BUSINESS COMMUNICATIONS, MKT-309

Department of Marketing, Entrepreneurship, Hospitality and Tourism
Spring 2018- T/TH 1:15 class: Sec 4 (3:30pm); Sec 12 (11am); Sec 13 (9:30am); Sec 14 (2pm)
The syllabus and course schedule are subject to change.

Instructor Information:
Instructor: Monti Beasley
Class Location: All Sections meet in Bryan 106 except Section 4, which is in Bryan 114
Office Hours: T/TH: 12:15-1:45pm in Bryan 374 via Starfish appointment signup; Or before/after class
E-mail: m_beasley@uncg.edu This is the best way to contact me and e-mails will be responded to as quickly as possible but please allow 48 hours – next business day.

Course Info:
Catalog Description: Business and professional communication: job search skills; teamwork; communication technology; verbal and non-verbal strategies. Emphasizes effective persuasive, inter-personal, intercultural, and organizational strategies through business styles, formats, and presentations.
Credits: 3 hours; SI: Speaking Intensive; WI: Writing Intensive
Prerequisites: Junior standing, admission to approved program

Course Materials and Requirements:
Canvas and iSpartan email Proficiency: To Login, go to http://canvas.uncg.edu and use your iSpartan username and password.
MS Word and PowerPoint Proficiency

The Bryan School of Business and Economics Mission Statement:
In the Bryan School of Business and Economics, we create and disseminate knowledge about the theory and practice of business. In addition to our courses and research, we accomplish this through hands-on projects, global experiences and outreach to the community. Our work produces principled leaders and exceptional problem solvers who have a global perspective, an innovative mindset, a broad understanding of sustainability and a commitment to improve the organizations in which they work and the communities in which they live.

Common to All Business Students, You Will:
1. Implement the various steps of the critical thinking process, supported by the appropriate use of analytical and quantitative techniques, to formulate recommendations for subsequent decision-making.
2. Apply appropriate ethical standards when making recommendations for business decision-making.
3. Evaluate business decisions in the context of sustainability goals, balancing environmental, social and economic needs, conditions and potential decision impacts.
4. Formulate appropriate strategies, in the context of global issues and forces, to improve business performance in the world economy.
5. Explain the roles of innovation and innovation management in achieving successful business strategies, decisions and performance.
6. Plan, schedule, contribute to and lead projects.

MKT309 Course Overview and Philosophy:
In this Writing Intensive & Speaking Intensive course class, we will practice our writing, speaking and relating skills. The study information is presented to you in multimedia mediums and is sequenced into a performance-based course. You will be engaging with the course content material and then producing high quality products. We work beyond only reading a chapter and only taking a test. Since knowledge and skills improve through practice, you are graded on your performance activities. More specifically, you are graded on what you say (content) and how you say it (delivery).

Course Student Outcomes: Upon successful completion of Business Communications, students will meet the Student Learning Goals of the Collaboration, Communication and Knowledge-Integration goal (#6 above). More specifically, you will also meet various learning components of the critical thinking, ethical decision-making, and strategy formulation, with audience considerations relative to global and multicultural facets. Specific course objectives are noted below:
1. Understand the importance of effective communication in the workplace.
2. Identify communication strategies to business situations.
3. Create responses to communication needs.
5. Use accurate documentation of sources.
6. Write concise and organized documents using the appropriate format.
7. Use the three-step writing process.
8. Write reports based on the evaluation of data.
9. Develop and demonstrate effective oral presentations with verbal and nonverbal proficiencies.

This course is classified as Writing Intensive (WI). As noted on the website, The General Education Learning Outcome for a WI course is “Students will be able to write in genres appropriate to the discipline(s) of the primary subject.” As such, this course will promote your ability to write clearly, coherently and effectively as well as adapt mediums of communication specific to the needs of your audience. In line with these outcomes, the following are essential components of this WI course:

1. You will have topical study of the Three-phase Writing Process.
2. You have preparation assignments that are graded as “Complete/Incomplete.” You will receive feedback to apply to the writing assignment.
3. You have an ungraded assignment in the course. In this experience, you are expected to apply the feedback for the final (improved) version. Participation in ungraded assignments is required.
4. You will receive instructor feedback. With each assignment, feedback (instructor and peer) is provided to you to improve your skills and, I expect to see this feedback applied to all final versions.
5. You will receive peer feedback. These assignments are considered equivalent to in-class workshop time. Do NOT miss offering your classmate information. It is your responsibility to be a contributing business professional. If you do not participate (with quality posts), you will reduce your grade.
6. You are invited to see the guidance of The Writing Center; they work virtually as well as face-to-face.

This course is classified as Speaking Intensive (SI). As noted on the website, The General Education Learning Outcome for a SI course is Students will be able to speak in genres appropriate to the discipline(s) of the primary subject. As such, this class aims to further develop your ability to speak clearly, coherently and effectively as well as adapt modes of communication specific to the needs of your audience. In line with these goals, the following are necessary aspects of this SI course:

1. You will have topical study of business speaking content to verbal and nonverbal aspects.
2. You have preparation assignments that are graded as “Complete/Incomplete.” You will receive feedback to apply to the speaking assignment.
3. You have ungraded opportunities. In these experiences, you are expected to apply the learning to speaking assignments. Participation in ungraded opportunities is required.
4. You will receive instructor feedback. With each assignment, feedback (instructor and peer) is provided to you to improve your skills and, I expect to see this feedback applied to all final versions.
5. You will receive peer feedback. These assignments are considered equivalent to in-class workshop time. Do NOT miss offering your classmate information. It is your responsibility to be a contributing business professional. If you do not participate (with quality posts), you will reduce your grade.
6. If you have a relevant or physical, linguistic or psychological disability related to the assessment of this competence (such as a speech impediment), please seek the Disabilities office for appropriate documentation and submit it within the first two to three weeks of the course.
7. You are invited to seek the assistance of The Speaking Center; they work virtually and face-to-face.

Teaching Method: This course is taught in a ‘flipped’ structure. A ‘flipped’ classroom is a pedagogical approach that inverts the traditional “lecture/homework.” You are to do passive work (like reading the textbook, additional articles and examples, watch videos, review text of PowerPoints, take quizzes) outside of class; while the collaborative, problem-solving, decision-making and applying content learned and putting it into practice will be done in class. Classes incorporate activities/assignments; you will contribute to discussions, problem-solve, and engage in group activities and converse with guest speakers. You will be participating in activities to reinforce your learning, and practically apply your knowledge through speeches and projects. It is important to have read the assigned chapters BEFORE class, so that you will be able to participate in discussion and concept application. Therefore, you MUST prepare for class; class participation is a significant portion of your grade.
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By enrolling in this course, you agree to the course timeline, deadlines and responsibilities. You are to manage your time accordingly – everyone has personal and professional responsibilities to manage. During the first week, review the course and either make a full commitment to the course (sign the last page contract) and its timeline or drop the course and take it in the future when you can fully commit.

Accommodations for Students with Disabilities: To establish reasonable accommodations, students with disabilities are to contact the Office of Accessibility Resources & Services 336.334.5440 the first week of school. Pass paperwork to the instructor as soon as possible so provisions can be set up.

Resources:

- Syllabus and Course Schedule. Please note the following: Before asking or e-mailing a question, reference this Syllabus and Course Schedule. If you e-mail a question already addressed in these documents, you will not receive a response. It is your responsibility to read and re-read these documents carefully.
- Resources for Plagiarism and Academic Integrity: https://drive.google.com/file/d/oBorFGHhJvbDHUExSZmFFaWFmbooo/view
- Peer/Instructor feedback within Canvas: https://guides.instructure.com/m/4212/l/352349-how-do-i-view-assignment-feedback-comments-from-my-instructor-using-crocodoc-annotations
- The University Speaking Center: http://speakingcenter.uncg.edu (Requires appointment to be made 2 days before your presentation).
- The University Writing Center: http://writingcenter.uncg.edu
- UNCG Career Services Center: http://csc.uncg.edu
- University Libraries (Steve Cramer smcramer@uncg.edu): http://uncg.libguides.com/sth
- 6-TECH Technical Support: https://its.uncg.edu/help/ or at 336.256.8324
- APA Format on Purdue Owl Website: https://owl.english.purdue.edu/owl/section/560/01/
- Spartan Alert: http://spartanalert.uncg.edu Please note: Use this link to check for University Status, Alerts and Announcements including updates regarding Adverse Weather. For adverse weather, we will follow the University schedule; look for make-up work via a Canvas announcement.

Course Policies and Procedures:

Plagiarism, Falsification of Course Documents or Cheating: Adhere to the UNCG Academic Integrity (AI) Written FV work will be submitted as a Turnitin assignment in Canvas unless otherwise instructed. Turnitin is a plagiarism prevention service which checks for unoriginal content in student papers - this includes work submitted by ANY current or previous MGT/MKT 309 students as well as online resources such as websites, etc. Understand that Turnitin meticulously examines all the text in your document and can trace any websites you visited and information you have referenced/included. Additionally, Turnitin provides the instructor with a detailed report (of any unoriginal content) that can be used as documentation for an AI violation. Please note: Any violation of the AI Policy, such as an occurrence of plagiarism, falsification of course documents or cheating, could result in failure of the course. Be advised:

- An occurrence can equate to plagiarizing just one sentence from a consulted source. Do your own work!
- Instructors need only to suspect plagiarism and or cheating has occurred to begin the investigative, formal process as outlined in the AI Policy.
- Falsification of course documents such as signing another student’s name on the class Sign-in Sheet is considered an AI violation. Please note: Both the student whose name was forged as well as the student who forged the name will be immediately disciplined through the AI process.
- If found guilty of an AI violation, it will remain on your record for life and will negatively impact admissions into future academic programs as well as employment opportunities.
- Always cite all sources of information in correct APA format. IMPORTANT: For help with APA format go to: 1) http://uncg.libguides.com/citation, 2) https://owl.english.purdue.edu/owl/section, 3) The UNCG Writing Center or 4) the Library and seek help either via face-to-face or online consultations with our Librarian (Steve Cramer) http://uncg.libguides.com/sth.
**Attendance and Tardiness:*** In the business world, absence and tardiness may result in disciplinary action and or termination. In this course, attendance is expected as well as arriving to class on time. If you want to be successful in this course, be on time and attend every class. There is no substitute for being in class and, attendance does not merely mean showing up, but requires active participation (e.g. class discussions, activities, workshops, etc.). Please note: Attendance will be recorded each day, and it is your responsibility to sign-in or you will be assumed absent. **5 absences equate to receiving a F for this course,** unless you have an extenuating/special circumstance(s) accompanied by the Dean of Students’ letter to me! If you **miss 4 classes,** you’ll receive 0% for Attendance (one letter grade). Email your instructor in the first week of classes if any class date or assignments conflict with your religious practices.

**Participation:** You are expected to be actively involved and engaged in this course by:
- Attending every class. Honoring commitments and responsibilities.
- Being fully prepared for each class, which also includes referencing this Syllabus and Course Schedule regularly.
- Completing all homework prior to class and contributing thoughtfully to class discussions.
- Participating in lecture activities, in-class writing sessions, which will be used to apply and expand course information and, at my discretion, may be counted as your participation/attendance credit. If you are absent, you are not eligible to receive participation credit for any type of in-class activities (these are in-class ONLY and cannot be made up). Additionally, I do not take excuses or accept documentation of any kind, so please do not ask for an exception.

**Disruptive Behavior in the Classroom:** Any behavior that inhibits the learning process and or is disruptive to the classroom environment will not be tolerated. Examples include but are not limited to: excessive talking, usage of cell phones, iPods, iPads, pagers, etc., inappropriate use of laptops, disrespect for speakers (including fellow classmates, guests and instructor), aggressive language and or actions.

**Electronic Devices:** Cell phones, iPads, pagers, etc. are prohibited during class. Laptops are permitted **only** for note taking in the few lectures. Failure to adhere to this policy is considered a violation of the Bryan School's Guidelines for Ethical and Professional Behavior of Students and Faculty (above).

**Email Etiquette: Professor Beasley’s Guidelines**
1. Before emailing with a question, review the syllabus, outline, or assignment instructions. Read the written instructions for an assignment more than once before emailing a question. Assignment feedback/help will not be given via e-mail, if the answer is clear in the syllabus/assignment. Perhaps, you should check your question with a classmate.
2. Make sure that your email clearly identifies **who you are.** Include your name at the end of the email, as you would in a letter. If your name, as you use it, is not the same as the name in the college system (which is what I will see in Canvas), please include both. Use your preferred name, but enclose your full name as you are registered in class. With over 250 students per semester, I cannot track all names to class.
3. Make sure that your email clearly identifies **which class you attend.** Include the Course Section (-14) OR most likely, your email will not be answered. Place this info on the TOP LINE (or subject line) of your email.
4. Clearly identify the subject of your email in the subject line. If you are asking a question about an assignment, make that clear. Put “Speech 1 Question” in the subject heading.
5. Make sure that your message is clear. Be very specific and brief. You know what you are working on or thinking about when you write your email, but the person who reads it doesn't know what you are thinking if you aren't clear. Statements like "I am confused about the assignment" are often meaningless to a Professor; s/he won’t know what confuses you or even what specific assignment to which you are referring.
6. Know your professors’ names and address them appropriately. Look at your syllabus. The professor's name (correctly spelled) will be there. This is also helpful in class.
7. Do not say something electronically that you would not say in person. Sending me an inappropriately written email may result in a request for you to re-write your email before I respond to the content.
8. E-mails must follow protocols listed within this syllabus.
9. Do NOT send e-mails through the Canvas Inbox (attachments do not always work in the Canvas system).

**Assignments and Associated Percentages:**

**Grading Matrix:**
- A+ = 97-100%, A = 93-96%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66%, D- = 60-62%, F = 59% or below
**Assignments:**

<table>
<thead>
<tr>
<th>Assignments:</th>
<th>Percentage of Total Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Report (17%) &amp; (12%)</td>
<td>17</td>
</tr>
<tr>
<td>Writing Assignments (4 each approx. 6%)</td>
<td>25</td>
</tr>
<tr>
<td>Speaking Assignments (S1 &amp; S2 (Rpt. Presentation) =12% each; SFinal= 6%)</td>
<td>30</td>
</tr>
<tr>
<td>Participation/Attendance (10%), Quizzes (9%) &amp; Discussion Posts (9%)</td>
<td>28</td>
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**Grading:** You are to manage your emotions related to your performance and the resulting score. If you scored lower than you expected, my suggestion is for you to carefully review the professor and peer feedback, re-write the assignment, have it reviewed by the Writing Center, then schedule with me for a one-on-one review appointment. You are held accountable for your skill development as learning progresses. This premise means grading gets more rigorous as we move forward. An ‘A’ score on the first assignment is most likely not ‘A’ quality performance on the final assignment. Other:

- It is your responsibility to check Canvas weekly for assignment and participation grades. Be advised: Grades posted in Canvas will not be discussed/reviewed after 14 business days. Do not wait until the end of the term.
- Do not email expressing frustration about a grade telling me the grade is wrong. Instead kindly requested a meeting with me to review the document for additional feedback (after reworking the document, as suggested above). Do not email me after searching for something to use to justify an increase in your score.
- Do NOT ask for a grade reconsideration. No begs for an ‘A’ – for any reason. Do not tell me you are a 4.0 student with the intention to influence me to post a higher grade.
- Given the depth and quantity of resources and information provided with this course, all assignments will be graded critically and unsympathetically. As previously stated, be responsible and utilize all resources provided (PowerPoints, assigned readings, activities, videos, etc.). Resources and information have been carefully selected to help you understand course materials and aid in completing assignments. If you choose not to use the resources and information provided in this course, you choose to lower your grade significantly, and you may not pass this course.
- The above grading matrix will be used and specific Writing and Speaking Grading Rubrics are posted in Canvas. Carefully review the Writing and Speaking Grading Rubrics to fully understand assignment expectations.
- Assignments will be graded as quickly as possible (minimum of 12-14 business days). To determine a general timeframe for when your assignment will be returned, count 14 business days after the day it is turned in. Additionally, since assignments do not build off each other and differ in format, concept and scope, you may turn in one assignment, prior to receiving a grade from a previous assignment.
- Final course grades are not rounded up. When final grades are complete in Canvas, 24 hours later final grades will be posted to Genie.
- Grades are not “given,” they are “earned” based on your demonstrated performance. As in the business world, you are evaluated on your performance, not on effort. Therefore, as a performance based course, you are graded on your performance activities, not on effort. Remember, the key to excellence is practice!

**Required Final Exam Days for this Spring 2018 Semester:**

- 9:30 TR Class - Tues May 1 from noon-3pm
- 11:00 TR Class - Thu May 3 from noon-3pm
- 2:00 TR Class - Thu May 3 from 3:30-6:30pm
- 3:30 TR Class - Tue May 1 from 3:30-6:30pm

**Peer Feedback**

The purpose of feedback is to ‘see’ areas for improvements, and therefore, create improvement goals. In this course, we will practice delivering honest and respectful feedback on writings and speeches that is not emotionally negative. Your job is to offer quality feedback on peer work, as well as learn how to manage any negative feelings you might have to the information you receive. Receive the information as a gift not as a negative. A second purpose to our feedback work is for you have a way to expand your thinking and problem-solving skills. In seeing how others solved the problem differently than you, you expand your skills.

You are NOT to offer empty compliments! Compliments are not counted as feedback. Post your feedback within one week of the written draft or speech upload. You are to offer three items of what a person did well, and three suggestions for improvement. As I am grading, I’ll review what is posted, and if I perceive the post as disruptive to the receiver, I will delete it, and this deletion will reduce your required contribution and potentially reduce your feedback grade. Use the Business Writing/Speaking Checklist and Rubric to help you evaluate and to choose your items to offer feedback. Quality matters to your grade. You will receive your peer feedback participation grade at the end of term.
Submitting Assignments:
Follow assignment directions carefully and submit your work as requested. Points will be deducted if you do not understand, in the business world, not following directions can negatively impact your credibility and may result in lost promotions and or, in termination. To ensure successful submission of your Canvas assignments:

1. Canvas assignment links will not be available after the designated due date/time. Late work is not accepted.
2. No extra credit is offered.
3. No make-up work is offered.
4. Submit assignments in advance of the designated due date/time to allow for any unforeseeable technical difficulties preventing a timely and successful submission.
5. Be sure to post the correct file/version of your assignment. Assignments will not be re-graded due to an incorrect file submission. Use ONLY MS Word for Writing documents and PowerPoint for presentation software. (The FV Resume may need to be saved as a pdf file to save all special formatting).
6. If posting/submitting an assignment early, it is considered complete and may be subject to early grading. Assignments will not be re-graded if already graded.
7. Save your work as a Word file, use 12 pt. font and follow this specific document naming convention:
   FirstnameInitialLastnameAssignmentNameMKTSection#.doc. For example: MBeasleyResumeMKT14.doc
8. Go to http://guides.instructure.com for information on supported browsers for Canvas.
9. If you encounter problems submitting your Canvas assignment, you are to first contact 6-TECH Technical Support at 336.256.8324 or at 6-tech.uncg.edu and open a Service Desk Ticket. Second, inform me of the problem via an email, which includes your Service Desk Ticket number.

Late Work: To ensure fairness to all students, late work will not be accepted. If not submitted by the designated due date/time, you will receive an automatic zero for the assignment.

Assignment Prep
For the preparation work associated to the speaking and writing assignments, you must have all pieces posted on time for full credit. If you chose to not complete the PREP or DRAFT portions of the assignment then you chose to lower your grade by one letter grade for EACH part of the assignment.

Writings:
There are 4 main Writing assignments. Specific instructions for each assignment will be posted in the Canvas assignment tab entitled “Writing.” Writing assignments are as follows:

Writing #1: Memo regarding your assigned company [Prep 1/16; Draft 1/31 & Peer open 2/1-7; ICW #2 Draft 2/8; Final 2/15] – 100pts
Writing #2: Persuasive Application Letter & Resume Please note: Your resume must be submitted and approved via the Career Services Center Online Resume Approval Process through SpartanCareers. If not submitted and approved through SpartanCareers by the designated date/time, you will receive an automatic zero. [Prep 2/14; Draft 2/20; Final 3/2]-100pts
Writing #3: E-Portfolio on YOU. [Draft 2/27; Final 3/13] – 75 pts
Writing #4: Write 2 Goodwill Letters (pick 1 of 2 options then write that scenario in both Direct and Indirect approaches). [Draft 3/27 & Peer open 3/28-4/1; Final 4/3] - 125 pts

As a WI, business communication course, revising your work is an important part of the Three-Step Writing Process and necessary to produce high-quality, professional documents. Feedback is provided (via Turnitin or Crocodoc) to you to improve your business writing skills and techniques. Review, study and APPLY-forward all the assignment feedback (annotations) offered to you. I expect to see this feedback applied to all future assignments including Writing, Research, Speaking, etc. If English is your second language, you are strongly encouraged to seek this assistance. Turnitin documents will be attached to feedback in Canvas and here are the step-by-step directions for students to view their feedback in Crocodoc. http://guides.instructure.com/m/4212/l/352349-how-do-i-view-assignment-feedback-comments-from-my-instructor-using-crocodoc-annotations

Speeches:
- There are 2 Speaking assignments in addition to your research report presentation. Specific instructions for speaking assignments will be posted in the Canvas assignment tab entitled “Speaking.” To ensure fairness to all students, be advised of the following:
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- There are no make-up days for speeches. If you miss (e.g. forget your speech day) and or are absent on day(s) you are assigned to present, you will receive zero for your speech. Additionally, do not be late on your speech day. If you arrive late (after your name is called), you will receive a zero for the assignment.
- Do not walk into/out of the classroom during a student’s presentation; instead, wait until s/he has completed.
- If you wish to use a presentation advancer, it is your responsibility to bring or borrow one. Instructor advancer is not available for general use.
- You must complete a consultation at the UNCG Speaking Center for the second speech, PRIOR to your class presentation. The Speaking Center requires a two-day notice for scheduling an appointment. The Center opens 1/22 & closes ????. Do not offer excuses as to why you were not able to complete this as required. Proof of visit is required (upload picture of your confirmation emailed to you). For other speeches, extra credit is offered for speaking center visits.
- During the speeches, you will participate by offering positive feedback to the speaker and/or be a timekeeper.
- If you elect to not complete both presentations, you most likely will fail the entire course, as our course is speaking intensive.
- Use your own phone or video equipment to record your presentation. You are to review it and include what you learned about yourself in your speaking reflection. Your peers will review this as well and provide feedback in Canvas.
- While you may pick your topics (within the assignment parameters), you are NOT to choose a topic related to religion, sex, politics, or has a negative base. If you break this rule, you choose a zero grade on the assignment.
- If you are feeling intensive anxiety, I invite you to talk with me.
- If you speak with an accent, consider speaking a little slower to give the audience listening interpretation time.
- Upload the completed/updated Speech Planning Documents by 5pm the night before, at the latest. (PREP is due a about a week before).
- As a SI, business communication course, it is necessary to practice presentation delivery and receive and apply feedback to improve oral communication skills. Therefore, speaking assignments are as follows:
  - Speech #1: Extemporaneous Instructional “How to” Presentation complete with audience handout [Prep 1/22; Speeches 1/25 or 30; Final Docs 5pm prior; URL 2/1; Peer opens 2/2; Peer finish 2/5] – 12% grade
  - Speech #2: Extemporaneous Persuasive Research Presentation [Prep 3/20; Speeches 3/27 or 29; URL 3/31; Peer open 4/1-17] – 12% grade
  - SFinal: (TBD) Final exam is presented last day of class or on our exam date. - 6 % grade
- Review the Speaking Rubric posted in Canvas to understand how you will be graded for these assignments.
- Contact the University Speaking Center for additional assistance and resources to aid in writing your outline and delivering your speech (face-to-face and online consultations are available). If English is your second language, you are strongly encouraged to seek this assistance.
- How feedback will be given: Graded work will be available in Canvas.
- Read, re-read and follow specific assignment directions carefully and submit your work as requested. Points will be deducted if you do not.

Research Report and Presentation:
Business professionals need to know how to gather information to advance the decision-making process; therefore, you will be required to complete an informal, investigative research report. Specific instructions for this assignment will be posted in the Canvas assignment entitled “Research Report.” This report is worth 17% of your total grade. [Research 2/21; #1 Draft 3/15; ICW/#2 Draft/WC 4/10; Final 4/12]

RR Presentation Speech: This presentation is worth 12 percent of your total grade and is Speech #2. Specific instructions for this assignment will be posted in the Research Report Canvas assignment. You must complete a consultation at the UNCG Speaking Center for this presentation, PRIOR to your class presentation. The Speaking Center requires a two-day notice for scheduling an appointment, and their hours may change around Spring Break. [Prep 3/20; Presentations 3/27 or 29; URL 3/31; Peer open 4/1-17]

To Be Successful in this Course:
- Take careful notes during speaker lectures. The material given during lectures is not available in your textbook and is needed to successfully complete assignments. The textbook as well as additional readings, resources, examples, etc. are used to supplement the lecture content.
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• Reference this Syllabus/ Course Schedule on a regular basis. Please note the following: Given the Course Schedule clearly provides the daily agendas, how to prepare for class and necessary assignment due dates, etc., verbal in-class reminders are not given as it is your responsibility to be prepared.

• In Canvas, make sure your Notifications preferences are set to receive a notice ASAP for all Announcements.

• Do not start packing your belongings until I indicate the class is complete.

• Be responsible and utilize all resources provided (PowerPoints, assigned readings, in-class activities and workshops, videos, etc.). Resources and information have been carefully selected to help you understand course materials and aid in completing assignments. Be advised: If you choose not to use the resources and information provided, you choose to lower your grade significantly and you may not pass this course.

• Read all assignments in advance and bring questions to class for discussion. Please note the following: It is your responsibility to take initiative and be prepared by carefully reading assignment instructions prior to class. Class time will be used to discuss specific questions related to the assignment and or to show where resources/information are in Canvas. Class time will not be used for lengthy re-reading of the assignment. If you e-mail a question regarding how to complete an assignment, the day before it is due, it is unlikely you will receive a timely response.

• Pay close attention to detail when completing each assignment. Read and follow all instructions.

• Complete all assignments (graded or not). If you choose not to complete an assignment, you choose to lower your grade significantly and you may not pass this course.

• Be respectful and courteous to everyone ALWAYS. Disagreement is ok, remember it is not just WHAT you say but HOW you say it.

• If you have questions, need help, clarification or do not understand something, you are encouraged to schedule an appointment during instructor Office Hours. It is essential to read assignment instructions when assigned on the Course Schedule and make appointments in advance for visiting Office Hours if you foresee questions or need help.

SYLLABUS AND COURSE SCHEDULE AGREEMENT FORM

By enrolling in this course, you agree to the Course Syllabus and Schedule (including the timeline, deadlines and your responsibilities). Additionally, if you cannot fully commit to the terms of the course, and allocate at least 2-4 hours per day outside of class (or a bare minimum of 6 hours per week) as recommended by The Dean of Students Office, you should drop the course.

Your signature below acknowledges the following:
1. I have received and carefully read the Course Syllabus and Schedule for MKT 309 Spring 2018.
2. I understand that if I e-mail a question already addressed in the Syllabus/Schedule, I will not receive a response.
3. As explained in the Syllabus, I understand the required Course Materials, Student Learning Goals, Course Philosophy, Policies and Procedures as well as Expectations and Requirements regarding assignments, attendance, participation and grading.
4. I understand the Course Schedule clearly provides the daily agendas, how to prepare for class and necessary assignment due dates, reminders, etc. and that verbal in-class reminders are not given as it is my responsibility to be prepared for class and to know assignment due dates, etc.
5. I understand when absent from class, I chose to lower my grade. 5 absences, I fail; 4 times, I drop a letter grade.
6. I understand when not prepared for class by completing homework or by bringing the required materials, etc., I may be dismissed from class and/or I will lose any related participation points for that day.

Print Name: ________________________________________________________________
Signature: __________________________________________________________________
Date: _______________________________________________________________________