BUSINESS COMMUNICATIONS, MKT309
Joseph M Bryan School of Business and Economics
Department of Marketing, Entrepreneurship, Hospitality and Tourism

Summer 2019, Garrett, Online, Sections 01, 02
May 15, 2019 – June 19th, 2019

The syllabus and course schedule are subject to change.

Business and professional communication: teamwork, communication technology, verbal and non-verbal strategies in a problem-solving innovation context. Emphasizes effective persuasive, interpersonal, intercultural, and organizational strategies through business styles, formats, and presentations.

Instructor
Ms. Dianne R Garrett
377 Bryan Building
drgarret@uncg.edu (the best way to contact me)
336.334.4473 (leave a message, which is emailed to me)
Meeting options: by appointment - face-to-face, phone or WebEx
Minimum technology skills: proficiency with Canvas, Microsoft Word and PowerPoint, video software

Credits: three hours
Prerequisites: Junior standing admission to an approved Bryan School program
UNCG Support: Writing Center, Speaking Center, Digital Act Center, Digital Media Center
Research Support: Dr. Steve Cramer, Business Librarian

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.

Bryan School Student Learning Goals:
1. Students will 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. Students will apply appropriate ethical standards when making recommendations for business decision making.
3. Students will evaluate business decisions in the context of sustainability goals, balancing environmental, social, and economic needs, conditions, and potential decision impacts.
4. Students will formulate appropriate strategies, in the context of global issues and forces, to improve business performance in the world economy.
5. Students will explain the roles of innovation and innovation management in achieving successful business strategies, decisions, and performance.
6. Students will be able to plan, schedule, contribute to, and lead projects.

Impact of this course on the Student Learning Goals:
Upon successful completion of this course, students will be able to meet various components of two program learning goals: Learning Goal #5 – Innovation and Learning, Goal #6 – Collaboration and Communication.

- 5.1: Understand the process and product of innovation
- 5.2: Relate the innovation process to value in business strategies, decisions and performance
- 6.1a: Employ multiple forms of <u>written</u> communication techniques to deliver the most effective communication for the situation
- 6.1.b: Employ multiple forms of <u>spoken and nonverbal</u> communication techniques to deliver the most effective communication situation.

Innovation (#5)
This course will introduce (1) three aspects of innovative thinking – mindfulness, mindsets. and strengths, and (2) the design thinking problem solving approach. The innovation assessment is an end-of-term essay on these two components.

Collaboration and Communication (#6)
In this course, students will study effective business writing and presenting. Additionally, in teams, students will plan and manage a semester-long project focused on a real client's business need. The students will produce both draft and final writing and speaking products. The written assessment is the end-of-term innovative essay, and the speaking assessment will be the video presentation of the project.

COURSE OVERVIEW

In this course, we will work on the top attributes that employers want. Please take notice of the 2018 National Association of Colleges and Employers' (NACE) Job Outlook table below; notice that the top four and the seventh items are our priorities for the course.

Overview
This course is an opportunity for you to get ahead of other college business students as there is no other course like this one in the United States (that we know of). We are combining important life and business (thinking and communication) skills in a real-world client collaborative design thinking problem-solving learning experience. Our goal for you to have an enjoyable hands-on learning experience and to offer the client an innovative feasible idea as resolve for their business need.

In this course, we have four main areas of study -
- the innovative mindset
- innovation, design thinking process
- business writing
- business speaking

Attribute	%
Problem-solving skills	82.9%
Ability to work in a team	82.9%
Communication skills (written)	80.3%
Leadership	72.6%
Strong work ethic	68.4%
Analytical/quantitative skills	67.5%
Communication skills (verbal)	67.5%
Initiative	67.5%
Detail-oriented	64.1%
Flexibility/adaptability	60.7%
Technical skills	59.8%
Interpersonal skills (relates well to others)	54.7%
Computer skills	48.7%
Organizational ability	48.7%

This course is team-based. By enrolling in the course, you are agreeing for your team to produce a polished final report and persuasive video presentation to be delivered to the client. If your team wants to opt out of your products being delivered to the client, you must write a letter to me informing me of such with each team member's signature included.

You will be given two major templates at the beginning of the course – one for the client report and one for the client PowerPoint. We will complete the document as we journey through four design thinking phases. While you are welcome to update the template in your team style, I urge you, given the short time frame of the course, to limit your style changes to a minimum.

This course is different; you are asked to think and work in unfamiliar ways.
1. After study, you will be asked and held accountable to writing only in business style. Business writing style is different than academic style writing. We will explore these differences.
2. After study, you will be asked and held accountable to think differently – to have more emotional management, to embrace ambiguity and uncertainty more, to delay judgement, to be more respectful in your listening and speaking skills. In our conversations on thinking, you will learn about how the brain works and how this impacts communication, about mindsets, mindfulness and character strengths.
3. You are asked to think innovatively. Innovation is one-step further than creativity. Innovation includes as aspect of something that has never been done before.
4. For the entire course, you will experience and be held accountable to a new way of problem solving. In the past you were taught to first write a hypothesis and then do research or an experiment to hopefully prove your hypothesis true. That is not our approach in design thinking.

> *The __Wallet Exercise__ in the Welcome unit is a fun and quick exercise to experience all the stages of the design thinking problem-solving approach in one moment. It will help you put the upcoming design thinking activities in context.*

In design thinking you first delay judgement, embrace ambiguity, and craft questions and gather information (without making any solution decisions or hints of solution decisions or predictions). You are to empathize with your audience(s) and clarify the need. Then you will then expand to lots of potential ideas and narrow down to two possible solutions. After team agreement on one idea (a possible solution), each person will prototype this one idea in his/her own way. And the last stage is to test and iterate the agreed-upon prototype in order to deliver it.

The diagram below labels the design thinking stages **Discover, Define, Develop and Deliver**. While there are many models of the design thinking process in the world, this is the one we will use in this course. Please take a moment to notice the sub-processes of expansion of choices (diverge) to the reduction of choices (converge) that happens in the decision-making process toward choosing a solution. Notice that the solution is late in the process, not early.
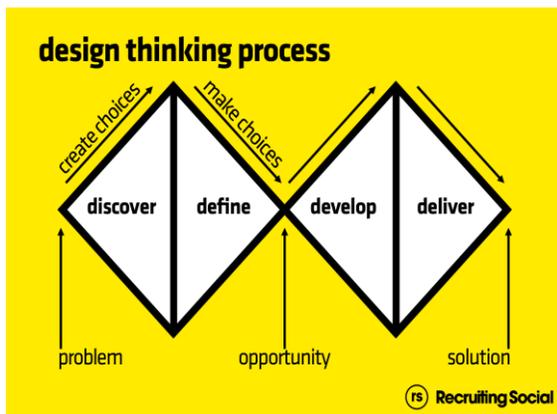
Discover – gain clarity of the audience and the need through video review, primary (observation, interviews, and secondary research, observation, empathizing, exploration. to gain unbiased knowledge through primary and secondary research
Define – to gain clarity of approach – design goal and scope, audience perceptions, physical and functional attributes, and constraints.
Develop – to list many choices through listing good and bad ideas and then culling down to one or two desirable, feasible and viable possibilities.
Deliver – to bring the ideas into the physical world through prototype, testing and iteration.

This Term's Client
Our client for this term is the Triad Goodwill Industries of Central North Carolina, Inc. Their business need is detailed for you Canvas. You have some great videos to watch where you meet the leadership of the company (Discover stage) and hear about their business innovation need. The products that you will

deliver at the end of term are a polished report and a persuasive PowerPoint with video. You have opportunities throughout the course for drafting the report and the PowerPoint and video work. These experiences of drafting help you advance your skills and deliver quality work at the end of term.

If, for any reason, you are uncomfortable with the client or the project, you are welcome to drop the course and take it in a future term when there will be a different client and project.

General Canvas Organization
This course is divided into weekly units. In each unit, there is content to **Read, Watch and Study**. To be successful, you must study the content (in the Modules) BEFORE you do the assignments. If you skip studying the course material, you will be doing your assignments based on old knowledge and most likely significantly reduce your learning and grades. Additionally, if you skip the study you most likely will drag down your team. Allocate your time for study and execution.

You need to adhere to the flow and by the due dates. The plan is for all of the course materials will be available to you at week one or as early as possible. If you (and your team) submit works earlier than the deadlines, that is fine. Just wait for my grading and feedforward before you submit the next assignments (else you could reduce your learning and produce lower quality work). I urge you to organize your time and allocate ample time to Week 2 and Week 5; they have the heaviest workload.

Writing Intensive & Speaking Intensive
MKT309 holds Writing Intensive and Speaking Intensive markers. Our General Education Intensive objective is "*Students will be able to write and to speak in genres appropriate to the discipline(s) of the primary subject.*" As such, this course will promote your ability to write and speak clearly, coherently and effectively as well as adapt mediums of communication specific to the needs of your audience.

MKT 309 Course Student Objectives

1. Understand the importance of effective communication in the workplace
2. Identify communication strategies to business situations
3. Create responses to communication needs
4. Conduct business research for evidence-based writings and presentations
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 evaluation of data
9. Develop and demonstrate effective oral presentations with verbal and nonverbal proficiencies
10. Understand the positive human capacities for deep insight, collaboration, and innovative problem-solving
11. Develop skills to conceive, research, prototype, and design innovations using verbal, nonverbal, visual-figurative, and written forms of communications

BRYAN SCHOOL POLICIES

The UNCG Honor Policy: All students are expected to comply with the UNCG Honor Policy, described at the following page: http://academicintegrity.uncg.edu/complete.

The Faculty & Student Guidelines: Bryan Faculty and students in this course are expected to adhere to the guidelines stated at this link: http://bryan.uncg.edu/wp-content/2017/08/Faculty-and-Student-Guidelines-2018-2019.pdf.

Any behavior that inhibits learning and/or is disruptive to the [online] classroom experience will not be tolerated. Some examples include disrespect for speakers (including classmates, guests, and instructor), bullying, sarcasm or aggressive language and or actions. **Instructors have the sole-authority to withdraw a student for disruptive behavior.** This policy can be found online at http://sa.uncg.edu/handbook/wp-content/uploads/disruptive_policy.pdf.

COURSE REQUIREMENTS

1. Course text: *Writing That Works* by Oliu, Brusaw, and Alred, 12th ed, ISBN-10: 978-1-319-01948-8
2. FREE supplemental text: *DGarrett Guidebook Business Writing at its Best* (currently in draft form). This text is a book that I have written for you; it is posted in Canvas in the Welcome Module and on the Syllabus tab. I suggest that you print it and spiral bind it at store like Office Depot. The binding cost is typically less than five dollars. I hope that you will use the Guidebook for many years.
3. You will need access to a video recording device. Smartphones are acceptable as long as quality is high. Canvas WebEx is also available to you. Please do not use Apple recording products like QuickTime unless you know how to convert the file to Microsoft format. One convenient technology is to post the video file to youtube (Be sure to make it public during the grading period.) and then post the URL in the PowerPoint.
4. Use your UNCG email account. Check it daily.
5. Check Canvas and the website for any adverse weather conditions opening/closing adjustments.
6. 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 week one, please review the course and either make a full commitment to the course, to collaboration, to deadlines, and to your classmates, or drop the course and take it in the future when you can fully commit.
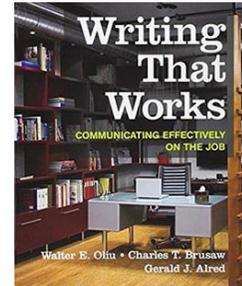
COURSE STANDARDS

1. The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can learn more about OARS by visiting their website at https://ods.uncg.edu/ or by calling 336-334-5440 or visiting them in Suite 215, EUC.
2. Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at https://shs.uncg.edu/ or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.
3. If you have a significant life situation that might impede your performance (like submitting an assignment on time), inform me of such before an assignment is due for extension consideration. However, given that most of the work is collaborative and given our short time span, granting an extension will be a rare occurrence.

4. For students who are underperforming or seem to be experiencing a personal difficult situation, most likely, I will report this situation in Starfish. Starfish then notifies others on campus of your situation.
5. Post all assignments to Canvas. Assignments are not accepted via email. If you are having a technology challenge posting to Canvas, you are welcome to email the item to me to prove you meet the deadline requirements, but you still MUST post to Canvas for credit (feedforward and grading).
6. You are responsible to manage through technology challenges. If you have challenges, see the help of the university helpdesk – 6-tech. Notify them earlier rather than later (They are not open on the weekends.) of your difficulty. I may ask to see the confirmation of your request.
7. You are encouraged to seek assistance from the Writing Center and Speaking Center (pre and/or post), especially if English is your second language. Both of these organizations were created to help you elevate your products and skills and offer students virtual and face-to-face meeting opportunities. I recommend that you take advantage of their help. And, too, you can receive extra credit points on your final grade by attending a session with them.
8. Standard business email response time is within 24 hours during M-F. Be sure that you email any requests within enough time for me to respond and then for you to apply my response. If I miss responding within 24 hours, please email again. I can occasionally miss an email.

Recommended Books:
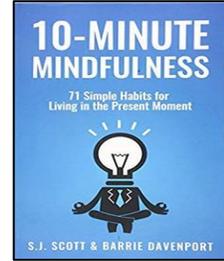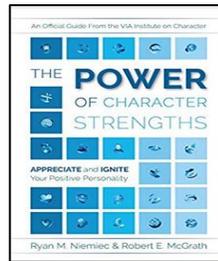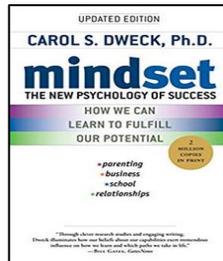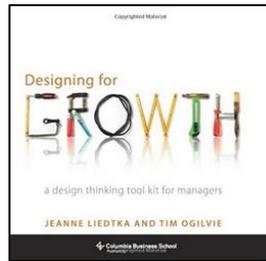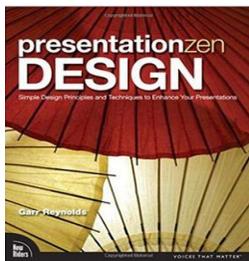
TEAM RELATIONSHIPS & RESPECT

Do you know the difference in a group and a team? "A group is a collection of individuals who coordinate their individual efforts. A team is a unified collection of people who share a purpose and goals. Team members are mutually committed to the goals, to each other; this commitment creates accountability and a motivation to perform well."

You will be assigned to a team of three (as enrollment allows) based on your time availability. If you have a teammate drop resulting in a team of two, most likely, I will join you with another team of two (if I have one available.)

This course is highly collaborative. To be successful in business, one must be able to engage, contribute and produce works with others. Sometimes you will be in teams that are high functioning and fun (Yay!), other times you might be in a group that struggles. If you are in a difficult team experience in this course, while my heart feels for you, you will not be changed to another team or excused from fully participating. Just like business, you must work to make it work.

Please use your innovative mindset (growth mindset, mindfulness, strengths) throughout the course. These are especially helpful to you manage your emotional reactions and communication when challenges arise in team relationships and performance expectations.

Here are some challenges that I want to point out:

- Please don't be the "A bully" and demand that all be the way you see it (which is fixed mindset); often this person will say "I'll do whatever it takes to have an "A." If you know this to be you, your job will be to learn not to push your way on others. Your job is to practice your leadership skills (honor others' strengths and autonomy) - to be mindful and in growth mindset.

- Please don't be the "slacker" - one who either does not contribute at all, or submits poor quality work, or submits poor quality work moments before a deadline. It's just not okay to contribute little or less than your best. It's not okay to take advantage of those who work hard and/or have a high personal standard. In business, the underperformer gets fired. In our course, the underperformer scores low grades. If you have a life situation that is impacting your performance, please reach out to our Student Affairs Office for help.

- If you are a procrastinator, to be most successful in this course (and life) you will need to work to power over the thinking and/or emotions that cause you to retreat. **This course is fast and carefully sequenced.** The earlier you study the material in a Canvas Module, the more time you will have to spend in the production of the assignment. And, in our course, you need even more time, as working with others takes additional time. Please start earlier rather than later.

  If you struggle with procrastination and want a conversation with me, just email and ask. In my past, I struggled with procrastination; therefore, I studied it at the neuroscience level and as a coach, and overcame the self-defeating behavior. I can help you, just ask.

You are welcome to email me asking for a conversation to help with team challenges. Perhaps I can over some guidance to help.

Respect
Please take the time to notice the character strengths of your teammates and compliment them when they are contributing well to the team. Always build up your team mates, the project and leaders.

1. Email your instructor if any assignment conflicts with your religious practices at least two days prior to the assignment's due date.
2. Just as in business, use hierarchy protocols. Talk with me before you talk with the Chair of the department or any other person in leadership.
3. Be kind and respectful in your discussion board postings. These conversations are not equivalent to social media expression of opinion. You are to stay on topic, stay positive, and express yourself respectfully. I'll be reading and grading all posts.
4. When you offer peer feedforward (typically called feedback), be kind and clear. Consider offering the information in the "sandwich" structure, which is (1) say something positive, (2) offer your suggestion (For example, "Might you consider…"), and (3) close with something positive. Use your best phrasing for respect.
5. Before you write an emotionally negative email to me or to another student in the course, please exercise your learning in mindset and mindfulness. Do not say something electronically that you would not say in person. Sending an inappropriately written (which includes emotional expression) email may result in a request for you to re-write your email before I respond to the content, and it might also result in a reduction in your Engagement Instructor score as well. Appropriate emotional expression is part of the communication learning in this course.
6. Please write elegant well-crafted professional emails in business writing style – to me and to your peers. Here are some tips of expected email etiquette:
   - Start with a pleasant greeting (Hi Professor Garrett or Dear Professor Garrett)
   - Always paragraph. (Do not put all that you have to say in one paragraph.)
   - Always write a strategic subject line that closely links to your first sentence
   - Always front-end load your purpose. (Direct approach)
   - Always capitalize "I."

We develop exceptional problem-solvers!

Remember, you represent the UNCG Bryan School of Business and Economics to our client. Represent us well, okay? Do your best.

GRADING

GRADES ARE NON-NEGOTIABLE and recorded in the Canvas Gradebook.

This course is designed to help **increase fairness** in a team grading situation. Here are four main design approaches to help.

1. Each student is to lead two of the client product course assignments. In this structure, the workload is more evenly shared. (You will report to me on who is leading which assignment in an assignment.) Some leadership tasks are
    - To schedule the meetings
    - To solidify decisions made and to ensure all are compliant to those decisions
    - To remind the team members of deadlines and responsibilities
    - To manage the meetings in emotion and to honor time. If you so wish, you can craft an agenda and ask a team member to help manage the time allocated to each topic (so the meeting will not run too long).
    - When a teammate is contributing something great, acknowledge that. Offer words of encouragement (Do not express negativity!), words to mindfulness, growth mindset and character strengths. Consider going back to the earlier discussion board to learn each of your team member's strengths.
    - To receive the pieces from each team members and finalize the assignment into one voice. Proofread and polish to perfection.
    - Submit to Canvas by the due date.
2. In some group assignments, there is a team graded portion and an individual graded portion. This structure will show who is contributing the best and worst work. It results in fairer grading of contributed value.
3. If an individual does not post his/her work that student will earn a zero score his/her individual portion <u>and</u> a zero on the group assignment too. Please don't miss submitting, as zeros significantly lower your grade. Furthermore, an individual cannot post a portion of a team assignment late.
4. Do <u>not</u> list a team member's name on the work unless they contributed to the document. Listing a name of a person who did not participate is an honor code violation. (Attending meetings does not quality as contribution to a document.)

The Grading Scale & Overview

A	B	C	D/F
Exceeds Expectations	**Meets Expectations**	**Needs Improvement**	**Below Expectations**
Expands assignment into excellence, adds creativity. Highest of quality.	Completes all that is required with quality	Completes the work with areas for improvement	Did not meet the assignment requirements. Poor quality performance.

+ (plus)	Null	(minus)
Exceeds expectations	Meets expectations (a few un-impactful errors)	Needs improvements (a few impactful errors)

	A	B	C	D	F
Plus	*	89 - 87	79 - 77	69 - 67	59 and below
Null	100 - 94	86 - 84	76 - 74	66 - 64	
minus	93 - 90	83 - 80	73 - 70	63 - 60	

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    - To receive the pieces from each team members and finalize the assignment into one voice. Proofread and polish to perfection.
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+ (plus)	Null	(minus)
Exceeds expectations	Meets expectations (a few un-impactful errors)	Needs improvements (a few impactful errors)

	A	B	C	D	F
Plus	*	89 - 87	79 - 77	69 - 67	59 and below
Null	100 - 94	86 - 84	76 - 74	66 - 64	
minus	93 - 90	83 - 80	73 - 70	63 - 60	

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8

Grades tend to elevate as you go through the course (if you are fully engagement and work to achieve high quality products). Don't let lower grades in the beginning demotivate you. If that starts to happen with you, I invite you to talk with me.

1. For all assignments, you are graded on what you say (content) AND how you say it (delivery). You will be learning business style and graded on business style (and general good writing standards too, of course). Do not submit work in academic style.
2. During term, my recommendation is that you focus on the assignment grade rather than the Canvas final calculation. Until most of your scores are posted (towards the end of term), any calculation to the actuality of your final calculation is questionable.
3. It is your responsibility to review and ask any questions within one week of a grade's posting.
4. You may post up to two days late with <u>some</u> assignments; however, there is a severe penalty. Late assignments are graded starting at a "F" – a score of 50. Furthermore, an individual cannot post a portion of a team assignment late. (Instead, please post on time.)
5. No late coursework is accepted after the last day of the course.
6. Do NOT ask for a grade reconsideration, especially at the end of course. No begs – for any reason. For example, do not ask for an "A" grade because you want to maintain your "A" GPA or because you are close to failing the course and are scrambling to find a loophole for a higher grade.
7. Do not ask for make-up work or re-dos. There are already structured re-dos in the course.
8. Effort has no consideration in grading.

ASSIGNMENT FEEDFORWARD & BEST-DRAFT WORK
I am for you, at all times, even when the feedforward feels negative to you.

I expect that you are familiar with the word "feedback." Well, the information I offer you is "feedforward" (The term was coined by Marshall Goldsmith, a renowned business coach to Fortune 500 CEOs.) My job is to give you information on your writing and speaking products that **helps you advance in your performance.** Every miss in a submission is not pointed out to you. It is up to you to find all instances of a miss and correct them in future assignments.

You have opportunities to re-do work built into the course; most of the time, these opportunities are called "best drafts." A draft is not an excuse for submitting less-than-or-poor-quality work. In my world there is no such thing as a rough draft; please do not use that phrase. Best-drafts are not graded with any leniency to quality. Instead, do your best, always.

I promise to review the submissions as quickly as I can.

You will receive more feedforward at the beginning of the course as compared to the end of the course; by the end of the course, you are expected to have learned and integrated to higher performance.

Feedforward will be delivered in two ways.

> **Comments.** The message will most likely be a request, a priority, and/or a high-level narrative. The high-level commentary is to help you put the minutia of the annotations in context.

> **Annotations.** In the 'View feedback" tab - click and open the document to read the annotations. The annotations offer you FAR more information for success on your subsequent assignments. Here is the link: Here are the step-by-step directions to view annotations in Canvas Crocodoc -> http://guides.instructure.com/m/4212/l/352349-how-do-i-view-assignment-Feedback -comments-from-my-instructor-using-crocodoc-annotations.

Your expectations influence your emotional reaction to the feedforward. It is my experience that some students believe that they write or speak better than they actually do, and others believe they write or

speak worse than they actually do. If you are unable to manage your emotion to the feedforward information and you feeling are feeling hurt or discouraged, I encourage you to contact me and ask for a WebEx session or a phone call to talk through the situation. Never let this information cause you to check out. Instead, use your growth mindset to empower you forward.

If you score an "A" on a best-draft, you most likely still have updating to do as higher quality performance is expected on final versions.

Don't just fix the items that I point out (or none at all) and re-submit the same document and expect the same grade.

ASSIGNMENT GROUPS & EXPECTATIONS

As much as possible, writing and speaking assignments are due on Mondays at 11:59pm. Please post your main discussion board posts by Thursday nights so that your classmates have time for replies by Monday evening.

Group % = 43%; Individual % = 57%.

Deliverables	% of Final Grade
Engagement (Equivalent to Class Meetings)	10%
Business Speaking - Group	10%
Business Speaking - Individual	10%
Business Writing - Group	33%
Business Writing - Individual	27%
Final (Innovation Assessment & Writing Assessment)	10%
Total	100%

Engagement – 10% (Individual) (Equivalent to Class Meetings)

This group is the equivalent to face-to-face class meetings. It includes activities such as quizzes & exercises, and discussion board postings, instructor surveys, etc.

The unit quizzes are intended to help you learn new knowledge. You may take them twice. Additionally, it is also a reflective opportunity which helps your brain retain information.

Discussion Board (DB) Postings Parameters – In each discussion board, you are to post at least three times - one main post and two responses to other classmates. NO social-media-type writing style. In each DB opening post, write with the highest of quality in content and style. Always show respect in your phrasing to others – that includes wording and not taking another's ideas as your own. Be sure your tone is based in goodwill (In other words, this is not a venue for negative expression of emotions).

It will be easier to contribute new information to the discussion boards the earlier you post. You graded will be lower if you just repeat what others say. Offer something new that others have not said. Please, post your main post early, preferably by Thursday evening – give your classmates time to read and reflect and then comment on your post by the deadline.

Consider these items to compose high quality posts to inspire quality conversation:
- Include scholarly support from the course material
- Include real life stories/examples that illustrate your point
- Discuss a favorite quote from the material
- Write in-depth reflective commentary that helps others "see" the material in a new way

In the surveys, you will be asked to answer questions about your learning and course experiences. The purpose is to get to know you, and if possible, make (small) modifications in real time that better the course for you.

Business Writing – 57% (Group & Individual)
This category includes your draft and final submissions for written products: letters, memos, reports, etc.

In this course, you will study collective writing is, what business writing is and isn't, and the process of writing. You will be expected to write in the Three-phrase Writing Process - Strategy, Write & Revise & Finalize. No more just dumping words on the page. No more skipping the revising and polishing stages.

You will be delivered a template for the client report, which will be completed piece by piece as we journey throughout the course. Since you are representing the University of North Carolina at Greensboro (UNCG) Bryan School to the client, you are to use the UNCG Bryan school logo on the report. In business, employees are to stay to the culture of the organization and in the ways that they want the organization branded to the world.

For most of the design thinking assignments, you will have a team summary portion and individual portion as well. This means you will have two grades for these assignments – a group grade and an individual grade.

 Be sure to -
- Post in Microsoft Word only. Click here (https://uc.uncg.edu/web-and-emedia) for the link to the UNCG software offerings. must save your documents
- Stay with standard margins. Do not change them or use large fonts to give the illusion of more fitting work. I prefer smaller rather than larger font sizes.
- All submissions are to be single-spaced. It is possible to receive a failing grade for not single-spacing.
- All submissions that have a required component of References or Work Cited with in-text cites must have that inclusion. If it is missing, it may be an honor code violation and handled accordingly.

Business Speaking – 20% (Group & Individual)
This group includes your "best draft" and final submissions for the speaking products: PowerPoints, scriptwriting, audio, video, etc. Additional speaking experiences are discussion board posts, interviews, and group meetings.

In this course, you will have two team PowerPoint/script/video presentations to complete. A template will be delivered to you as your starting point. Just like with all organizations, you need to adhere to organizational culture in the creation of documents, and since you are representing the University of North Carolina at Greensboro's Bryan school, we will use the university template. You can find this information at https://uc.uncg.edu/web-and-emedia. There is lots of interesting information about our branding here. Take a look.

You will have assignments that have a team summary portion and individual responsibilities as well. Therefore, you will have two grades for these assignments – a team grade and an individual grade. You are graded on the quality of the PowerPoint, the quality of the script and the quality of the video.

Be sure to –
- Do not use a PowerPoint default. Start with the delivered template.
- Each person is to speak for three minutes, which totals about nine minutes in total viewing length.
- Get started early in order to prevent any technology issues that might delay your posting on time.
- Do not use QuickTime, unless you know how to convert the file to PC from Apple.

Final – 10% (Individual)

The final will be questions on the design thinking process and the innovation mindset. You will have two separate grades – (1) on your knowledge of the innovative mindset and design thinking, and the (2) on your writing quality.

Extra Credit Opportunities (Individual)

Extra credit is only offered to all students, as is defined by the instructor.

Complete up to four activities; each activity is worth .25 added to your final grade. You will need to post proof of some sort of the completing event/task. At this point, the opportunities are as follows:

- Team WebEx meeting with instructor (will be a virtual meeting)
- Meeting with the Writing Center (can be a virtual meeting)
- Meeting with the Speaking Center (can be a virtual meeting)
- Meeting with our business librarian, Mr. Steve Cramer (can be a virtual meeting)
- Completed course evaluation