<table>
<thead>
<tr>
<th>Department of Business Communication &amp; Legal Studies</th>
<th>Nelson Rusche College of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOM 3347 001 Oral Communication in Business Contexts</td>
<td>Spring 2024</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: Thursday, January 18th</td>
<td>Class Final: Final deliveries due on Tuesday, May 7th at 10:30am</td>
</tr>
<tr>
<td>Class Time: 11 am-12:15 pm on Tuesdays and Thursdays</td>
<td>Class Place: Meet in normal classroom (McGee 121) unless the Daily Task List indicates meeting in a LAB in the building</td>
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<tr>
<td>Office Hours:</td>
<td>Teaching (Face to Face Classes):</td>
</tr>
<tr>
<td>Monday 1:30pm-4pm</td>
<td>11:00 am-12:15 pm BUSI 3321 001 Information Technology</td>
</tr>
<tr>
<td>Tuesday 3:30pm-5pm</td>
<td>11:00 am-12:15 pm BCOM 3347 001 Oral Communication in Business Contexts</td>
</tr>
<tr>
<td></td>
<td>2:00 pm-3:15 pm BUSI 2304 009 Business Communication</td>
</tr>
<tr>
<td>Wednesday 1:30pm-4pm</td>
<td>11:00 pm-12:15 pm BUSI 3321 001 Information Technology</td>
</tr>
<tr>
<td>Thursday 3:30pm-5pm</td>
<td>11:00 am-12:15 pm BCOM 3347 001 Oral Communication in Business Contexts</td>
</tr>
<tr>
<td></td>
<td>2:00 pm-3:15 pm BUSI 2304 009 Business Communication</td>
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<tr>
<td>Friday 11:00am-1pm</td>
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**Course Description:**
In this course, students will prepare, present, discuss and critique different kinds of oral presentations currently practiced in business, including informative and persuasive presentations and both formal and informal speaking engagements. Key course concepts include factors that contribute to the presenter’s effectiveness, the role of audience analysis, the use of multimedia technologies, and an awareness of one’s strengths and weaknesses as a business speaker.

**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. Out of classroom activities are expected to require a minimum of 6 hours of student work per week beyond the base number of weekly in-class credit hours.

Please be aware that as you advance in your studies at the junior and senior levels, you should expect course work to become more demanding—and to be graded in a more demanding fashion. You are expected to complete all readings,
assignments, and activities assigned to the best of your ability, and this work should be produced at a more advanced level than what was expected in courses in the core curriculum courses. In an upper-level class, you are expected to prepare more and complete assignments from knowledge in your class readings, your own research, and personal experience.

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—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. 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**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit.

**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)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby)

www.sfasu.edu/deanofstudents

936.468.7249

dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202

www.sfasu.edu/humanservices/139.asp

936.468.1041

The Health and Wellness Hub “The Hub”

Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub

936.468.4008

thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

Academic Affairs statement on Code of Student Conduct:

https://www.sfasu.edu/acadaffairs/curriculum/course-syllabus

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. 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 one points (for a maximum of 30 points per semester). If you are absent due to acceptable and documented exceptional circumstances, 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, please know that any student who either fails to bring in homework materials when assigned OR who leaves a cell phone/smart phone visible to the instructor or who uses one surreptitiously during will be marked absent—at the instructor’s discretion, and without student notification.

Furthermore, since this face-to-face course 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, then you will automatically fail the course. There are no grounds on which you may appeal this failure.

In addition—and this is very important to understand—once we begin working on the team project during roughly the last third of the course, any individual’s absence from class or an offline work session will count as a DOUBLE absence. Let this be repeated: any team-project absence counts as a double absence, since not only you but your teammates will have missed out on your participation. If a “double” absence ultimately leads to your failing the course, please note that the responsibility for that failure rests with you and you alone.

Note that being more than 5 minutes late to class (i.e., Tardy) means you will be recorded as absent. In fact, the only difference to you between a tardy and an absence is that you can still receive credit for doing in-class work...for instance, possibly earning points on an exam if you arrived late. While being late is always better than not coming to class at all, you should strive never to be either late or absent in order to minimize any adverse grade impacts. Not to mention getting full value for your tuition dollars...

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). Alternatively, you could take it with another instructor who uses a different attendance policy in another semester. In any case, by staying enrolled in the course you thereby indicate 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 due to the impracticality of revising the schedules of the expected participants and due to the normal time sensitivity of achieving progress through the presentation itself. Thus, 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 have been established 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 one.

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.” In other words, NO late work is generally accepted.
If you run into unexpected challenges with any assignments or due dates, be sure to contact the instructor BEFORE an assignment is due—indeed, 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 exceptiona l circumstances, and ONLY 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 BCOM 3347), then it is incumbent upon you to email a copy to your instructor OR to have a classmate bring a copy in for you.

One additional note: Your instructor is not your personal tech support. Lame technology-related excuses are precisely that: lame. And hardly exceptional. They will not lead to extensions or alternative due dates for your work, as there are plenty of computer labs on campus to use at your disposal. And if you waited too long to upload an assignment to D2L and, say, your wireless goes out—that’s on you for waiting to the last minute. As it would be in the real world.

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

Your involvement in team activities is critically important, as you will jointly produce at least one 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 Brightspace/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 a consultation with “firing” team members (the most common firing method)—UNLESS the instructor chooses proactively to fire any team member for producing noticeably substandard work and/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, the student 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 memo and/or upon the instructor’s observation of inappropriate participation levels or behaviors. However, ONLY the instructor can decide to effect actual termination and is the only individual authorized officially to 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 earns a B on the oral presentation, then 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 earned by 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).

As business student, you are expected to conduct yourself in a professional manner. All communications in this class (including assignment submissions, email messages, and class discussions) should present you as a professional in the field. This means that you should **always** use professional language, proper spelling/grammar/punctuation, appropriate addresses, and completeness in your communications. Each communication you make will help shape your professional image, and this class is the time to practice this. Always proofread your messages from the standpoint of your receiver and make adjustments as needed.

**Appropriate Use of Technology.** Whenever students have technology available to them in the classroom or class lab, it should be used appropriately—namely, for BCOM 3347 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 quickly put students at risk of failing this course.

Per the university’s current Academic Dishonesty policies: Using any artificial intelligence (AI) software or tool, such as ChatGPT, to draft or to revise materials for an assignment is prohibited unless authorized by your instructor. This prohibition does not include (a) the spell & grammar checking tools in your word processor and (b) Grammarly.

**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…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, please recognize that unprofessional behavior also includes (but is not limited to) working on materials and/or assignments for other classes, checking email, visiting non-class-related websites, 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 class conduct, please contact your instructor BEFORE you engage in those behaviors in order to avoid an unforeseen grade penalty.

**Revisions: Potential Opportunities to raise your Grade.** In theory, practicing 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 (including the taped proposal and a self-assessment) and the Practice Interview (whose revision would need to include feedback from the CCPD along with 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 most importantly, (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>A</td>
<td>90-100% of total points</td>
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<tr>
<td>B</td>
<td>80-89% of total points</td>
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<tr>
<td>C</td>
<td>70-79% of total points</td>
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<tr>
<td>D</td>
<td>60-69% of total points</td>
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Grade items:  
- ZOOM Introduction
- Elevator Pitch Video
- Elevator Pitch Self-Assessment Memo
- Interview Slides
- Daily Presentations (x5 at 20 points apiece)
- Practice Interview Self-Assessment Response (upload)
- Practice Interview Performance Score
- Six-Point Proposal Presentation (video)
- Business Plan Presentation (video)
- Business Plan Visuals
- Course Evaluation
- Class Participation (based on level of in-class engagement)
- Attendance

Estimated Total Points: 850
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Activities</th>
<th>Deadlines/Assignments Due/Comments</th>
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<tbody>
<tr>
<td>1</td>
<td>1/18</td>
<td>• Introduction to course, inc. policies and procedures.</td>
<td>Homework:</td>
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<tr>
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<td></td>
<td>• Review of Course materials.</td>
<td>• Review the Course Policies &amp; Procedures <strong>extremely carefully.</strong></td>
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<td>• <em>Discussion</em>: Daily presentations.</td>
<td>➢ Bring in any questions to class.</td>
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<td>• <em>Discussion</em>: Other significant semester deliverables.</td>
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<td>2</td>
<td>1/23</td>
<td>• <em>Discussion</em>: Questions re: Syllabus, Policies, etc.?</td>
<td>Homework:</td>
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<td>• Demonstration: Accessing and using ZOOM technology.</td>
<td>• First set of (impromptu) <em>Daily Presentations</em> to be held next class.</td>
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<td>• <em>Introduction</em>: Elevator Pitch and Interview Slides assignment.</td>
<td>• Video response to <em>ZOOM Introduction</em> questions: Record and upload a link to requisite D2L dropbox.</td>
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<td>• Review Elevator Pitch assignment and bring in any questions on it to class.</td>
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<td>3</td>
<td>1/25</td>
<td>• Zoom Introduction due.</td>
<td>Homework:</td>
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<td>• <em>Daily Presentation 1</em> day.</td>
<td>• Make notes for what you might say in your elevator pitch about yourself (as an introduction to a potential employer).</td>
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<td>• <em>Discussion</em>: Elevator Pitch model (if time permits).</td>
<td>• Start building out Interview Slides.</td>
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<td>• <strong>Recommendation</strong>: Bring a laptop to our next class.</td>
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<tr>
<td>4</td>
<td>1/30</td>
<td>• <em>Discussion</em>: Elevator Pitches: a potentially useful model.</td>
<td>Homework:</td>
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<td>• Class workshop: Develop your own elevator pitch script; if time permits,</td>
<td>• Prepare for next set of <em>Daily Presentation</em> responses (watch for email and announcement).</td>
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<td>practice your pitch with other students.</td>
<td>• Continue developing Interview Slides.</td>
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<tr>
<td></td>
<td></td>
<td>• Continue developing Interview slides.</td>
<td>• <strong>Note</strong>: You have 1 week to practice and record your Elevator Pitch, to watch it, and to produce your Elevator Pitch Self-Assessment Memo.</td>
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<tr>
<td>5</td>
<td>2/1</td>
<td>• <em>Daily Presentation 2</em> day.</td>
<td>Homework:</td>
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<td></td>
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<td>• <em>Discussion</em>: Public speaking (tips and tricks).</td>
<td>• Link to your Elevator Pitch video due in Dropbox by next class period.</td>
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<td></td>
<td>• <em>Interview Slides</em> due in dropbox by next class period.</td>
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<td></td>
<td>• Bring in a printed copy of your Elevator Pitch Self-Assessment Memo AND upload it to the appropriate Dropbox.</td>
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<td>• <strong>Recommendation</strong>: Bring a laptop to our next class.</td>
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<tr>
<td>6</td>
<td>2/6</td>
<td>• Elevator Pitch due.</td>
<td>Homework:</td>
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<td>• <em>Interview Slides</em> due.</td>
<td>• Develop responses to basic interview question set from CCPD (bring notes into class).</td>
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<td>• Elevator Pitch Assessment Memo due.</td>
<td>• <em>Practice Interview</em> video capture with InterviewStream/Handshake due by Class Period 10.</td>
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</table>
|   | • Demo from CCPD and introduction to InterviewStream. | • Practice Interview Self-Assessment Response copied into appropriate Dropbox by Class 10 as well.  
• Half-class (randomly selected) to prepare for third Daily Presentation response.  
• Recommendation: Bring a laptop to our next class. |
| 7 | 2/8 | • Daily Presentation 3 day (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.” |
|   | Homework:  
• Continue working on practicing answers to common interview questions.  
• Rest of class (randomly selected) to prepare for third Daily Presentation response.  
• Recommendation: Bring a laptop to our next class. |
| 8 | 2/13 | • Daily Presentation 3 day (rest 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.” |
|   | Homework:  
• Continue working on practicing answers to common interview questions.  
• Recommendation: Bring a laptop to our next class. |
| 9 | 2/15 | • Location: Start off in classroom.  
• Practice Interview taping day.  
• Demo: How to copy interview feedback into D2L via a PDF. |
|   | Homework:  
• Practice Interview video capture due within InterviewStream/Handshake due before next class.  
• Practice Interview Self-Assessment Response copied into appropriate dropbox before next class. |
| 10 | 2/20 | • Practice Interview video-capture (using InterviewStream) due.  
• Practice Interview Self-Assessment Response (in Dropbox) due.  
• Assign students to teams.  
• Group interaction discussion: Keys for group success.  
• Discussion and practice: Performance evaluation training—for both managers and employees. |
|   | Homework:  
• Half-class (randomly selected) to prepare for fourth Daily Presentation response. |
| 11 | 2/22 | • Daily Presentation 4 day (half of class). |
|   | Homework:  
• Rest of class (randomly selected) to prepare for fourth Daily Presentation response. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Homework</th>
<th>Discussion and practice: The least utilized (but most effective) business communication technology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/27</td>
<td>Daily Presentation 4 day (rest of class).</td>
<td>Professional phone etiquette.</td>
</tr>
<tr>
<td>2/29</td>
<td>Introduction to (and modeling of) the 6-Point Proposal.</td>
<td>Self-feedback sheets due.</td>
</tr>
<tr>
<td>3/5</td>
<td>Team Workshop: Develop an extended team outline for your 6-Point Proposal in class (copy due at end of session in 6-Point Proposal—Extended Outline dropbox).</td>
<td>Develop a point-by-point script for a team pitch to the capital committee. Last chance: Dropbox upload of CCPD feedback on Practice Interview due next class.</td>
</tr>
<tr>
<td>3/7</td>
<td>CCPD feedback on Practice Interview due.</td>
<td>Respond to feedback received in class. Continue to refine script and practice presentation.</td>
</tr>
<tr>
<td>3/12 &amp; 3/14</td>
<td>Spring Break</td>
<td>No class.</td>
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<tr>
<td>3/19</td>
<td>Practice (&amp; possibly tape) your individual presentations and upload ZOOM link to 6-Point Proposal dropbox.</td>
<td>Upload individual 6-PP video link to D2L Dropbox before next class session. Half-class (randomly selected) to prepare for fifth Daily Presentation response. Re-do CCPD Practice Interview?</td>
</tr>
<tr>
<td>3/21</td>
<td>Daily Presentation 5 day (half of class).</td>
<td>Rest of class (randomly selected) to prepare for fifth Daily Presentation response. Re-do CCPD Practice Interview?</td>
</tr>
<tr>
<td>3/26</td>
<td>Daily Presentation 5 day (rest of class).</td>
<td>Re-do CCPD Practice Interview?</td>
</tr>
<tr>
<td>3/28</td>
<td>Easter Break</td>
<td>No class.</td>
</tr>
<tr>
<td>4/2</td>
<td>Discussion and workshop: How to run a meeting effectively.</td>
<td>Produce and PRINT a sample agenda for an hour-long meeting (with you as a manager) operating in a company or</td>
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<tr>
<td>Date</td>
<td>Action</td>
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</table>
| 4/4   | • **Introduce: Business Proposal** assignment.  
• Demo of sample business plans and reference sources (models and past submissions).  
• Re-do CCPD Practice Interview? |
| 4/9   | • Location: LAB.  
• Group project idea discussion & workshop.  
• F/O/P exercise.  
• Re-do CCPD Practice Interview? |
| 4/11  | • Location: LAB.  
• **Group project**: In-class development.  
• Impromptu speaking exercise.  
• Re-do CCPD Practice Interview? |
| 4/16  | • Location: LAB.  
• **Group project**: In-class development / deck revising, focusing on consistency, formatting, and content “gaps.”  
• NOTE: Final deadline for any Practice Interview re-dos.  
• Re-do 6-PP assignment? |
| 4/18  | • Location: LAB.  
• Finalize project decks in class using round-robin feedback / duplication reduction / gap approach.  
• Re-do 6-PP assignment? |
| 4/23  | • Location: LAB.  
• Deck approval.  
• Presentation script development.  
• Revise presentations—shoot for “final” status.  
• Revise segments of presentation script—shoot for “final” status.  
• Re-do 6-PP assignment? |
| 4/25  | • Location: LAB.  
• Finalize slides and scripts.  
• Make sure each student has his/her presentation script fully drafted and shared with rest of team before returning from break...OR ELSE.  
• Re-do 6-PP assignment?
<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>LAB</td>
<td>Practice oral presentations within groups. Refine segment transitions and general “staging.” <em>NOTE:</em> Last possible day to submit your 6-Point Proposal video and assessment memo. <em>NOTE:</em> Final deadline to submit CCPD feedback and self-assessment for a revised Practice Interview.</td>
</tr>
<tr>
<td>28</td>
<td>LAB</td>
<td>Location: LAB. <em>Course Evaluations.</em> <em>Dress rehearsal:</em> Group Presentations.</td>
</tr>
<tr>
<td>Final Exam Period:</td>
<td></td>
<td><em>Team Business Proposals</em> (final deliverable...recorded in original classroom, plus slide upload to Business Plan Visuals dropbox in D2L).</td>
</tr>
</tbody>
</table>

**Homework:**
- Final presentation revisions and practice.
- Upload *Business Plan Visuals* (i.e., your slide deck) to D2L dropbox prior to classroom presentation.
- “Dress rehearsals” outside of class?

**Final Exam Period:** Tues., May 7th from 10:30 am to 12:30 pm