Course Syllabus is subject to change.

Instructor: Ms. Lori Mackowski
Office: 380 Bryan Building
Office Hours: To schedule a 15-minute appointment, please e-mail a meeting request with the days and times you are available.
E-mail: lamackow@uncegl.edu (best way to contact me). Please note the following: 1) E-mail me using iSpartan and, do not send e-mails through the Canvas Inbox as you will not receive a response. 2) E-mails will be responded to as quickly as possible during the business day/during business hours (Monday-Friday/8:00 a.m. until 5:00 p.m.) and 3) Grade discussions, assignment feedback, etc. will not be given via e-mail, only during a scheduled appointment.

GENERAL COURSE INFORMATION:
Description: 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.
Prerequisites: Junior standing and admission to an approved Bryan School of Business and Economics program.
Overview: This marketing class is heavily focused on Innovation, Design Thinking and Innovative Practices and, as a Writing Intensive (WI) and Speaking Intensive (SI) course, will incorporate the practice of business writing and speaking through individual and team work. Assignments are structured in relation to a hands-on Innovation Project to reflect an important societal and/or business context as well as to cultivate problem-solving and human capacity skills, knowledge, and mindsets useful for working in changing, challenging, collaborative and, uncertain environments.
Time commitment: This course requires you to allocate at least 3-5 hours per day as recommended by The Dean of Students Office. Additionally, the Innovation Project is extensive and requires a significant amount of time. As related to the time commitment for this course, please note the following:
1. Teams/members are responsible for scheduling weekly, standing virtual meetings. Keep in mind; you may need more than one meeting per week when the workload intensifies.
2. If you cannot fully commit to the terms of this course, you should drop the class immediately.


Required supplies:
- To complete the speaking assignments in this course, you will need an acceptable device for filming such as a smartphone, iPad, digital camera with video capabilities or webcam.
- For the Innovation Project, teams/members will need to purchase the following types of items: Easel pad, masking tape, post-it notes, craft supplies, markers, etc. Purchase and coordination of supplies will need to be determined by each team and all costs incurred need to be equally divided amongst members.

Resources:
- Syllabus and Course Schedule. Please note the following: 1) Before asking or e-mailing a question, reference this Syllabus and Course Schedule (If you e-mail a question already addressed in these documents, you will not receive a response) and 2) It is your responsibility to read and re-read these documents carefully.
• Links for the following resources are provided within the Canvas course: Plagiarism and Academic Integrity, The University Speaking Center, The University Writing Center, University Libraries, 6-TECH Technical Support and Spartan Alert.

Teaching Methods: Course content is delivered Asynchronously (e.g. self-paced learning on your time) via Canvas, through PowerPoint lectures, assigned readings, activities, videos and Discussion Board forums.

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

Common Bryan School 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, you will be able to meet various components of two program-learning goals:
• Learning Goal #5 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 (if applicable for your term/semester) on these two components. Included in this goal, you will:
  o 5.1: Understand the process and product of innovation
  o 5.2: Relate the innovation process to value in business strategies, decisions and performance
• Learning Goal #6 Collaboration and Communication: In this course, you will study effective business writing and presenting. Additionally, in teams, you will plan and manage a semester-long project focused on an actual organization and or a real-life problem/current issue —producing 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. Included in this goal, you will:
  o 6.1a: Employ multiple forms of written communication techniques to deliver the most effective communication for the situation
  o 6.1.b: Employ multiple forms of spoken and nonverbal communication techniques to deliver the most effective communication situation.

Course Outcomes:
In this course, you will also be introduced to various learning components of critical thinking, ethical decision-making and strategy formulation with audience consideration relative to multicultural communication and, in order to achieve these Course Outcomes, you will:
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.

WI and SI Learning Outcomes and Expectations for Students:
For this WI and SI course, please read/understand the following Learning Outcomes and Expectations for Student Participation:

- The General Education Learning Outcome for a WI course is Students will be able to write in genres appropriate to the discipline(s) of the primary subject. As such, this course will promote your ability to write clearly, coherently and effectively as well as adapt mediums of communication specific to the needs of your audience.
- The General Education Learning Outcome for a SI course is Students will be able to speak in genres appropriate to the discipline(s) of the primary subject. As such, this class aims to further develop your ability to speak clearly, coherently and effectively as well as adapt modes of communication specific to the needs of your audience.

Additionally, with a WI and SI course, there is extensive material to cover and the pace is intense. Keep up with the readings and assignments and plan ahead. Do not procrastinate and do not let yourself fall behind. It will affect the quality of your work and will negatively impact your grade.

COURSE POLICIES AND PROCEDURES:
- **Plagiarism, Falsification of Course Documents or Cheating:** Will not be tolerated and, you must adhere to the UNCG Academic Integrity (AI) Policy that can be found online at https://osrr.uncg.edu/academic-integrity. Written work will be submitted as a Turnitin assignment in Canvas unless otherwise instructed. Turnitin is a plagiarism prevention service which checks for unoriginal content in student papers - this includes work submitted by ANY current or previous MGT/MKT 309 students as well as online resources such as websites, etc. Understand the following: Turnitin meticulously examines all of the text in your document and can trace any websites you visited and information you have referenced/included. Additionally, Turnitin provides the instructor with a detailed report (of any unoriginal content) that can be used as documentation for an AI violation. Please note: Any violation of the AI Policy, such as an occurrence of plagiarism, falsification of course documents or cheating, could result in failure of the course. Be advised:
  - An occurrence can equate to plagiarizing just one sentence from a consulted source. Do your own work!
  - I need only to suspect plagiarism and or cheating has occurred in order to begin the investigative, formal process as outlined in the AI Policy.
  - If found guilty of an AI violation, my standard procedure is to 1) issue a zero for the assignment and 2) have the incident documented on your permanent record — negatively impacting admissions into future academic programs as well as employment opportunities.
- **3-Day Grade Review/Discussion Policy:** It is your responsibility to check Canvas once assignment grades have been posted/released. As such, if you have a question about an assignment grade, it must be addressed within 3 business days after grades have been posted (with the exception of final grades). This means you must check your grades immediately once they have been posted and e-mail me immediately if you have a question about your grade. Grades will not be discussed after this 3-day period — no exemptions, excuses, discussions, etc.
- **Accommodations for Students with Disabilities:** In order to receive appropriate academic accommodations, students with documented disabilities (mental or physical) must register with the Office of Accessibility Resources and Services (OARS). Please note: Until the OARS registration process is complete; students are not eligible for accommodations.
• **Consideration for your Health and Wellness:** 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. Contact Student Health Services and or The Counseling Center for help with these or other issues 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. **Please note the following:**
  o If you have a health and or wellness issue that impacts your ability to learn or complete the course work, you are to notify me immediately so appropriate advising and or accommodations can be made. Waiting to share information until the end of the semester is not acceptable and you may not receive the needed accommodations.

• **Late Work:** All graded assignments are to be posted in Canvas by the designated due date/time. If there is not an assignment posted for you/your team in Canvas, I will assume you/your team chose not to submit and, you/your team will receive a zero/0. The Late Work policy does carry one caveat, a “Get Out of Jail Free” Card. This card entitles you to submit ONE late assignment (applies only to the designated assignments below) —no later than 48-hours after the original due date/time. Use this card wisely and read/understand the following terms:
  o Save this card for an emergency, illness or technical issue preventing a timely assignment submission.
  o Applies only to graded Individual Writing/Speaking assignments. Please note: This does not apply to Discussion Board Postings, Activities, Peer Evaluations, the Team Research Report or Research Report Presentation. Additionally, this card does not apply to incomplete assignment submissions or incorrect assignment submissions.
  o To redeem this card, you must follow these directions: E-mail me stating you/your team wish to use your Get Out of Jail Card and, include your assignment as an attachment to the e-mail.
  o Very Important: If you do not e-mail me/submit your assignment within the 48-hour period, you will receive a 0/zero. No exemptions, excuses, discussions, etc.

• **Team Work:** To successfully complete the extensive Innovation Project, team communication, collaboration, professionalism, engagement and commitment to the project are essential. As in the business world, team members must find ways to communicate effectively and regularly, attend team meetings, collaborate and treat one another professionally and with respect. If any member of the team is not participating in any way, team members are to document the behavior for inclusion in the Peer Evaluation process. Please note the following:
  1. The only recourse to penalize team members who are not participating and or not producing quality work is through the Peer Evaluation process which will occur twice during the semester (as noted on the Course Schedule).
  2. All team members should take the Peer Evaluation process seriously. If you receive poor evaluations, these will negatively impact your final course grade and, you may not pass the course.

• **Faculty and Student Guidelines:** Read, understand and abide by these guidelines that can be found online at https://bryan.uncg.edu/wp-content/uploads/2017/08/faculty_student_guidelines.pdf

• **Student Code of Conduct:** Read, understand and abide by this code of conduct that can be found online at https://sa.uncg.edu/handbook/student-code-of-conduct/

• **Submitting Assignments:**
  ★ IMPORTANT: If you encounter problems submitting your Canvas assignment, you are to first contact 6-TECH Technical Support and open a Service Desk Ticket. **Second,** inform me of the problem via an e-mail, which includes your Service Desk Ticket number.
  o Before submitting your first assignment, please do the following:
    1. Be sure to read and utilize the information provided in the link titled “Instructions for Submitting Canvas/Turnitin Assignments.” This link is located in the Start Here! Canvas Module.
    2. Go to http://guides.instructure.com for information on supported browsers for Canvas.
  o Follow assignment directions carefully and submit your work as requested. Points will be deducted if you do not. Understand, in the business world, not following directions can negatively impact your credibility and may result in lost promotions and or, in termination.
  o Be sure to post the correct file/version of your assignment. Assignments will not be re-graded due to an incorrect file submission.
To ensure successful submission of your Canvas assignments:

1. Confirm you are using an updated and Canvas supported browser.
2. Be advised: Canvas assignment links will not be available after the designated due date/time.
3. Submit assignments in advance of the designated due date/time to allow for any unforeseeable technical difficulties preventing a timely and successful submission. Please note: It takes more than 5 minutes to correctly upload an assignment. Do not wait until the last minute to post/submit an assignment as the link will expire.
4. Be sure to use a computer to post assignments, not a phone or tablet.
5. Complete the entire submission process. Be sure you receive the Digital Receipt as it documents the successful submission of your assignment. Please note: If there is not an assignment posted for you/your team, I will assume you/your team chose not to submit and, you/your team will receive a zero/0.

TO BE SUCCESSFUL IN THIS COURSE:

- VERY IMPORTANT: Read assignment instructions! As an online course, you must read the assignment instructions. Instructions are detailed for a reason as they give the requirements and expectations needed to successfully complete an assignment. Additionally, assignment instructions align to the Grading Rubrics so there are no surprises when it comes to what I am looking/grading for. Please note the following:
  1. Historically, students who are successful in my classes are the students who take the time to read the assignment instructions.
  2. Follow assignment instructions carefully and fulfill requirements as noted. Assignments are exercises in the balance of following directions and applying ingenuity
  3. Read assignments in advance of the due date and if you have questions, seek help or clarification immediately.
  4. If you e-mail a question regarding how to complete an assignment, the day before it is due, it is unlikely you will receive a timely response.

- VERY IMPORTANT: Read and use the Grading Rubrics. Rubrics are provided so you know exactly what I am grading for. Historically, students who are successful in my classes are the students who take the time to read and use the Grading Rubrics.

- IMPORTANT: In Canvas, make sure your Notifications preferences are set to receive a notice ASAP for all Announcements. As an online course, it is imperative you receive messages from me immediately.

- IMPORTANT: Refer to the Course Schedule regularly to ensure you do not miss any due dates. Please note: Not all assignment due dates are included in the Canvas calendar.

- Log into Canvas daily for: 1) Important Announcements, read each Announcement carefully and or 2) Expansion of the daily/weekly schedule.

- Post any course and or assignment related questions you have to the open/running Questions & Answers Discussion Board (DB) Forum. This forum will serve as a means to facilitate conversation and answer any questions you have regarding assignments, the Course Schedule, etc. I will check the forum and reply/post with answers. Please note the following: 1) Everyone is encouraged to check this forum daily for information that may provide further clarification and or helpful resources, 2) Before e-mailing with a question, be sure to check the forum first, 3) Replies will be posted as quickly as possible during the business day/during business hours (Monday-Friday/8:00 a.m. until 5:00 p.m.).

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

- Accept responsibility. 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 balance. Please note: If you cannot fully commit to the terms of this course, you should drop the class immediately.
• Accept and manage ambiguity. Some aspects of this course/the assignments may be ambiguous. Managing ambiguity and or uncertainty, and the ability to defer judgment are key critical thinking skills that impact your ability to problem-solve. Life is full of ambiguity and, in this course, you will learn strategies to help manage uncertainty. Additionally, while every attempt to be clear in both course content and assignment instructions have been made, interpretations may differ. Therefore, if you have questions or feel unclear, it is your responsibility to ask questions.
• Pay close attention to detail when completing each assignment.
• Complete all assignments (graded or not). Please note: If you choose not to complete an assignment, you choose to lower your grade significantly and you may not pass this course.
• Always cite all sources of information in correct APA format, using Footnotes.
• Be respectful and courteous to everyone at all times.
• Take advantage of Office Hours. If you have questions, need help, clarification or do not understand something, you are encouraged to schedule an Office Hours appointment, as I am waiting to help. Please note: It is essential to read assignment instructions when assigned and make appointments in advance for visiting Office Hours if you foresee questions or need help.

ASSIGNMENTS:
For all assignments, specific instructions will be posted in Canvas. The Innovation Project outlined below serves as the basis for all Writing and Speaking assignments:

Innovation Project:
This semester-long Innovation Project is a means of learning how to communicate, collaborate, research, problem solve and design an innovation in a real-world context. You will be placed into teams and required to develop an innovation for an actual organization and or for a real-life problem/current issue using the assigned case and or client. Although innovation is typically thought of as a new product or service, it can be any new or improved product, process, system, or model that addresses a societal issue, and or market or operational opportunity or challenge.

The approach to innovation taught in this course is called Design Thinking, a relatively new method adopted by leading companies such as Google, Apple, Pepsi, and even the U.S. Marines. As such, you will learn the Design Thinking methods, mindsets, steps, and tools in order to apply it to this Innovation Project.

The core components of this approach will be taught through the Innovation Project and business communications assignments. This way, clarity, structure, insight, persuasion and other key principles of impactful business communications, along with the ability to solve problems adaptively and effectively with others, are instilled in tandem.

At the end of the semester, teams will present their work publicly in both written and spoken forms by producing an Investigative Research Report and a PowerPoint/Research Report YouTube Presentation. Please note the following:
• These deliverables will be submitted to Course Directors/designated client/etc. to see how effectively students conceive and deliver a targeted Innovation as well as communicate the concept, design, and strategy of the innovation.
• If for any reason you are uncomfortable with the project topic/case/client or workload, you are welcome to drop the course and take it at a future date when there will be a different client, project and schedule.

Innovative Practices such as Character Strengths, Minds and Mindfulness will be taught to facilitate individual and team business communications and innovation activities. You will learn about listening, empathy, agility, collaboration, problem-solving, and resilience (handling setbacks).

Writing:
Individual and Team Writing assignments are as follows:

Individual Writing Assignments:
• Secondary Research Memo: Individual memo outlining secondary research conducted
Group Writing Assignment:
- Investigative Research Report: An investigative report documenting your team’s innovation and the Design Process utilized

For all Writing assignments, please note the following:
- Review the Writing Rubric posted in Canvas to understand how you will be graded and, to ensure high-quality work.
- Contact The University Writing Center for additional assistance and resources to aid in revising your work (face-to-face and online sessions are available). If English is your second language, you are encouraged to seek this assistance.
- Graded work and or feedback will be available in Canvas. To access graded work and or feedback, click on “Grades,” and then click on the name of the assignment. To view comments and feedback noted in the assignment, select “View Feedback” and, to access the Rubric, select “See Rubric.”

Speaking:
Individual and Team Speaking assignments are as follows:

Individual Assignments:
- PowerPoint/Individual YouTube Presentation: A foundational speaking and filming assignment based on the research gathered from the Secondary Research Memo. This presentation also includes a required DACTS Consultation.
  * With appropriate documentation, Extra Credit is available/applicable to the assignment grade by attending an online consultation appointment at The University Speaking Center for help with the Preparation Outline and delivery.

Team Assignment:
- PowerPoint/Research Report YouTube Presentation: Filmed speech/presentation based on the written Investigative Research Report. This presentation also includes a required DACTS Consultation.
  * With appropriate documentation, Extra Credit is available/applicable to the assignment grade by attending an online consultation appointment at The University Speaking Center for help with the Preparation Outline and delivery.

Additionally, be advised of the following:
- For Individual and Team assignments, review the Speaking Rubric: PowerPoint YouTube Presentation posted in Canvas to understand how you will be graded and, to ensure high-quality work.
- Contact The University Speaking Center) for additional assistance and resources to aid in writing your outline and delivering your speech. If English is your second language, you are encouraged to seek this assistance.
- Graded work will be available in Canvas. To access graded work, click on “Grades,” and then click on the name of the assignment. To view comments and feedback, select “See Rubric.”

PARTICIPATION/DISCUSSION BOARD FORUMS/PEER EVALUATIONS:
As with a face-to-face class, your participation in an online class is also required to be successful. You are expected and required to participate in this online course by thoughtfully completing Activities, Discussion Board Forums and Peer Evaluations.
- Activities: Read all course materials carefully especially the PowerPoint lectures, which contain detailed lessons, resources and or Activities that will aid in completing upcoming assignments.

- Discussion Board (DB) Forums: On designated weeks listed in the Course Schedule, DB forums will be provided for you to respond to. Check Course Schedule for due dates and times. Please note: DB forums will not be available after the designated due date and time. Upon completion of the required Unit activities (PowerPoint lectures, assigned readings, videos, etc.), you are to submit at least 2 postings per DB forum (1 Initial Post and 1
Response Post). The forums will analyze cases and or discuss topics covered in the PowerPoint lectures, assigned readings, videos, etc. and will align with an upcoming assignment.

The purpose of these forums is to practice business-writing skills and discuss with your classmates/teach them what you learned in the Unit—ultimately helping you prepare for an upcoming assignment. Please note the following:

- The overall quality for these postings should be “high/test quality work.”
- Review the Discussion Board Rubric posted in Canvas to understand how you will be graded and, to ensure high-quality work.

**Requirements for DB Forums:** Each week, you are to craft 1 Initial Post and 1 Response Post to meet the following requirements:

1. **Initial Post Criteria:**
   - **Complete no later than 11:59 p.m. on Thursday** to ensure adequate time necessary for thoughtfully responding to classmates’ postings.
   - Must be substantive—well-constructed, thoughtful and demonstrate mastery of Unit concepts/material by including Unit specific information such as terms, concepts, etc. defined and explained in your own words.
   - Must be audience-centered, visually appealing and concise as well as utilize Business Writing skills and techniques, including appropriate coherence/organization, paragraph/sentence construction, highly polished language/word choices and appropriate tone and grammar.
   - Encourage and facilitate conversation with your classmates (e.g. Ask each other questions).
   - Include a personal story and or example(s) that adds depth to the topic and demonstrates application to real-life.

2. **Response Post Criteria:**
   - **Complete no later than 11:59 p.m. on Sunday**.
   - Must be substantive—well-constructed, thoughtful and demonstrate mastery of Unit concepts/material by including Unit specific information such as terms, concepts, etc. defined and explained in your own words.
   - Must be audience-centered, visually appealing and concise as well as utilize Business Writing skills and techniques, including appropriate coherence/organization, paragraph/sentence construction, highly polished language/word choices and appropriate tone and grammar.
   - Encourage and facilitate conversation with your classmates (e.g. Ask/respond to questions).
   - **Please note:** Postings that say “I agree/Great point” or restating what another student has already said do not count as a post and your assignment will be graded as not meeting requirements.

- **Peer Evaluations:** As part of the Innovation Project, you will be required to complete Peer Evaluations on each team member detailing and grading their contributions and participation. This will be a summary/paragraph justifying the grade (0-100) given to each member. Criteria for the grade includes participation, engagement, communication, commitment to the team and project, attendance at meetings, work and quality of work completed, professionalism, etc. Specific instructions will be posted in the “Assignments” module in Canvas. If any member of the team is not participating in any way, team members are to document the behavior for inclusion in the Peer Evaluation process. Please note the following:
  1. The only recourse to penalize team members who are not participating and or not producing quality work is through the Peer Evaluation process which will occur twice during the semester (as noted on the Course Schedule).
  2. All team members should take the Peer Evaluation process seriously. If you receive poor evaluations, these will negatively impact your final course grade and you may not pass the course.
  3. It is suggested that you do not “make a pack” and give each other a 100. No one is perfect and everyone has areas they can improve upon. Historically, teams that do this produce a lower quality assignments结果ing in lower grades as creating a pack 1) does not help to improve team efficiency and operations because it does not identify areas for improvement and typically condones poor/unacceptable team behaviors that do not change/improve and 2) creates a false hope that the Peer Evaluations will uphold the final assignments/course grades (which they will not).
4. Failure to complete a Peer Evaluation with a numeric grade for each team member will result in an automatic one-letter grade deduction on YOUR Peer Evaluation.

ASSIGNMENTS AND ASSOCIATED PERCENTAGES:

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<tr>
<th>Assignments:</th>
<th>Total Percentages:</th>
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<tbody>
<tr>
<td><strong>Individual Writing Assignments:</strong></td>
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<tr>
<td>Secondary Research Memo</td>
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<tr>
<td><strong>Individual Speaking Assignments:</strong></td>
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<tr>
<td>DACTS Consultation, PowerPoint/Ind.</td>
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<tr>
<td>YouTube Presentation</td>
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<tr>
<td><strong>Team Writing Assignment:</strong></td>
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<tr>
<td>Investigative Research Report</td>
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<tr>
<td><strong>Team Speaking Assignment:</strong></td>
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<tr>
<td>Peer Evaluations</td>
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GRADING:

- Grade discussions will not occur via e-mail. Instead, please schedule an appointment for Office Hours.
- Adhere to the 3-Day Grade Review/Discussion Policy. It is your responsibility to check Canvas once assignment grades have been posted/released. As such, if you have a question about an assignment grade, it must be addressed within 3 business days after grades have been posted (with the exception of final grades). This means you must check your grades immediately once they have been posted and e-mail me immediately if you have a question about your grade. Grades will not be discussed after this 3-day period—no exemptions, excuses, discussions, etc.
- Assignments will be graded as quickly as possible (minimum of 8-10 business days).
- Final course grades are not rounded up.
- Please note: Grades are not “given,” they are “earned” based on your demonstrated performance. As in the business world, you are evaluated on your performance, not on effort. Therefore, as a performance-based course, you are graded on your performance activities, not on effort. Remember, the key to excellence is practice!
- The following grading matrix will be used and, specific Writing, Discussion Board and Speaking Rubrics are posted in the “Start Here!” module in Canvas. Carefully review these Rubrics to fully understand assignment expectations.

**Grading Matrix:**

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<tr>
<td>+</td>
<td>N/A</td>
<td>89 - 87</td>
<td>79 - 77</td>
<td>69 - 67</td>
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<td></td>
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<td>93 - 90</td>
<td>83 - 80</td>
<td>73 - 70</td>
<td>63 - 61</td>
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</tbody>
</table>
## COURSE SCHEDULE

This Course Schedule is subject to change: Check Canvas daily for: 1) Announcements and or 2) Expansion of the daily/weekly schedule.

### IMPORTANT:

Not all assignment due dates are included in the Canvas calendar. Refer to this schedule regularly to ensure you do not miss any due dates.

As a WI and SI online course, there is extensive material to cover and the pace is intense. Keep up with the readings and assignments and **plan and work ahead** when possible. Do not procrastinate and do not let yourself fall behind.

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### WEEK 1

**DATES:** May 13-17

**TOPICS (READINGS, VIDEOS, PLANNING, ETC.):**

**DURING THIS WEEK:**

**Individually:**

- **Semester Kick-Off Assignments/Activities:**
  - Complete the following:
    - In the Start Here! module located in Canvas, read the information posted
    - In the Innovation Project module: Read the information and document(s) provided. This information is essential in completing the Research Report and Innovation Project.
    - Read the Secondary Research Memo assignment
    - Read the Research Report assignment and Chapter 10
    - Read the PowerPoint/Individual YouTube Presentation assignment and begin planning which also means scheduling your DACTS consultation appointment.

Please note the following:

1. This assignment has a short window of time to complete and consultation slots fill quickly and are limited, so book your appointment in advance.
2. The assignment must be finished first in order to complete the DACTS Consultation.
3. Your DACTS Consultation must be completed no later than May 26.

**Unit 1: Business Speaking: (1) Speech Preparation, (2) Speech Delivery:**

- Begin all Unit 1 readings, videos, activities, etc. as outlined in the Unit 1 Overview in the Canvas module.

**As a Team be sure you meet and:**

- Connect with your Team Members (Introduce yourselves, exchange contact information, etc.)
- Plan first Team Meeting for this Saturday or Sunday to:
  1. Create a Team Name/Company logo (see the document *Memo Headings Examples* posted with the Secondary Research assignment)
  2. Establish team role and designate a Team Leader
  3. Discuss and delegate topics for Secondary Research
  4. Discuss and delegate Primary Research
  5. Determine date/time for weekly standing meetings.

*Please note: Both Secondary and Primary Research needs to begin immediately.*

**ASSIGNMENTS & DUE DATES:**

1. Create your Canvas profile and upload a profile photo (if not already created)
2. DB Forum Start Here!: Meet & Greet Your Classmates

Above assignments are due/to be posted no later than 11:59 p.m. on Sunday, May 17.
## Unit 2: Business Communication Fundamentals and Innovative Practices

**Plan and work ahead.**

### DURING THIS WEEK:

#### Individually:
- Finish all Unit 1 readings, videos, activities, etc. as outlined in the Unit 1 Overview in the Canvas module
- Complete all Unit 2 readings, videos, activities, etc. as outlined in the Unit 2 Overview in the Canvas module
- Continue working on individual Secondary Research needed to complete the Secondary Research Memo
- Continue working on PowerPoint/Individual YouTube Presentation assignment
- If not already done, book your DACTS Consultation for your PowerPoint/Individual YouTube Presentation assignment. Remember:
  1. This assignment has a short window of time to complete and consultation slots fill quickly and are limited, so book your appointments in advance.
  2. The assignment must be finished first in order to complete the DACTS Consultation.
  3. Your DACTS consultation must be completed no later than May 26.
- Read the PowerPoint/Research Report YouTube Team Presentation assignment

#### As a Team be sure you meet and:
- Finalize Team Name/Company logo
- Continue Primary Research:
  - Identify interviewees, make interview appointments and, craft interview questions
  - Craft survey questions, design the survey and send survey out
- *Please note: Interview and survey questions need to be crafted to obtain necessary data to aid in creating the innovation and solving the problem/need as outlined in the Project Scope document.

## Unit 3: Design Thinking

**Plan and work ahead.**

### DURING THIS WEEK:

#### Individually:
- Finish Secondary Research Memo
- Finish PowerPoint/Individual YouTube Presentation
- Begin Unit 3 readings, videos, activities, etc. as outlined in the Unit 3 Overview in the Canvas module

#### As a Team be sure you meet and:
- Continue and finish Primary Research
- Continue and finish Ideating Concepts
- Select Concept(s) for Prototyping
- Begin writing Part 1 of the Research Report
- Review SELF Design Studio Online Prototyping Resources
- Schedule DACTS Consultation for the PowerPoint/Research Report YouTube Team Presentation no later than June 8.
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<th>Week</th>
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<td>4</td>
<td>June 1-7</td>
<td><strong>Plan and work ahead.</strong></td>
<td><strong>Individually:</strong> • Finish Unit 3 readings, videos, activities, etc. as outlined in the Unit 3 Overview in the Canvas module</td>
<td><strong>As a Team be sure you meet and:</strong> • Begin and finish Prototyping • Begin Prototype Testing which needs to be complete no later than June 8 • Begin Draft of PowerPoint/Research Report YouTube Team Presentation needed for required DACTS Consultation • Complete DACTS Consultation no later than June 8 • Continue and finish writing PART 1 Research Report • Begin writing PART 2 Research Report</td>
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<td>5 &amp; 6</td>
<td>June 8-17</td>
<td><strong>Plan and work ahead.</strong></td>
<td><strong>Unit 4: Application of Skills to Innovation Project:</strong> Integrate your Writing, Speaking, Innovative Practices and Design Thinking to finish this Innovation Project!</td>
<td><strong>As a Team be sure you meet and:</strong> • Complete your team’s DACTS Consultation no later than June 8 • Complete Prototype Testing, apply feedback and create final Prototype no later than June 8 • Continue and finish writing PART 2 Research Report • Continue and finish PowerPoint/Research Report YouTube Team Presentation</td>
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1. PART 1 Research Report: Due/to be posted no later than 11:59 p.m. on Monday, June 1.
2. Peer Evaluations- First Part of Semester: Due/to be posted no later than 11:59 p.m. on Monday, June 1.
3. DB Forum Unit 3 Continued: Initial Post: Due/to be posted no later than 11:59 p.m. on Thursday, June 4. Response Post: Due/to be posted no later than 11:59 p.m. on Sunday, June 7.
4. Check for Extra Credit Opportunities in the Unit module

1. Research Report: Due/to be posted no later than 11:59 p.m. on FRIDAY, June 12.
2. Preparation Outline for your team’s PowerPoint/Research Report YouTube Presentation: Due/to be posted no later 11:59 p.m. on Sunday, June 14.
3. Link to your team’s PowerPoint/Research Report YouTube Presentation: Due/to be posted no later than 11:59 p.m. on SUNDAY, June 14.
4. Peer Evaluations- Second part of Semester: Due/to be posted no later than 11:59 p.m. on Monday, June 15.