<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 520 500 Managerial Communication</td>
<td>Spring 2020</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: Wednesday, January 15, 2020</td>
<td>Holidays</td>
</tr>
<tr>
<td>Class Final: Not applicable</td>
<td></td>
</tr>
<tr>
<td>Class Time: Online course deliverables will be due each week—scheduled for Saturdays at 11:59pm</td>
<td>Class Place: Online via D2L</td>
</tr>
</tbody>
</table>

**Office Hours:**

<table>
<thead>
<tr>
<th>Monday</th>
<th>3:30-5pm</th>
<th>11:00 am-12:15 pm</th>
<th>BCM 247 001 Business Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1:00 pm-2:15 pm</td>
<td>GBU 321 001 Information Technology</td>
</tr>
<tr>
<td>Tuesday</td>
<td>10am – 12:30pm (online priority 11am to 12:30pm)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>3:30-5pm</td>
<td>11:00 am-12:15 pm</td>
<td>BCM 247 001 Business Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:00 pm-2:15 pm</td>
<td>GBU 321 001 Information Technology</td>
</tr>
<tr>
<td>Thursday</td>
<td>10am – 12:30pm (online priority 11am to 12:30pm)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>11am to 1pm (Priority given to online students)</td>
<td></td>
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**Course Description.**

Applied approach to develop written and oral communication as management tools, including skills such as audience analysis, research gathering and interpretation, organization, drafting, revising, oral presentation, and visual aid development.

**Course Requirements.** This course requires you to compose a set of written documents common within managerial roles, including (but not limited to) bad news and persuasive messages as well as research-based documents. Coverage will also include employment-related communications, the incorporation of team building skills, and an oral presentation. Some assignments may include primary research or secondary research. Note that it is expected that you should have attended at least one undergraduate business communication course. The course operates according to a pre-determined schedule, and as such, active participation is required of all students each week during the semester…with deliverables generally due at 11:59pm each Saturday evening.

This three-credit course meets in an online format for approximately fifteen weeks during a standard length semester. During the course of the semester, students will engage in the textual study of business-communication.
theories validated through a combination of common business-communication artifacts produced in either an individual or team setting. Career preparation activities will include resumes, cover letters, elevator pitches, and practice job interviews (as both interviewer and interviewee). Course coverage will also typically include employment communication, team building skills, and oral presentation techniques. Activities linked to textual study, the research/drafting/revision phases of preparing written documents, and the development of oral presentations will average 9 hours of student work per week (or three times the published course credit-hour value).

**Important clarification re: online courses:**

In past semesters, students have expressed their dissatisfaction with online courses, noting that in such courses it seems that the burden of learning falls on the student. That is an accurate statement: The burden in a course like this is on you to motivate yourself, to stay engaged, to understand and follow deadlines, to cooperate with your instructor and your teammates, and to learn largely while doing. Here, you will not find answers to questions being fed to you. Rather, online courses are a lot like professional work environments: None of the burdens identified above will prove any less true for you in your future workplace. Which is to say, this is one of the zones in which you will receive training for that set of workplace eventualities. Therefore, be forewarned: If you don’t really care for what this course operationally asks of you, then maybe you’re barking up the wrong career tree. Furthermore, the bottom line is that you’ve selected to take this course, and therefore you’ve implicitly agreed to take on the burdens so noted. The students who accept those burdens can succeed. Those who don’t, won’t—though that same outcome would be equally true for students in a face-to-face course, by the way...

**Textbook:**

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


**Important note:** This is an optional text. It 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 commonly required by business practitioners (plus helpful checklists to determine whether a given “message” incorporates best-practice elements). **Bottom line:** Those students who plan to act as managers relatively soon in their careers should seriously consider purchasing the text as an investment in becoming more efficient communicators—a key skill required among all management personnel.

**Common student sub-populations taking this course:** Accountants (MPA students), General Business Majors (inc. MBA students), and students in non-AACSB graduate programs.

The largest group of students tend to take BCM 520 tends to consist of Master of Professional Accountancy students. Others taking the course include students either pursuing a Master of Business Administration degree, or who are pursuing a non-business specific graduate degree yet would likewise appreciate exposure to managerial communication skills. Students from all three groups can be (and have been) successful in this course. Be advised, however, that all assignments will involve documents or presentation forms common within business and tend to be written/produced/performed with business audiences in mind.

**Important clarification for Accounting students in particular:**

In past semesters, some MPA students have mistakenly believed that the purpose of this course was to prepare them for taking the writing sections on the CPA Exam. That is NOT the purpose of this course. BCM 520, in other words, is NOT a “CPA study” course. The goal of this course, rather, is to refresh and improve writing skills in a variety of mediums/output forms useful for those in virtually any managerial position. As such, it also
incorporates the use of audio-visual software (such as PowerPoint) and additional practice to develop one’s oral presentation skills. Of course, improving writing skills should be helpful if and when a student takes the CPA exam. Yet this is a pre-professional course for would-be managers, not just accountants facing specific professional accreditation needs.

Nonetheless, the following information (sourced from the web site http://www.tsbpa.state.tx.us/pdffiles/accounting-courses.pdf) describes how/where this course fits into the needs of accounting majors specifically:

**Recognized Courses in Accounting/Business Communications**  
**May 15, 2015**

The Texas State Board of Public Accountancy requires each candidate to complete a minimum of two semester hours in *accounting communications or business communications* from a recognized college or university. The semester hours may be obtained through a discrete course or offered through an integrated approach. If the course content is offered through integration, the college or university must advise the Board which course(s) contain the accounting or business communications content. Courses identified through integration must dedicate 1 semester hour, or quarter hour equivalent, to accounting or business communications. Courses used to meet this requirement may not be used to meet the requirement for accounting or tax research and analysis described above. The AICPA provided the following definition for the accounting or business communications course from the Skills Specifications Outline (SSOs) for the CPA exam.

*Course(s) identified by a university to meet the requirements for accounting or business communications should include basic writing mechanics; effective business writing principles, including organization, clarity, and conciseness; ability to exchange technical information and ideas with co-workers and other professionals; prepare documents and presentations that are concise, accurate, and supportive of the subject matter; document and cross-reference work performed and conclusions reached in an accurate manner; assist clients in recognizing and understanding implications of critical business issues by providing recommendations and informed opinions; and prepare and present written work products in the form of memos, letters, opinions, and reports – such as audit reports – to others.*

**Software:**  
For this course, most written documents and assignments will be completed using Microsoft Word for the PC. Assignments submitted in Microsoft Works, WordPerfect, or zipped files (or as handwritten documents) will not be accepted—your 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. You will also need access to a video recording device with a microphone AND the ability to watch videos containing sound.

**Program Learning Outcomes:**  
Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses in the Curriculum Management Handbook at http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources.

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

- Compose clear, grammatically correct, and coherent print and electronic messages (email messages,
letters, memos, proposals, blogs, wikis, etc.) 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 research-gathering strategies.
- Participate effectively in team-based writing.
- Prepare and incorporate effective and appropriate graphic aids for written messages and (if needed) during oral presentations.
- Deliver an effective business presentation.

Course Operations:
The following methods may be used in the course: Recorded lectures, team discussions, online assignments, online exams or quizzes, team research and/or report development, team and/or individual oral presentations, and electronic mail.

D2L/Brightspace is the delivery method for the course, and as such, students must use D2L frequently to check progress in the course. It is strongly recommended that all students log into the course at least once a day to check for new information, emails, course materials, or instructions. Announcements directed to the entire class will be posted on the D2L course homepage or sent via D2L email. Check for new announcements each time you log in. You are responsible for responding to all announcements or emails sent to you via D2L. Note that if you wish, you can change your notification settings in D2L to redirect emails, announcements, and news items to another email account or as text messages.

Note that if D2L is unavailable, your job is to keep working on the course. Extensions will be granted for work only when D2L is down for extended (meaning > 24-hour) periods. If you wait too long and hope to “beat the clock” with a deliverable submission and you fail, that’s on you. You should print out a copy of the Weekly Task Listing so that you can know generally what you need to do if an outage occurs. Furthermore, being out of town or off campus is not an excuse for failing to turn in completed work on time. You will typically have multiple deliverables each week, so plan ahead and work ahead in order to be able to absorb the impact of unexpected travel or illnesses. Your supervisor, peers, and clients would expect no less of you in a professional setting...

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 without penalty, and the same is true for the assistance you may receive from tutors at the AARC (Academic Assistance and Resource Center) or an online writing service like the OWL Lab in the SFA AARC (or the similarly named Online Writing Lab at Purdue University, available via a link in our D2L course).

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.) 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. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Class Procedures:
**Attendance/Participation Policy.** This course operates on a weekly basis, with deliverables due effectively every Saturday night at midnight. The additional time available to you within a weekly period (as opposed to say only a two day space between in-person classes) means that you are responsible for managing your work around any employment obligations, illnesses, child care issues, technology or personal challenges, and so on. As such, there are no pre-existing or predetermined qualifying excuses for late work in this course. In general, no late work will be accepted. It is the student’s responsibility to “get it done” within the time allotted. It is the student’s responsibility to monitor the course deadlines outlined in the Weekly Task List. In general, requests to submit work late will be denied unless the request passes the instructor’s “exceptionality question, namely Was this a truly exceptional situation that the student could not reasonably have anticipated or avoided?” [Hurricane Harvey would have been such an example.]

Each week, your instructor will look at the materials submitted that were due that given week. A participation grade will be recorded indicating full vs. partial vs. unsatisfactory participation by each student that week. These grades will be aggregated across the semester and represent points earned beyond the actual grade on a given assignment.

If you are concerned that keeping abreast of the class regularly during the week may become an issue for you, then you are strongly advised to seek out an alternative section of the course or you should take it with another instructor with a different attendance/participation policy. By staying enrolled in the course, you thereby indicate your tacit agreement with and understanding of these participation policies.

**Activity Schedule.** As noted, this course is NOT a course where you work at your own pace on your own deadlines. It 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 week—sometimes several per week. You may turn in available assignments earlier if you wish to do so, but late assignments will not be accepted. “No excuses, and no tears.”**

If you run into unexpected challenges with any assignments or due dates, be sure to contact the instructor WELL BEFORE the assignment is due—and during normal business hours. If you wait to start an assignment until a Saturday, for instance, you cannot assume that your instructor is available to assist you. Furthermore, please note that your instructor is not your personal tech support. Lame technology-related excuses are precisely that: Lame, and hardly exceptional.

**Surface Errors in Business Communications—there’s no place for them.** During every act of business communication, you produce an artifact that represents a clear indicator of your attention to detail. Since each business message is a reflection of the care that your organization takes in its interactions with its customers, shareholders, suppliers, and regulators, it’s axiomatic—and non-negotiable—that business documents must be free of surface (or obvious) errors. Spelling, grammar, punctuation, correct pronoun usage and word selection, etc.—these can no longer represent “optional” elements in your writing and speaking. Business documents (which extend even blog posts or social media entries) have to be correct according to the conventions of standard English.

As such, your instructor has adopted a specific grading rule: with respect to your Bad News and Persuasive letters, any document that you turn in that contains three or more surface errors will by definition fail to have met a minimal standard of care. [Since a single surface error would likely cause your document to be ignored in the real-world business community, your instructor feels that setting the bar at three surface errors is more than generous.] Consequently, any such offending documents will be returned to their owners with no grade whatsoever.

If this occurs to you—and it almost certainly will several times in this course—then you will need to find a way to produce a clean and rigorously proofread copy of the work before re-submitting it for a grade.
In other words, be very aware: the time for “social promotion” of sub-standard English is officially over for every member of this course. You have been so advised...

If this policy concerns you—if, for instance, you don’t plan to take advantage of services like the AARC or Spell/Grammar check and/or Grammarly.com, and if you don’t plan to proofread OUT LOUD every single one of your assignments as you revise and copy-edit them before submission—then you should seriously reconsider your enrollment in this particular section of BCM 520. Again: “No excuses, and no tears.”

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

Your involvement in team activities is critically important, as you will jointly produce research materials together. Your 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). 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) 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 receive no credit for the team assignments.

**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 poorly 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. A fired student cannot go on to produce the *Board of Directors Presentation*, which is the highest-valued assignment in the course.

**Oral Presentation.** Each individual in the class will develop an oral presentation (based in part upon team research) that will last up to six minutes. More details will follow on the content of this presentation.

**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 check into the course regularly, 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 your team members.

Moreover, please note that unprofessional behavior may result in either reduced or even NO credit for an assignment (solely at your instructor’s discretion).
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.

**Grades.** Grades can be accessed through the gradebook option in D2L/Brightspace. It is your responsibility to keep abreast of your grades in the course. They must be checked at least the week BEFORE the last week of class. Unless you email your instructor with questions before Finals week, you indicate your agreement with everything posted up to that point in D2L. Note that there are no make-up assignment or extra credit options in this course.

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Items</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Course Overview” Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Zoom Introduction</td>
<td>20</td>
</tr>
<tr>
<td>Initial Resume draft</td>
<td>30</td>
</tr>
<tr>
<td>Cover Letter</td>
<td>50</td>
</tr>
<tr>
<td>Elevator Pitch</td>
<td>30</td>
</tr>
<tr>
<td>Elevator Pitch Assessment Memo</td>
<td>20</td>
</tr>
<tr>
<td>Bad News Letter</td>
<td>100</td>
</tr>
<tr>
<td>Persuasive Letter</td>
<td>100</td>
</tr>
<tr>
<td>Peer Interview</td>
<td>50</td>
</tr>
<tr>
<td>Peer Interview Reflection Memo</td>
<td>25</td>
</tr>
<tr>
<td>Initial Research Summaries</td>
<td>20</td>
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<tr>
<td>Gap Research Summaries</td>
<td>15</td>
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<tr>
<td>Initial BOD script</td>
<td>10</td>
</tr>
<tr>
<td>Revised BOD script</td>
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<tr>
<td>Anticipated BOD script</td>
<td>10</td>
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<tr>
<td>Board of Directors Presentation</td>
<td>200</td>
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<tr>
<td>Final BOD script</td>
<td>20</td>
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<tr>
<td>Final Resume</td>
<td>50</td>
</tr>
<tr>
<td>Oral Presentation Assessment Memo</td>
<td>30</td>
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<tr>
<td>Participation (up to 5 pts per week)</td>
<td>60</td>
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</table>

**Estimated Total Points:** 870
<table>
<thead>
<tr>
<th>Week #</th>
<th>Due Date</th>
<th>Activities</th>
<th>Deadlines/Assignments Due/Comments</th>
</tr>
</thead>
</table>
| 1     | 1/18     | • *Student Review*: Course policies and procedures.  
• *Student Review*: Course website, esp. The *Weekly Task List*, all dropboxes, and the grade book entries.  
• **Initial Draft Resumes:**  
  o *Video*: Resume goals, including the challenges facing resume screeners—and the need for brevity.  
  o *Video*: Examining sample student resumes.  
  o *Video*: Instructor’s treatment of your resume—setting an expectation.  
• *Task*: *Zoom Introduction* assignment.  
• *Task*: *Syllabus & Policies Quiz*  
  | Work due:  
  • Review the Course Policies & Procedures **extremely carefully**.  
  ➢ Log any questions on class FAQ site (preferred) or email your instructor.  
  ➢ Complete the *Syllabus & Policies Quiz*.  
• *Draft Resume* upload into the appropriate Dropbox.  
• Upload the link to your *Zoom Introduction* to the appropriate Dropbox.  
  |
| 2     | 1/25     | • *Student Review*: Components of Strong Business Communication (multiple dox).  
• **Resume videos:**  
  o The resume screener’s hypothetical questions: “Can do/will do/fit?”  
  o Experiential action-point development: the magic formula  
  o Business verbs (i.e., where all strong resumes begin).  
• *Cover Letter video*: Cover letters/letters of application (both from an applicant’s and a manager’s perspective).  
• *Task*: *Cover Letter* development.  
  | Work due:  
  • Craft a response to the *Cover Letter* assignment and upload to the appropriate Dropbox.  
• **ONGOING NOTE**: Continue to revise your resumes based on resume tips from videos (focusing on clarity, concision, use of business-centric verbs, and metrics) for the remainder of the semester.  
  o *Final Resumes* will be due the last week of class.  
  |
| 3 | 2/1 | - **EP Video**: Elevator pitches, their uses, plus a model pitch format.  
    - **BNL Video**: How to go about delivering “bad news?”  
    - **Task**: Bad News Letter development. | Work due:  
- Develop your own *Elevator Pitch*, practice it, and record a Zoom version that you feel is strong.  
- Upload a Zoom link to the *Elevator Pitch* Dropbox.  
- Develop your (indirect) *Bad News Letter* and upload a copy to the Dropbox. |
|---|---|---|---|
| 4 | 2/8 | - **PNL Video**: How should we go about delivering a persuasive message?  
    - *Elevator Pitch*: Video review and produce your *Assessment Memo*  
    - **Task**: Persuasive Letter development.  
    - **Task**: Completing your *Elevator Pitch Assessment Memo*. | Work due:  
- Q: Rewrites of *Bad News* letters?  
- Develop your (indirect) *Persuasive Letter* and upload a copy to the Dropbox.  
- Develop your *Elevator Pitch Assessment Memo* and upload a copy to the Dropbox.  
- **NOTE**: Your instructor will place you into a pairing for our next project, so keep an eye out for this. |
| 5 | 2/15 | - **Introduction to Peer Interview Assignment**, including the *Peer Interview Reflection Memo*.  
    - **Distribution**: Interview Questions plus Tip sheets from Career Services.  
    - **Video**: Interviewing tips (for interviewee and interviewer).  
    - **Task**: Completing one of your paired interviews. | Work due:  
- Q: Rewrites of *Bad News* and/or *Persuasive* letters?  
- Dropbox upload of video link to one of your paired interviews (namely, to the dropbox of the interviewee). |
| 6 | 2/22 | - **Task**: Complete the second of your paired interviews.  
    - **Task**: Watch both interviews carefully.  
    - **Task**: Compose your *Peer Interview Reflection Memo*. | Work due:  
- Q: Rewrites of *Bad News* and/or *Persuasive* letters?  
- Dropbox upload of video link to the second of your paired interviewees.  
- Dropbox upload of your *Peer Interview Reflection Memo*. |
|   | 2/29  | • Intro to *Corporate Performance Evaluation Research*, BOD Presentation, and Oral Presentation Assessment Memo.  
|   |       |  
|   |       | • *Research Demonstration Video*: Secondary business research sources and data portals.  
|   |       | • *Task*: Team research and generation of source summaries.  
|   |       | • **NOTE**: Your instructor will place you into a group for our next project—and assign you a company to work on—so keep an eye out for this.  
|   |       | **Work due**:  
|   |       | • Perform research on your company—making sure to use separate keywords from your teammates to avoid duplication.  
|   |       | • Draft concise summaries of at least 5 articles pertaining to your team’s company and its recent annual performance and submit to the Initial Research Summaries Dropbox.  
|   |       | • Share the actual articles AND summaries electronically with your Team members via the D2L locker or similar tool before the end of the week.  
|   |       | • Q: Rewrites of *Bad News* or *Persuasive* letters?  
|   | 3/7   | • *Task*: Review the articles and summaries produced by your teammates.  
|   |       | • *Task*: Ask clarifying questions of teammates about materials via the group’s D2L discussion board.  
|   |       |   o Expectation is that each students will direct at least two questions to every teammate.  
|   |       | • *Task*: Respond to questions directed to you by week’s end.  
|   |       | • *Task*: Agree via discussion board what “gap” topics/keywords you have jointly agreed that you’ll perform additional “gap” research on.  
|   |       | • *Task*: Develop and upload *Gap Research Summaries*.  
|   |       | **Work due**:  
|   |       | • Respond to research questions from teammates.  
|   |       | • Research “gap” items and produce draft summaries of at least 3 articles addressing those topics.  
|   |       | • Upload those new summaries to the Gap Research Summaries Dropbox.  
|   |       | • Share those summaries with your teammates, too, through D2L.  
|   |       | • Q: Rewrites of *Bad News* or *Persuasive* letters?  
|   | 3/14  | • Spring Break  
|   |       | **No class assignments due.**  
|   | 3/21  | • *Task*: Take your article  
|   |       | **Work due**:  

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<th>Page</th>
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| 11   | 3/28  | - **Task:** “Catch-up” week for your letters.  
        - **Task:** Review instructor feedback on your Initial BOD Presentation script. |
| 12   | 4/4   | - **Task:** Develop an advanced copy of your presentation script, one that incorporates responses to instructor’s feedback.  
        - **Task:** Finish your Bad News and Persuasive letters. |
| 13   | 4/11  | - **Video Discussion:** Useful habits of highly successful public speakers.  
        - **Student Review:** Oral Presentation rubric.  
        - **Task:** Practice your presentation (taking into account the rubric elements) and record an initial Zoom version of it. |
| 14   | 4/18  | - **Task:** Watch your taped presentation to determine needed areas of improvement.  
        - **Task:** Update your script as needed, until you produce your Final BOD Presentation Script (which is not due in the Dropbox until after your presentation). |

- **Work due:**  
  - Review your instructor’s feedback on your Initial BOD Presentation script when available.  
  - Finish rewrites of Bad News or Persuasive letters (due by end of next week).  
  - Develop an advanced copy of your presentation script.  
  - Upload a copy into your Revised BOD Script Dropbox.  
  - The final versions of your Bad News and Persuasive letters due in appropriate Dropboxes.  
  - Finalize your presentation script and upload to Anticipated BOD Script Dropbox.  
  - Practice your opening paragraph so that you know it very well...  
  - Upload a Zoom link to a practice run of presentation to the Non-Graded BOD Presentation Link Dropbox.
  - Upload a Zoom link of your final practice run of the week to the Second Practice BOD Presentation Link Dropbox.  
  - Produce your Final BOD Presentation Script.
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<td>Task: Practice your presentation several times, stressing efforts to improve tone of voice, confidence, and (especially) eye contact.</td>
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<td>15</td>
<td>4/25</td>
<td>Task: Board of Directors (BOD) Presentations due.</td>
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<td>Work due:</td>
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<td>• Upload a Zoom link of your final practice run of the week to the Final BOD Presentation Link Dropbox.</td>
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<td>• Share your final presentation links with the other members of your team via D2L.</td>
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<td>16</td>
<td>5/2</td>
<td>Task: Review the Final BOD Presentation video links for yourself and your teammates.</td>
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<td>Task: Produce your final Resume.</td>
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<td>Task: Compose your Oral Presentation Assessment Memo.</td>
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<td>Work due:</td>
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<td>• Load a copy of your Final BOD Presentation Script to the appropriate Dropbox.</td>
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<td>• Load a copy of your Final Resume to the appropriate Dropbox.</td>
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<td>• Complete the “Course Evaluation” in Banner.</td>
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<td>Final Exam:</td>
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