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

SUMMER 2020, DGARRETT, ONLINE, SECTIONS 01, 02
May 13th – June 17th

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)
Meeting options (team or individual): Webex, Zoom or phone

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: Mr. Steve Cramer, Business Librarian

The Bryan School of Business and Economics
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.

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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.

Innovation
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.

- 5.1: Understand the process and product of innovation
- 5.2: Relate the innovation process to value in business strategies, decisions and performance

Collaboration and Communication
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 current consumer product 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.

- 6.1a: Employ multiple forms of written communication techniques to deliver the most effective communication for the situation
- 6.1b: Employ multiple forms of spoken and nonverbal communication techniques to deliver the most effective communication situation.

MKT 309 Course 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 https://bryan.uncg.edu/wp-content/uploads/2017/08/Faculty-and-Student-Guidelines-2018-2019.pdf.

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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.

**Special Note:** If you are viewing this document in Word format, you might want to click "View" on the Menu bar, and then click the box next to “Navigation Pane.” By displaying the Navigation Pane, you can use it to move around the document with ease.

**Special Note 2:** Given that this is a long instructional document and that some students, even though there is a quiz on the material, will want to skim it, please don’t. I encourage you to set yourself up for a great term by studying the syllabus. I put lots of work into this document (Yes, it’s 20+ pages long.) to help you have a start start...to help you be successful in the course. It’s up to you to accept this responsibility and take charge of your learning. And, hey…I have a tip for you, to help ease the reading (maybe your brain is tired and needs a little help in this moment), use the Microsoft Word “Read Aloud” feature. Using your ears too to understand the material will help your brain understand. Give it a try.

**Special Note 3:** I encourage you to read this document multiple times and at differing times in the course. (For example, why not review it again at mid-term.) As we move through the course, you’ll find differing bits of information important.
MKT309, Business Communication and Innovation, is a metacognition (thinking about thinking) and communication skills learning experience set in a real-world design thinking problem-solving team context. Our goal for you to have an enjoyable hands-on learning experience and to offer innovative feasible ideas.

We have three main areas of study: (1) the innovative mindset, (2) innovation & design thinking process, and (3) business writing and speaking.

In this course, we will work on the top attributes that employers want. The Bryan School brings these foci to you to boost your ability to compete in today’s job marketplace. Please take notice that on the 2018 National Association of Colleges and Employers’ (NACE) Job Outlook table to the right, the top four and the seventh items are our priorities here.

“The future belongs to a very different kind of person with a very different kind of mind – creators and emphasizers, pattern recognizers and meaning makers. These people – artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers – will now reap society’s richest rewards,” as written by author Daniel Pink, in his book A Brand New Mind.

The innovation project is set in groups of four (as fits the enrollment numbers). In your teams, you are required to meet and do collaborative assignments. You have two deliverables report & PowerPoint with video.

During our first week, please review (in general) the Canvas set up and materials and either make a full commitment to the course, to collaboration and to the deadlines, or drop the course and take it in the future when you can fully commit. By enrolling in the course, you are agreeing to adhere to the schedule and to fully contribute to a team.

This summer course runs for six weeks (Two weeks are abbreviated.), which means a full-term of learning is compressed into a shorter time period.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Problem-solving skills</td>
<td>82.9%</td>
</tr>
<tr>
<td>2 Ability to work in a team</td>
<td>82.9%</td>
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<tr>
<td>3 Communication skills (written)</td>
<td>80.3%</td>
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<tr>
<td>4 Leadership</td>
<td>72.6%</td>
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<tr>
<td>5 Strong work ethic</td>
<td>68.4%</td>
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<tr>
<td>6 Analytical/quantitative skills</td>
<td>67.5%</td>
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<tr>
<td>7 Communication skills (verbal)</td>
<td>67.5%</td>
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<tr>
<td>8 Initiative</td>
<td>67.5%</td>
</tr>
<tr>
<td>9 Detail-oriented</td>
<td>64.1%</td>
</tr>
<tr>
<td>10 Flexibility/adaptability</td>
<td>60.7%</td>
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Course Requirements

1. 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.” 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. Opportunities to re-do work are built into the course.


3. FREE supplemental text: **DGarrett Guidebook Business Writing at its Best** (currently in working 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.

4. You will need access to a video recording device. Smartphones are acceptable if quality is high. Please do not use Apple recording products like QuickTime unless you know how to convert the file to Microsoft format.

5. Use your UNCG email account. Check it daily, M-F.

6. Check Canvas and the website for any adverse weather conditions affecting opening/closing adjustments.

7. By enrolling in this online course, you agree to the course timeline, deadlines and responsibilities. You are to manage your time accordingly – **everyone has their own responsibilities to manage**. Please do not offer working many hours is not an excuse for lower participation. By enrolling in the course, you are responsible to the material and assignments and to your teammates. Don’t let them down. In the working world, if you let down the business, you most often get fired.

8. **Online coursework requires more self-discipline.** Working on a team requires more sophisticated time management too.

9. A list of campus resources is noted in the Canvas Module on the Syllabus tab, for your convenience.

**Recommended Books:**

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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, granting an extension is rare.

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. Additionally, you can receive extra credit points on your final grade by attending a session.

8. Most assignments are purposefully due on Monday nights, and most discussion board posts are due on Friday nights.

9. I am active in the course, Monday – Friday, 9am – 5pm, less active on Saturdays and Sundays.

10. My work email is not linked to my phone; therefore, do not expect immediate responses to emails. Standard business email response time is within 24 hours, Monday – Friday.

11. Be sure that you email any requests within enough time for me to respond and then for you to apply my response.

12. If I miss responding within 24 hours, please email again. I can occasionally miss an email.

13. You will be working to find balance in following directions and offering your creative authenticity – this is a life skill that business professionals need to master.

14. If any reviewing and grading exceptions need to occur, please know that these activities that are outside of the standard processes and/or deadlines are handled as such. Exceptions are not use the same timetable.

15. I typically use the “Gadugi” font in size 10. The reasons are (1) 20% of the population are dyslexic and this font is easier to read for them, and (2) size 10 allows your brain to read more information at once.

16. Your grades for the business report and PowerPoint will decrease if the annotations from earlier submissions are not applied. (I look at previous submissions to ensure that learning and applying is taking place.)
General Canvas Organization

Given this is a summer course that spans only six weeks (two of which are abbreviated), you will need to expect a high workload each week. To work at this level, plan to spend more time. This course demands your commitment in order to be successful.

Take notice that each week has more than one bucket of information in the Canvas modules. The Modules in Canvas are divided into weekly units. In each unit, there is content to **Read, Watch and Study.** To be successful in online courses, you must study the posted items. All content items were carefully selected for your best learning experience. That also means, to advance, you must study the content **BEFORE** you do the assignments. If you skip your study, you will be doing your work from old knowledge and most likely significantly reduce your learning and grades. You are required to include course material in your Discussion Board posts.

**My suggestion is that you work ahead on the content study** – the **“Read, Watch and Study”** items. By doing this approach, you will have more time to devote to the producing the assignments with your teammates. You can post early to the discussion boards. You'll need extra time for team meetings, revising & polishing the documents into one cohesive voice.

A UNCG Bryan focus, as you know, is to develop exceptional problem solvers. Therefore, in this course we introduce another way of problem solving. In the past you have been familiar with critical thinking analysis. In the course, we talk a bit of the brain’s decision-making biological functions and the design thinking problem solving approach.

Additionally, at UNCG we hold to the value of innovation and teach and practice it in this course. But, sometimes, the difference is not clear in the differences in creativity, invention and innovation. I'll highlight the differences below. It is important that you understand the differences Your proposed solution must be innovative. Here are some clarifications to help.

**Creativity** is the idea of doing something new and different. It’s the application of your imagination. Creativity is subjective, making it hard to measure.¹

**Invention** is the creation of the physical item.

**Innovation** is one step further. It’s bringing the item forward into business and consumers. “Innovation is completely measurable. Innovation concerned with the work required to make an idea viable. By identifying an unrecognized and unmet need, an organization can use innovation to APPLY its creative resources to [invent and] design an appropriate solution to reap a return on its investment.”¹ **Innovation** can refer to something new or to a change made to an existing product, idea, or field.²

For the course project in this course, you are required to innovate.

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¹ Google (2020, May 1). What is the difference in creativity and innovation. https://www.google.com/search?client=firefox-b-1-d&q=what+is+the+difference+in+creative+and+innovative
² Merriam- Webster (2020, May 1). What is the difference between innovation and invention? https://www.merriam-webster.com/dictionary/innovation#note-1
INNOVATION PROJECT: PROPOSING A CONSUMER SOLUTION
BE INQUISITIVE. GET CREATIVE; PRODUCE AN INNOVATION. IMPRESS A BUSINESS LEADER.

Commit to working fast; we have only 5.5 weeks together.

In student teams, the innovation project is to develop a novel and effective consumer innovation to help reduce the rate of transmission of the COVID-19 virus in social interactions. The intention of the project is to better the quality of life in our current public health situation; more specifically, in (1) social distancing situations, or in (2) the need for more-frequent sanitation of touchable surfaces. Your job (as a team) is to propose a product or process solution related to human behavior. This project is a consumer-to-business approach. The innovation is to be appealing, easy to use, and reasonable in price.

Narrow the scope by choosing a physical location where a public health need exists. Consider person-to-person interaction locations like home, work, schools, parks, restaurants, bowling alleys, theaters, stores, offices, gyms, nail salons, buses, cars, subway systems, airplanes, kitchens, bathrooms, grocery aisles, elevators, manufacturing…and so it goes. Think about contact transmission: How does the virus spread? What is currently being done with social distancing? Are there lessons from other countries that we can learn from? What might we do now? What might our new normal look like?

To illustrate your approach to the project, I share this anecdote with you. On May 1, 2020, I was listening to the Governor of New York, Andrew Cuomo, giving his daily press conference. He spoke the directive that the NYC subway system is to be fully sanitized overnight. He named the place and the need; the innovation, the how, was left up to teams to propose a solution.

Student teams will complete three final deliverables - a final team prototype, a persuasive report and video PowerPoint to a business or business leader of your choice. In the journey, you will conduct significant secondary and primary research and use the design thinking approach to problem-solving.

Important Note: If this project is outside of what is comfortable for you for whatever reason, you are welcome to drop the course and take it in another term, where, most likely, there will be a different project.
THIS COURSE IS DIFFERENT!

You are asked to think and work in unfamiliar ways. It’s time to stretch to the next level.

In this section you will learn eleven ways that this course is different than most other college courses.

1. To be successful in this course, you need to think with both sides of your brain – use both your reason and your creativity. You are to work with your emotions, the emotions of others, intuition, and insights. You need to think holistically; this course is not about doing individual assignments and then moving on to the next topic. It is less about memorization, and more about performance.

This course is basically one big assignment (to produce an innovative idea for the innovation project and communicate that proposed solution in a polished business report and persuasive presentation). All assignments relate to this goal and are broken into sequenced activities for achievement.

2. After study, you will be asked and held accountable to writing only in business style. Business writing style is different than academic style writing. Success as an academic writer does not automatically equate to success as a business writer. They are different. We will explore these differences.

   I hear from students that they are taught in this class to write completely opposite of their entire academic life experiences, and there is some truth in that. However, I want you to think of this new style of writing as learning a new tool. It’s like a hammer and a screwdriver, each have a different purpose and are used in differing ways; both are important and valuable in their context.

3. Another difference is that, most likely, you will have more feedback (feedback) from me than you usually receive in other writing coursework. I venture to say that in your academic past most feedback that you received focused on what you said and less on style - how you say it. In this course, “how” is of high value too. Some of you will learn that your writing is not as good as you thought; others will find it better than they thought. The good news is that I expect that you’ll be delighted at how much better your writing is at the end of the course.

   Depending on the assignment, you will receive differing amounts of annotations from me. The most feedforward information is typically given on PM2 and PM3 and BP1 as this information is to be re-worked for presenting in the business leader report or presentation.

   Think of the feedforward as a problem-solving action; it is not “criticism.” It has the purpose of helping you "see" a needed adaptation. I comes to you from growth mindset and positivity, not negativity. It comes to you from love.

   Additionally, please think of the annotations as items of help not as “fix this to please the teacher.” The feedforward is for you to learn to make better decisions – to progress in your thinking, not just to add a missing comma. It’s for you to come to understanding of your consistent misses so that you can learn to write better now and for your business career. For instance, for me, I know I struggle with writing the right version of “you” and “your.” Seems that no matter which one I need to use, the wrong one lands on the page. I know this about me. And, because I am aware of this challenge, in the polishing stage, I review every “you” and “your” to ensure that I used the right word at the right time. All of us have writing or speaking behavior patterns that need “fixing;” my job in the feedforward is to help you see your own patterns so that you can enact your power to update them before they are delivered to others.

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4. To be successful in this course, you need to **stretch your thinking into innovation**. Innovation is one-step further than creativity. Innovation includes an aspect that has never been done before. I expect that you have heard the Albert Einstein’s quote, “Imagination is more powerful than knowledge.” Did you know that Einstein would use his imagination to “see” the problem? It was one of his ways to ensure he understood the problem; he stayed longer in understanding the problem (and did not jump to an obvious solution). You must fully understand a problem before you attempt to solve it. Another way to think of this is like it’s going to the doctor and complaining of your arm hurting and the doctor only gives you a pain killer medication instead of delving into what is causing the pain. In this scenario the doctor was working the symptom and not the problem.

Your project proposed solution MUST have a component of innovation – something new-to-the world. It can be a physical aspect or a process enhancement, or more. Your team can fail the project if your proposed solution does not have an element of innovation. However, please don’t feel intimidated by the innovation requirement; the “cool” twist will come to you. Just stay open, in growth mindset, connected with your team, and mindful of your insights. Embrace your fun and authentic creativity. It is there!

5. For the entire course, you will experience and be held accountable to this 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. In design thinking, you **first delay judgement, embrace ambiguity, and craft questions and gather information** (without making any solution decisions or predictions). Said another way, in the early stages, you focus on the problem only. The premise is to take **plenty of time** to clarify the need for the intended stakeholders.

The diagram below labels the three-design thinking problem-solving stages **Discover, Design, 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. I want to point out that while the diagram shows a linear process it is not linear. Movement through the phases can be messy, as you are likely to circle back many times to refine your decisions before proceeding again.

**Discover** – **What is the problem (need) to solve?** Our job in the Discover stage is to gain clarity of the need (not make any decision to a potential solution), the situation and the target audience. As in the diagram above, the first activity is to clarify the need (scope), then to **fully research** it, and then to analyze and understand the information collected (synthesize). It is normal that you will have more unanswered questions and feel more uncertainty in this stage.

“The Wallet Exercise 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.”

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- **Design – What might be some possible solutions?** Our job in the Design stage is to list many creative and innovative choices through listing both good and bad ideas and then culling down to desirable, feasible and viable possibilities. The sub-processes are to ideate, to produce 3D prototypes, & make adaptation to the collective prototype through iteration.

- **Deliver – Let’s test to learn how well this works. “What works?”** Our job in the Deliver stage is to test and refine. The three sub-processes associated are implementation, testing and then deployment. As you work the process, you will continue to refine the proposed solution. This stage reminds me of my job in information technology; we would present a newly-created program or a community-decided business practice and have a room full of testers practice the associated processes. It was in this practice-type event that we learned what worked and what didn’t work. Very informative!

6. To be successful in this course, you are asked to embrace ambiguity and uncertainty and to delay judgement, which is often counter to your previous school experiences in research and decision-making. In most of your previous research work, you decide a hypothesis and research with a hope that it works out as you hypothesized. Design thinking problem solving is different – it loves the unknown and holds onto that till deep into the decision-making process. The reason to hold onto ambiguity is to allow ample time to have clarity of the problem. (No jumping to obvious solutions.)

- While I give you some models and pre-drafts to help reduce your feelings of uncertainty and ambiguity, each project assigned each term is different. Therefore, there is no material I give you shows you exactly what to produce. Do not use a previous model/case study from a previous class as a perfect guide. It won’t be.

- Notice in the diagram to the right that it is typically not until the end of the process (at the end of term) when you feel more certainty.

7. You are expected to manage your personal procrastination. It is not okay to negatively impact your team. As a team member, you need to subjugate your tenancy to work too close to the deadline for the team and work earlier rather than later. Delay will result in low grades. Don’t hurt others. Individual grades will be adjusted from the team grade (up or down) depending on contribution.

8. You are the decision-maker for the proposed solution not the instructor. The instructor does not and cannot dictate your proposed solution. Instead of only restating information to prove your learned it, in this course, you will enjoy your own decision-making, creativity, and freedom of decision-making with your teammates.

9. Understanding who your audience is, is a primary decision in crafting your communications. You may have one audience for one message, or you may have multiple audiences (which is more complicated). In this course, you need to be highly aware of who your audience (or audiences are) is, as that changes the messaging decisions.

To be more specific, for this course, you have five primary audiences - the professor has three different roles (teacher, coach, and boss – a project manager), the business-leader (or the like) and

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your peers. Some of your assignments are written to the project manager as the audience, and some assignments are framed to a business leader. And, sometimes you peers are the main audience. Stay mindful of your audience.

Below you will find information about four audiences in this course:

- **Professor** – A professor offers information for new knowledge and/or skill development, and you are to demonstrate that information/skill in the instructed way. Her responsibilities are to design the course in topics, assignments, and delivery. For this course, think of the professor as your audience for the quizzes, the discussion boards, and Team Reflection & Accountability postings.

- **Coach** – A coach is your “champion and cheerleader.” He/she is a catalyst to help you achieve your goal by asking you thought-provoking questions and by highlighting your strengths and weaknesses. The coach offers actions for you to improve your performance and holds you accountable to achievement. The coach focuses on you, your responsibility is to focus on the performance of goal. Therefore, as your coach, I will offer you suggestions (feedforward) to better your writing and speaking performance.

- **Project Manager** – A project manager is a leader who has the responsibility to sequence actions of others and hold them accountable to those activities. This person sets the flow and schedule. In this course, the PM1, PM2 and PM3 are written to the project manager, the boss.

- **Business Leader** – In each term, this course has a “real” business leader that has a “real” business need. You will craft two professional works to that person or organization of your choice – a business report and a presentation with video. The business leader is the audience in the BP1, BP2 and the BR assignments.

10. **A Different Way to Research.** Here’s a preview to the difference in design project research from traditional academic research work.

Design project research is an investigative approach. Natalia Ilyin, author of *Writing for the Design Mind* and Professor of Design at Cornish College of the Arts, explains it this way. She says,

“Design research is investigative. It's an inquiry into a topic: what it is, what its parts or workings are, it's effect on design or on culture. In contrast, academic research starts with defining the topic and tells the reader previously discovered information. It moves to a hypothesis and works to prove that premise true.

Research for an innovative design is not research to prove something always true. Design outcomes depend on who the designer is, what the problem is, and from whom the solution is being created. Donald Schon, a social scientist, called design ‘a reflective process,’ saying the problem-solving approach is for designers to reflect on what they’re doing – think, make, and

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There are differing levels of research, which are premised on three different purposes.

**Level One** – The purpose of the Level One research is for you to get to clarity around the physical space and the needs of that space, and audience to better define the direction – you need to be sure you are understanding the problem and environment, not just the symptom.

This information will be written to the Project Manager (your instructor) in PM1. The purpose of PM1 is for the team to get clarity and create team unity around their chosen direction and to inform the boss on that decision, and for the boss to confirm the direction as well.

**Level Two** – The purpose of Level Two is to get the know the need, and you are to research the need so that you are solving the problem and understand it’s influences and impacts. This document is written to the project manager to inform her on the information the team has gathered (at this point, there is no proposed solution only information. Delay your judgement and ideation till later).

Stay open-minded so that insights pop in. Record your insights. (Do not allow your brain to start narrowing for a solution yet; it’s too early.) The research starts with the Research Notes Worksheet assignment and continues to the PM2 assignment.

- **Primary research** is a first-hand experience, such as phone or virtual interviews, surveys, etc. **No face-to-face observations or activities are to be enacted. None.** We must honor what is happening in our current world situation – stay to social distancing requirements.

- **Secondary research** is gleaning information from others. You will be impressing them by the quality of the information, as the UNCG databases are typically not available to the business professionals unless they pay a great fee. I also recommend Google Scholar and the bibliographies in Wikipedia (not Wikipedia itself) for a list of potential quality data/information to review.

**Level Three** – The purpose of Level Three is to delve into viability, feasibility and desirability of an innovation. This document is written to the project manager. This phase is creative, inventive and headed toward an innovation.

After research, you are to turn your attention to possible solutions, and select one team proposed solution for each team member to 3D prototype. After the individual prototypes are created, the team will choose or create a new team potential solution to bring forward to the business or business leader. Then it’s in the iteration of testing that you will refine your solution.

**One little side note here:** Let’s say the team choose a prototype that your boss or the testing survey informs you that has significant misses with it. That is okay; and good in fact. Testing has to occur on a product (or process) to ensure its safety and accuracy. You must confirm its viability, desirability and feasibility. Else when the product goes to market, it will fail and fail quickly. Do the testing, be okay with the failure – for at this stage, the failure is simply information that helps you be successful. In reality, it’s not a failure until you have spent millions on producing a faulty item that you offer your target market.

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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). The feedforward is to help you be successful; my intention is never to criticize to make you feel negative emotion. It is simply to educate you on something that you demonstrate that you don’t know. While a negative emotion reaction is normal to a perceived threat, please tell your brain (over and over if need be) that the information is offered to help not hurt.

Feedforward is a component of problem-solving. Here’s how. It’s delivering information to the receiver that they do not know in order to produce higher quality items. The receiver must “see” the information as helping him/her think better, not as fixing a symptom. The feedforward information is to help you eliminate a problem not fix a symptom. However, depending on the receiver’s perception, the information may be perceived as a threat. I assure you; the information is to help you solve the problems being pointed out. It’s in embracing growth mindset.

If you are unable to manage your emotional reactions to the feedback information, and you feeling are feeling negative emotions, I encourage you to contact me and ask for a time to talk through the situation. Let’s work to move you more into a growth mindset. Learning is so much easier and longer lasting if you approach it positively.

When you review your work (revising & polishing), use a critical eye and with detached non-defensive energy. If you are defensive, your defensive energy does not allow you to improve. As humans, we often defend our position because changing it scares us into the unfamiliar. Other times we don’t want to change simply because the change moves us into being wrong and that the feeling of being wrong is just too emotionally uncomfortable to bare (so we avoid it).

Here is an excerpt from my book, the DGarrett Guidebook Business Writing at its Best. The original story is from Jonah Lehrer in his book How We Decide.

Approach your work like Bill Robertie, the only world’s simultaneous champion in three games - chess, backgammon, and poker. He says that the most effective way to get better is to focus on [reducing] your mistakes. Therefore, ask yourself “What could be bettered?” after every event and every action of every event.

For all assignments, you are graded on what you say (content) AND how you say it (delivery).

Feedforward is delivered in two ways.
I offer you feedforward in two ways. Please don’t be offended by the negative information; it is really positive. It’s there to help! In the submitted assignments, you may have...

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

- **Annotations.** Here are your “gold nuggets” of feedback. Specificity is in the 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 ->


It is up to you to find all instances of a miss (and more) and correct them in future assignments. Your job is to understand the patterns of the annotations – on how your performance fits your thinking and adjust forward. It is not to simply “fix” the item that I point out. Furthermore, just because a section has no annotations does not mean it has no errors.

It is not possible or advantageous for me to point out every error that I see. I point out the most obvious first and round by round, we progress through the layers of items to correct. The feedforward information process is like peeling an onion – we do it one layer at a time.

**Assignment Groups & Expectations**

As much as possible, the main writing and speaking assignments are due on Mondays at 11:59pm. Your main discussion board post is best posted by Thursday nights so that your classmates have time for replies by Friday evening. The majority of the discussion boards are due on Friday nights. Be kind to one another; post earlier rather than later.

The table below shows the grouping of tasks and their percentage of your final course grade. **There will be a team grade on team assignments; however, grades will be adjusted up or down based on individual performance.** If a team member’s contribution shows above or below the team grade, his/her grade will be/may be adjusted to accurately reflect his/her contribution. **This adjustment by me is not negotiable.** In overview, grading categories are presentation attractiveness, content quality and writing quality.

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement - DB, Quizzes, Research Notes, Team Reflections - Individual</td>
<td>25%</td>
</tr>
<tr>
<td>Business Writing - PM1, PM2, PM3, BR – Team/Individ</td>
<td>56%</td>
</tr>
<tr>
<td>Business Speaking – BP1, BP2 - Team/Individual</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

- When I determine that a student is not fully participating (through my many avenues of information), that student’s grade on any assignment may be reduced. This is my decision and not negotiable.
- **Do not** list a team member’s name on the work unless they contributed. Listing a name of a person who did not participate is an **honor code violation.** I will review the names listed on every assignment as compared to contribution.
- Attending team meetings does not qualify as contribution to a document.

**Engagement**

This group’s activity is the equivalent to face-to-face class meetings. It includes activities such as quizzes, exercises, Webex or Zoom meetings, discussion board postings, etc.

**Discussion Board (DB) – In each DB, you are to post at least twice** – one main post and one response to a classmate. The assignment has 40 total points – 30 points for the main post and 10 total points available for the peer post. Please, after your study of the module content, post your main post early, preferably
by Thursday evening – give your classmates time to read and then comment on your post by the deadline.

Important too, DBs will be your place of practice for advancing in your writing skills. In each of the DBs, you will have a writing challenge. Write with the highest of quality in content and business writing style. Be sure to stay on topic, write in a structure. The message is to be easily understood by the reader. Clarity is your goal. For example, in the first one, you are to work on paragraphing. In paragraphing, you are first be sure to (1) use smaller rather than larger paragraphs (not put all the information in one paragraph), and to have a (2) fitting topic sentence as the first sentence in the paragraph with all the information in the paragraph only on that topic.

Consider these items to compose high quality posts:
- This conversation area is for collaborative learning. I suggest you think of DB as topical unit exams.
- MUST include support from the course material in APA format.
- NO social-media-type writing style. NO just dumping thoughts onto the page!
- Include real life stories/examples that illustrate your point.
- Be sure your tone is positive and not negative.
- Do not write toxic negative emotion; this is not the place for that. If you need to express that emotion, do so outside of a DB. DB are our place of engaging with the topic.

Business Writing
I remind you that success as an academic writer does not automatically shift into being a successful business writing; the styles are different. You must adapt to the business style.

The "PM#" documents are written to the project manager. The "BP1 & BP2" and the "BR" documents are written to the business leader or business.

Delivered to you for FREE is the DGarrett Guidebook Business Writing at its Best. In this book, you will find information to metacognition (thinking about thinking), the writing process, and business writing style. The book was created as a collection of solutions to student needs that was not in any other business communication textbook. There are many approaches, worksheet, checklists, templates, pre-drafts and example documents that are nowhere else. I urge you to take advantage of this information and the shortcuts. The book was created for you. It is currently in draft form. And, at this time, it is FREE to students.

In this course, you will study what collaborative writing is, what business writing is and isn’t, and the Three-phrase Writing Process – Plan, Write & Revise, & Polish. No more just dumping words on the page. No more skipping the revising and polishing stages.

Be sure to –
You are expected to know and use excellent grammar. If you need to polish your grammar, please see the Writing Center for help. If you do seek help from the Writing Center, you can receive extra credit. They work virtually.

- Post in Microsoft Word or pdf only.
- Click here (https://uc.uncg.edu/web-and-emedia) for the link to the UNCG software offerings.
- Start with the pre-drafts I supplied in the course.
- 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.

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All submissions are to be single-spaced, including headings. It is possible to receive a failing grade for not single-spacing.

All DBs, PM2 and PM3 and BR & B# assignments are REQUIRED to have a component of References. If this information is missing, it may be an honor code violation and handled accordingly.

Do not indent in the DBs or in any writing assignment.

Assignment Feedforward Plan for the Writing Assignments

You will receive differing degrees of feedforward information. This amount of feedforward is based on the purpose of the assignment and whether you are re-doing the information for presentation. If a submission is far short of following directions (in other words, the quality is extremely low demonstrating little effort), there will be less feedforward.

For the PM1: Project Workplan, you will receive mostly conceptual annotations. However, know that you are still graded on writing quality. The focus of this writing is clarity – the boss wants to know that you understand the project and can communicate that understanding well. (From a professor, point of view, I’ll be working to ensure you are on track.)

For PM2 and PM3 and BP1, you will receive the most feedforward information, as you are revising this writing for the better.

You will have grade only BR and BP2 for they are submitted at the end-of-term and no corrections can be made.

You are to complete five posting to the Team Reflection & Accountability assignment. My purpose is to listen and understand what you are learning and how the team is performing. The grade on this assignment is posted at the end of term. But, as always, write well.

Success Tip: Use the Word “Read Aloud” feature to revise and polish your documents. Using your ears in the revising process will speed up the betterment process. Try it…I bet you’ll really like it.

Business Speaking

This group’s activity includes your best-draft and final submissions for the speaking products: PowerPoints, scriptwriting, video, etc. Additional speaking experiences are discussion board posts, primary research interviews, group meetings, and more.

In this course, you will have two team PowerPoint/script/video presentations to complete. To help you, a template will be delivered to you as your starting point. You will have assignments that have a team portion and individual responsibilities as well. You are graded on the quality of the PowerPoint, the quality of the script, and the quality of the video.

You are expected to re-do your videos over and over till you have a high quality performance. Recording once and submitting may result in a low video score. Don’t let you team down by submitting a poor quality video.

If you submit an “A” (not A-) quality work on the “best-draft,” you are rewarded with not having to do the final submission. I will simply record the same grade in the final assignment, and you then gain that time back.
Uploading this PowerPoint to Canvas and/or YouTube often has challenges. You'll need to start early in order to meet the Canvas deadline. Have a conversation with your teammates early in term to learn who has the most skill and knowledge about creating videos, embedding videos, compressing graphics and files, and posting to YouTube.

Be sure to –

- **Start with the delivered template.** Do not use a PowerPoint default unless it closely fits the audience and the need.
- You are to have a video on each slide with a total run time of no less than seven minutes and no more than ten minutes.
- Every team member must contribute at least one video.
- 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 from Apple to PC.
- If you use Google Drive, be sure you convert the files. If I cannot view a video, it reduces the team and the individual's grade. The individual's score might be reduced to “0” on the assignment.
- **Never** have notes (paper) in your hands while presenting. You will do much better without the distraction, and it’s far better for the audience to not be distracted by what is in your hands. Business professionals speak extemporaneously.
- Compress the file to reduce its size before attempting to post to Canvas.
- Please do NOT zip-save any files.
- Write your script in the Notes portion of each slide.
- Not to add an agenda slide – your title slide script is to include the agenda information.

Assignment Feedforward Plan for the Speaking Assignments

For the BP1 will have some annotations or comments from me to help you improve your BP2 final submission. You will not have feedforward on end-of-term submissions.

**Extra Credit Opportunities** (Individual)

Extra credit is only offered to all students. Do **not** ask for additional opportunities.

Complete activities for a total of one full point added to your final grade. You will need to post proof of some sort of the completing event/task (Pictures are acceptable.). This one point added to your final grade could be the difference in a "B+" final score and a "A-" final score, for example.

The list of opportunities is listed in Canvas.

**The Grading Scale & Overview**

Grades are the sole decision of the instructor and are not negotiable. Learners do not score work.

I **remind you that plagiarism is a serious infraction**, and if one person in the group violates the honor code, the whole work is suspect and the whole team could receive a zero grade (and more).

Determining a grading involves three main aspects – **(1) attractiveness, (2) the content quality, and the (3) writing quality**, which is why grading is subjective. I consider the aspects where you did one aspect well and another not so well to calculate a score.

You cannot compare your score on one assignment to a previous assignment nor another student's work. The grade is a stand-alone reflection of the quality of that assignment.

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How to interpret a score. The framework to help you measure your performance.

While grading is subjective, (we are not doing multiple choice testing), there is a system for structured approach to scoring. Each assignment is graded on its own performance; however, I do look back at earlier works to ensure that you are applying the feedforward. Here the framework for the system.

Everyone starts with the assumption of a “B” in performance. A “B” score means that you understood the assignment, followed directions well, and did **GOOD** work in both attractiveness, content quality and writing quality.

If then the score is an “A,” you did better than good – you demonstrated **EXCELLENCE** and in some way exceeded expectations. You were successful in attractiveness, content quality and writing quality.

If you scored a “C,” then there is a miss of understanding the assignment or is reduced quality, yet the quality is **OKAY**. The document needs improvement in attractiveness, content quality and writing quality, in some kind of combination.

If a “D” or “F” is the score, then the assignment expectations and requirements were not met.

The same is true for the “+,” ”null,” and ”-+” The “+” represents the few misses; the “null” represents slight unimpactful misses, and the “-“ represents a higher number of errors but not enough to move to a lower alpha score.

For instance, a “B-“ score means that you understood the assignment and meet the requirements and did overall good work in attractiveness, content quality and writing quality. And, you had a multitude of misses along the way, yet they were not detrimental enough to move your alphabetic grade to the lower score.

There are exceptions to this grading, like a document that is not single-spaced, can receive a failing grade just for that miss alone.
My Typical Process
When I review the innovation assignments, I approach them in a series of actions.

1. I scan through all submissions and look for patterns. I record zeros for missing assignments.
2. I open your previous submission up on a second PC screen so I can see how you are learning and applying the learning. Then I go through the assignments adding feedforward annotations only. If a grade is posted at this time, it’s most often an “A,” “D,” or “F.”
3. I review them a third time, adding more annotations and posting a grade.
4. If an individual’s performance is noticeably higher or lower than the team grade, I will make that grade adjustment for that individual last.

Other Grading Items
- During term, my recommendation is that you focus on each assignment’s grade rather than the Canvas final calculation. Until most of your scores are posted, any calculation to the actuality of your final calculation is questionable.
- It is your responsibility to review and ask any questions within one week of a grade’s posting, until the last day of class. After the last day, final grades are calculated.
- You may post up to two days late for some assignments; however, there is a severe penalty. Late assignments are graded starting at a “F” – a score of 50 out of 100. Furthermore, an individual cannot post a portion of a team assignment late. If you post late, you may receive less feedforward (depending on timing, and do not expect a quick turnaround. Submitting outside of protocol is submitting outside of the flow of the system).
- No late coursework is accepted after the last day of the course.
- 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.
- Please do not ask me to report on what you end-of-term grade might calculate to. Your grade calculation is 100% based on your performance and only you determine that.
- Do NOT ask for make-up work or re-dos. Re-dos are already in the course.
- An “A” on your writing submissions at the beginning of the course is not the same as the expected quality at the end of the course. You are to have learned to be a better communicator.
- Effort has NO consideration in grading. Just like business - business is about the product value not about the effort put into creating it.
TEAM COLLABORATION, FAIRNESS & RESPECT

A successful learning experience is connected to your team interaction.

Significant care will be given by me in making the team assignments, as our goal is for every team to be highly successful. I'll make my grouping decisions based on the first assignments in the course.

You must meet with your team, virtually. I suggest using Google Hangout or Webex or Zoom, etc. Communicating only by text is far short of the requirements to success. You will need to have conversations together to share knowledge and to make team decisions. Plan for a minimum of one team meeting a week; I suggest a Tuesday night meeting time – after each student has had time to study the unit information and before the assignment work begins.

This is a “no excuses” zone to time management. By enrolling in the course, you are agreeing to meet with your team (and often) and do collaborative work. You must fully participate. While I am empathic to your responsibilities and workload, you still must do what is required in the course. Please don't say to your teammates that you have a heavy workload and it is interfering with your performance. That is not okay.

When you put your name on a document, you are testifying to your credibility, your benchmark of quality, to your authenticity and accuracy. You are putting your reputation on the line. I recently read an Executive Summary that shows one person wrote it for the whole team. Big mistake. It also shows that the team not only did not revise or polish it, it was not even reviewed. There were so many glaring mistakes of content and of writing style. Do not allow this to happen. If your name is on a document (just as in business), your credibility and reputation are on the line. Treasure your reputation just as you treasure your other valuables. Care about performance.

To Increase Fairness and Team Effectiveness...

1. In our first week, we do study time to procrastination, in hopes that those who favor waiting till too close to the deadline to work, will improve their behavior.
2. Careful questions are asked in some early assignments to help craft the teams.
3. Completing a project approach document for clarity of the project approach.
4. After every assignment, each student is to confidentially post to the Team Reflection & Accountability assignment on group performance. I will be reading these to help determine performance and may adjust scores based on this information. If I suspect or believe that one student is underperforming (bullying, free riding, etc.), I may reduce his/her grade. Please write well and honestly; I'll can tell dishonesty.
5. On the team assignments, there is first a team grade, then individual’s may be scored higher or lower than the team score given his/her individual contribution

The Difficult Teammate Situation
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. And, while you’ll not be removed from the team, your responsibility is to let me know what is happening. Do that in your confidential Team Reflection & Accountability postings. However, at any point, the instructor can remove a difficult person or an underperforming person from a group and require that person to do the entire project.
alone. You can be removed for being an “A bully,” “a right-fighter,” a “free-rider,” a toxic negative energy contributor, a procrastinator, and other reasons as well. Doing all this work alone will be a difficult task.

I find that the top three problematic team member behaviors are the “free rider” and the “procrastinator,” and the “A bully.” This person might be reported in Starfish as well.

Problem Behavior One: The “free rider” is the group member who is a no show, who does not contribute at all or very little. Why be that person? 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’s grades will be reduced. Please don’t let this be your behavior.

Problem Behavior Two: The procrastinator hurts others. The procrastinator typically is not thinking of others, only self. When others are depending on you and you let them down, there is not only relationship stress but project stress. This is also true in business; it is not okay, in anyway, to reduce the team’s performance due inexcusable delay. If you are a procrastinator and choose to continue that behavior, I expect that you will have difficulty in this course and in your team relationships. It is my observation that this person fails the course. Instead, you need to honor yourself and your team members by timely contribution.

Problem Behavior Three: The “A bully” demands “things” his/her way. That person often says, “I’ll do whatever it takes to have an “A.” He/she will push others aside and do the project for everyone else interfering with learning. If you know this to be you, your job will be to use your growth mindset and mindfulness and honor the strengths of others more. Your learning is also in asking questions rather than telling. It is my observation that the “pushy” team member does damage to the team at the beginning of term, and it takes the team a while to recover. Please don’t push your way. Listen and contribute with respect to all.

To help manage any difficult team experience, keep to your mindfulness, growth mindset and recognition of the strengths of others. Don’t let any negative emotion lead you into fixed mindset. That only damages your happiness and ability to produce high quality work.

Some additional comments to teaming:

- If a team member does not respond to your communications, your responsibility is to keep communicating to him/her and move on to get the work done. Don’t let this person negatively impact your emotions or your learning. Just do NOT include his/her name in the work. (Use your growth mindset, mindfulness and character strengths to help you manage.)

To help you handle the mental frustration, I say this: “The underperformer has his/her personal right to work or not work or work late and not produce high quality work. This person also earns the consequences of his/her actions through earning a low grade. (There will be individual grading within a team submission.) You cannot control or demand or expect another person to do as you wish. Every person is at choice. If they choose to underperform, for whatever reason, that is their choice.”

- There is potential for a team to lose a team member for differing reasons. Please use your growth mindset and forge ahead quickly. Life is full of challenges and surprises, and research tells us that adaptability is a key in success. Adjust quickly so that you stay on course to your learning and assignment productions. The chart on page four of this document shows you that employers rate flexibility/adaptability in the top ten of desired employee attributes.

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• Every student MUST fully participate in ALL teamwork assignments – no you-do-this-one and I’ll-do-that-one. On a rare occasion, one student will have to contribute less to an assignment due to health issues or family emergencies. That person will need to contribute more in a subsequent assignment. This situation is to be reported to me in the Reflection & Accountability postings. It is never okay to “take turns” completing an assignment.

Assignment Reflection & Accountability Postings
For PM1, PM2, PM3, BP1, BR and BP2 you are to post a well-written communication to me, your instructor, informing me on the quantity and quality of each team member’s contribution. You will be graded on writing quality as well. The grade for this assignment occurs at the end of term.

Be Respectful.
Please take the time to notice the strengths of your teammates and compliment them when they are contributing well to the team. Always build up your team (offer badges). Never add toxic emotions – in team meetings, in documents, in the discussion boards, etc. Sadly, I recently learned of two students on a team yelling at one another; this is completely unacceptable behavior. If I learn of situations such as this, I may report you in Starfish for inappropriate behavior or evoke the disruption clause and remove the disruptor from the class.

1. Email your instructor if any assignment conflicts with your religious practices at least three 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. Let’s work to handle your questions quickly and efficiently.
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, contribute quality information, stay positive, and express yourself respectfully. I’ll be reading and grading all posts.
4. When you offer peer feedforward (typically called feedback) to your teammates, be kind and clear.
5. Do not tell me that the grade is wrong – that you believe it should be scored higher. Learners do not define performance expectations or quality. Grading is a professor’s decision – a 100% of the time; it is never the learner’s decision.
6. 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, it might also result in a reduction in your Engagement score, and/or you might be reported to the university through Starfish for inappropriate behavior. Appropriate emotional expression is part of the communication learning in this course.

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.”

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