  
- Bring 6 copies of these materials to class.  
- NOTE: Last chance to re-do your **Practice Interview** (before next class period). |
| 24 11/13                                                              | 11/13  | - Location: LAB.  
- Finalize project decks in class using round-robin feedback / duplication reduction / gap approach.  
- Finalize deck.  
- Email “final” deck to instructor by the beginning of the next class period.  
- Bring in 2 copies of the presentation for you instructor (per group). | - Combine materials into a single presentation.  
- Make sure each group member has a physical copy of the whole deck printed out for the next class.  
- Print one copy for instructor.  
- Finalize deck.  
- Email “final” deck to instructor by the beginning of the next class period.  
- Bring in 2 copies of the presentation for you instructor (per group). |
| 25 11/18                                                              | 11/18  | - Location: LAB.  
- Deck approval.  
- Presentation script development.  
- Revise presentations.  
- Draft segments of presentation script. | - Combine materials into a single presentation.  
- Make sure each group member has a physical copy of the whole deck printed out for the next class.  
- Print one copy for instructor.  
- Finalize deck.  
- Email “final” deck to instructor by the beginning of the next class period.  
- Bring in 2 copies of the presentation for you instructor (per group). |
- **Discussion:** Public speaking (tips and tricks).  
- **Make sure each student has his/her presentation script fully drafted and shared with rest of team before returning from break...OR ELSE.** | - Combine materials into a single presentation.  
- Make sure each group member has a physical copy of the whole deck printed out for the next class.  
- Print one copy for instructor.  
- Finalize deck.  
- Email “final” deck to instructor by the beginning of the next class period.  
- Bring in 2 copies of the presentation for you instructor (per group). |
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| 11/25 & 27 | HOLIDAY   | **Thanksgiving week**                                                    | **NOTE:** Last chance to re-do your 6-Point Proposal video and assessment before next class period.  
**Note:** Last chance to file any paperwork associated with a revised Practice Interview revision by start of next class. |
| 27       | 12/2      | - Location: LAB.  
- Practice oral presentations within groups.  
- Refine segment transitions and general “staging.”  
- **NOTE:** Last possible day to submit your 6-Point Proposal video and assessment memo.  
- **NOTE:** Last possible day to submit feedback and self-assessment of a revised Practice Interview. | **Homework:**  
- Revise presentations.  
- Revise presentation script segments. |
| 28       | 12/4      | - Location: LAB.  
  - Course Evaluations.  
  - Dress rehearsal: Group Presentations. | **Homework:**  
- Final presentation revisions and practice.  
- Upload Business Plan Visuals (i.e., your slide deck) to D2L dropbox prior to classroom presentation. |
| Final Exam Period: | 12/9  
(10:30 am to 12:30pm) | - **Team Business Proposals**  
(final deliverable...recorded in original classroom, plus slide upload to Business Plan Visuals dropbox in D2L). | **Final Exam Period:**  
(10:30 am to 12:30pm)