

Department of Marketing, Entrepreneurship, Hospitality and Tourism
MKT 309:05-08 Business Communication & Innovation

Spring 2021-Asynchronous Online

Course Syllabus is subject to change

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INSTRUCTOR INFORMATION

Instructor: Monti Beasley

Office: 470 Bryan Building; Meet with me in Zoom/Google Meets via email request.

Virtual Office Hour: Tuesdays at 11:30 am - make an appointment via email with me for a time slot.

Weekly Manager's Zoom Meeting: Tuesdays at 12:30 pm. This "Manager's Zoom Meeting" is mandatory for one team member to attend. This is pre-scheduled for 1 hour and the link is found under the Zoom link in our Canvas course. Attendees must have their video ON (faux backgrounds are permitted) and all questions will be posed orally (the Zoom chat feature will not be utilized).

Email: m_beasle@uncg.edu Email me using iSpartan; **NOT** through the Canvas Inbox as you will not receive a response. Emails will be responded to as quickly as possible during the business day / hours (Monday - Friday 9 am - 5 pm).

COURSE INFORMATION

Credits: 3 hours; SI: Speaking Intensive; WI: Writing Intensive; II: Innovation Intensive

Class Format / Sections: **ONLINE** MKT-309: Sections 5, 6, 7 and 8

Prerequisites: Junior standing and admission to an approved Bryan School of Business and Economics program.

Proficiencies: **MS Word, Excel and PowerPoint, Mobile phone/tablet video recording, Canvas; iSpartan email** (Login to <http://canvas.uncg.edu>, use your iSpartan username/password).

Overview

This is a required course because communication skills are one of the fundamental skills that are required for your future career and success. This class is heavily focused on Innovation, Design Thinking and Innovative Practices, and as a Writing Intensive (WI) and Speaking Intensive (SI) course, it 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 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.

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

Teaching Method

The course has a FLIPPED pedagogical structure; this means that learning is provided through independent work (reading the textbook/articles, reading/watching the lectures, diving deeper into additional resources), while the application/practice are provided in doing the assignments (applying content learned and putting it into practice), reading/applying feedback, and working with your team (discussions, collaborative problem-solving, decision -making) and assignments. **What you get out of**

this course is ENTIRELY dependent upon what YOU put into it. The course is delivered asynchronously via Canvas.

Course Materials and Requirements

Textbook / First Day

To enhance your learning experience and provide affordable access to the right course material, this course is part of an inclusive access model called First Day. With First Day, you can easily access the required materials (an e-Textbook) for this course at a greatly discounted price - only **\$43.54**, and benefit from single sign-on access with no codes required in our Canvas course. The beauty of First Day is that the e-Textbook is included in your tuition bill (shows as course fee) and is paid with registration.

How to select First Day Option:

1. Log into MKT309 Canvas course using your UNCG credentials
2. Select the "Course Materials" link in the left column tab list
3. Begin accessing your e-Textbook

It is **NOT** recommended that you Opt-Out, as this e-Textbook is required to complete the course and is needed in the first week of class. **You can choose to Opt-Out on the first day of class, but you will be responsible for purchasing your course materials at the full retail price and access to your materials will be suspended.** The library has 1 copy of the paperback in reserves, which cannot be removed from the library.

Our e-Textbook: *Oliu, W.E., Brusaw, C.T. Alred, G.J. (2020). Writing that works: Communicating effectively on the job (13th edition). Bedford/St. Martin's.*

If you encounter any problems, there is **Customer Care help:**

- Customer Care hours of operation are 11pm Sunday – 12am Saturday (Central Time).
- Phone assistance at 1-844-9-EBOOKS (1-844-932-6657) is available: Monday – Friday, 8am to 8pm (Central Time)
- Link to Customer Care website and FAQs: <https://tinyurl.com/firstdayfaq> Open online ticket with the Customer Care team: <https://tinyurl.com/customercarequest>
- Email the Customer Care team: bookstorecustomer care@bncollege.com

Required Supplies

You must have a computer with Internet access and updated software (MS Office suite and Zoom - available free to UNCG students). To complete the speaking assignments in this class, **a recording device** such as a smartphone, iPad, digital camera with video capabilities or webcam, is required for video recording. You must also have access to a printer periodically. Additionally, the Innovation Project requires teams/members to purchase and use 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.

Time Commitment

This course requires you to allocate at **least 2-4 hours per DAY** as recommended by The Dean of Students Office. Additionally, the Innovation Project is extensive and requires a significant amount of time outside of class. As related to the time commitment for this course, please note the following:

- Teams/members are responsible for scheduling weekly, standing meetings (virtually and or face-to-face). Keep in mind; you may need more than one meeting per week when the workload intensifies.
- **If you fail to participate/communicate with your team or the instructor after 3 business days after specifically requested, the instructor has the ability to fail you** due to lack of participation. Similar to the workplace, commitment to timely responses is imperative.
- If you cannot fully commit to the terms of this course this semester, you should consider taking the course at a later date. By remaining enrolled in this course, you agree to the course timeline, pedagogy, deadlines and responsibilities. You are to manage your time; accordingly, everyone has personal and professional responsibilities to balance.

Resources

- Syllabus, Course Calendar and Announcements are provided within the Canvas course. It is your responsibility to read these documents carefully. If you email a question already addressed in these documents, you may not receive a response.
- Links for the following resources are provided within the Canvas course: Plagiarism and Academic Integrity (below), [The University Speaking Center](#), [Digital Act Studio](#), [The Digital Media Commons](#), [The University Writing Center](#), [University Libraries](#), [6-TECH Technical Support](#) and Zoom meeting arrangements.

COURSE POLICIES AND PROCEDURES

Plagiarism, Falsification of Course Documents or Cheating

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>

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. Any violation of the Academic Integrity 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. Do your own work!
- Suspected plagiarism and or cheating only need to occur in order to begin the investigative, formal process as outlined in the Academic Integrity Policy.
- If found guilty of an Academic Integrity 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.

Student Code of Conduct/Disruptive Behavior

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>

The University disruptive behavior policy is found at:

<https://sa.uncg.edu/handbook/policies/disruptive-behavior-in-the-classroom/>

Attendance (In Person and/or Virtual)

In the business world, absence and tardiness may result in disciplinary action or termination. In this course, attendance is expected. With substantial team work, attendance is paramount, and therefore linked to your grade. **Attendance does not merely mean showing up, but requires active participation.** You will have a team project that requires a weekly virtual video conference meeting with your teammates. You must be flexible and allow time for this meeting in your schedule. Peer (your teammates) evaluations and instructor participation points illustrate your attendance and willingness to participate/engage within these weekly meetings.

Accommodations for Students with Disabilities

The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. 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). 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. 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, which 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. Additionally, if you have health or wellness issues that impact 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.

Submitting Assignments

Resources and advice for assignment submissions:

- Go to <https://help.turnitin.com/new-links.htm> for Turnitin Guide.
- Go to <http://guides.instructure.com> for information on supported browsers for Canvas.
- If you encounter problems submitting your Canvas assignment, you are to: 1) contact 6-TECH Technical Support and open a Service Desk Ticket. 2) inform me of the problem via an email, **which includes your Service Desk Ticket number**.
- 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.
- Be sure to post the correct file/version of your assignment in **pdf format with your last name or team name in the file name**. Assignments will not be re-graded due to an incorrect file submission.
- **To ensure successful submission of your Canvas assignments:**
 - Confirm you are using an updated and Canvas supported browser and updated software.
 - Submit assignments in advance of the designated due date/time to allow for any unforeseeable technical difficulties preventing a timely and successful submission. It takes more than 5 minutes to correctly upload an assignment. Do not wait until the last minute to post/submit an assignment.
 - Be sure to use a computer to post large assignments, not a phone or tablet.
 - Complete the entire submission process. Be sure you receive the Digital Receipt as it documents the successful submission of your assignment. 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.

Late Work

All graded assignments are to be posted in Canvas by the designated due date/time. Late work is not accepted. 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). Use this card wisely and read/understand/follow the following terms:

- Save this card for an emergency, illness or technical issue preventing a timely assignment submission.
- Applies only to the **Individual** Secondary Research Memo or Presentation on YouTube assignments. This does **not** apply to DACTS consultations, discussion board postings, activities, peer reviews, the team Formal Report or Team Presentation on YouTube. Additionally, this card does not apply to incomplete or incorrect assignment submissions.
- To redeem this card, you must email me no later than 48-hours after the original due date/time stating you wish to use your *Get Out of Jail Card* and **include your assignment as an attachment to the email**. If you do not email me/submit your assignment within the 48-hour period, you will receive a 0/zero.

TO BE SUCCESSFUL IN THIS COURSE

- **Read and follow** assignment instructions! Detailed instructions are provided for a reason as they give requirements and expectations needed to successfully complete an assignment. The instructions also align to the grading rubrics, so there are no surprises when it comes to what I am looking for when grading.
- Read all assignments in advance and seek help or clarification immediately by bringing questions to the Questions & Answers (Q&A) Discussion Board (DB) Forum, emailing me the question, requesting a meeting with me or joining the Zoom office hour. If you email a question regarding how to complete an assignment the day before it is due, it is unlikely you will receive a timely response.
- Take advantage of Zoom Office Hours. If you have questions, need help, clarification or do not understand something, you are encouraged to join my Zoom Office Hours appointment, as I am waiting to help. You can always request a meeting appointment with me if that time is inconvenient. It is essential to read assignment instructions when assigned and make appointments in advance if you foresee questions or need help.
- Post any course and or assignment related questions you have to the open/running Q&A (DB) Forum. If you answer another student's question correctly in this Q&A (DB) - you will get extra credit in participation! 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. Everyone is encouraged to check this forum daily and before emailing me, for information that may provide further clarification and or helpful resources. Replies will be posted as quickly as possible during the business day/during business hours (Monday-Friday / 9:00 am - 5:00 pm).
- Utilize all resources provided (PowerPoint (PPT) lectures, assigned readings, rubrics, activities, videos, discussion board forums, dig deeper resources, etc.). Resources/information have been carefully selected to help you understand course materials and aid in completing assignments. This also includes reading and using the grading rubrics as you complete your assignments. If you choose not to use the resources/ information provided, you choose to lower your grade significantly, and you may not pass this course.
- Reference the Syllabus and Course Calendar on a regular basis. These provide clear assignment due dates, etc. Not all assignment due dates are included in the Canvas calendar. Refer to the Course Schedule regularly to ensure you do not miss any due dates.
- Take detailed notes during lecture recordings or read PPTs. Material provided in lectures is not always available in your textbook and is needed to successfully complete assignments.
- Set your Notifications preferences in Canvas to receive a notice ASAP for all Announcements. Log into Canvas daily for important updates. Important updates are provided in Announcements.
- 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. If you cannot fully commit to the terms of this course, you should drop the class immediately and re-enroll at a later time.
- Complete all assignments (graded or not). If you choose not to complete an assignment, you choose to lower your grade significantly, and you may not pass this course. There are some assignment opportunities that allow detailed instructor support/feedback but are not graded. By completing these, you will most likely receive a better grade in the final assignment submission.

- 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.

GRADING

Grading Matrix

	A:	B:	C:	D:	F:
+	N/A	89.99 – 86.5	79.99 -76.5	69.99 – 66.5	59.99 or below
	100 – 93.5	86.49 – 83.5	76.49 – 73.5	66.49 – 63.5	
-	93.49 - 90	83.49 - 80	73.49 - 70	63.49 - 60	

- **RE-DO** Assignment for Re-grade: You get only 1 Re-Do for any of the semester's individual assignments (Secondary Research Memo or Individual Presentation on YouTube) for a re-grade. In order to receive this re-grade option, within **3 business days** from the graded date/time of the assignment, you must:
 1. Read my feedback carefully and make all my suggested changes on the re-done work.
 2. Include a 1-page reflection summarizing my critiques and detailing how/where you made the appropriate changes.
 3. Email me with the re-done work and reflection attached, and then, request a Google Meet meeting with me so I can look over your assignment to determine whether it is ready for submission. Please note: I will not grade your work unless we have met. Re-Dos do **not** necessarily get better grades; it will be graded on the quality of work.
- **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 (email me) within 3 business days after grades have been posted (with the exception of final grades). Grades will not be discussed after this 3-day period—no exemptions, excuses, discussions, etc. Grades are not negotiated.
- Assignments will be graded as quickly as possible (allow approximately 10-12 business days).
- Final course grades are **not** rounded up. Opportunities of Extra Credit are offered.
- 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 to practice!
- **Team Assignments:** Grades for team deliverables may NOT be the same for all team members. Sometimes there are special considerations of individual performance, quality or timeliness, which are taken into account when the instructor grades team deliverables.

Below are the graded assignments and their associated percentage of your grade:

Assignments	Course Outcome #	Student Learning Goal #	Total Grade %
Individual Writing & Research: Secondary Research Memo (Draft Peer Review, Final Memo)	1,2,3,4,5, 6,7,8	6.1a	15%
Individual Speaking: Presentation on YouTube (Outline & PPT Template, Final YouTube, Self-Reflection)	1,2,3,4,5, 6,7,9	6.1b	10%
Team Writing: Formal Report (Template, Part A & Final)	1,2,3,4,5, 6,7,8,10,11	5.1, 5.2, 6.1a	20%
Team Speaking: Team Presentation on YouTube (Outline & PPT Template, Final)	1,2,3,4,5, 6,7,9,10,11	5.1, 5.2, 6.1b	18%
Participation: Discussion Board Forums (13%), Activities/ Quizzes (12%), Participation/Professionalism & Peer Evaluations (12%), Extra Credit applied	1,2,3,5, 6,7,10,11	all	37%

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 innovative solution(s) in a real-world context. You will be placed into a team and required to develop an innovation for a client and/or for a real-life need. 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 market or operational opportunity or challenge.

The approach to innovation taught in this course is called *Design Thinking*, a method adopted by leading companies such as Google, Apple, Pepsi, and even the U.S. Marines. As such, you will learn the Design Thinking method, mindsets and tools in order to apply it to this Innovation Project. Core components of this approach will be taught through the Innovation Project and business communication assignments. This way, clarity, structure, insight, persuasion and other key principles of impactful business communication, along with the ability to solve problems adaptively and effectively with others, are instilled in tandem.

Innovative Practices, such as character strengths, growth mindset and mindfulness, will be taught to facilitate individual and team business communication and innovation activities. You will learn about listening, empathy, agility, ambiguity, collaboration, problem-solving, resilience (handling setbacks) and the importance of failing. Yes, I want you to fail in this innovation process in order to be more successful!

Teams have significant authority to manage their affairs, and you will have an opportunity to practice leading. Team leaders are responsible for organizing and communicating on the team project, **not doing** all the work. Where severe dysfunction occurs, **teams have a last option to remove a member under specified conditions written in your team contract, which heavily involve instructor notification and consultation. A member who is voted out will have a significant, yet equivalent replacement assignment, and only when the student initiates.** This situation reflects the reality of business, where uncooperative, unreliable individuals are terminated from employment. Members will also grade/evaluate each other on member participation in the team project and behavior. Thus, there may be variance in grades among members on any team assignment.

At the end of the semester, teams will present their work publicly in both written and spoken forms by producing a Formal Report and a Team Presentation on YouTube. Please note:

- As part of the Design Thinking Process, **DO NOT try to solve the innovation problem or create the solution/product until you have gone through the Ideation phase** of our Design Thinking Process. This does not occur until after mid-semester (typically the 9th week).
- 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/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.

Graded Writing Assignments

<u>Individual Writing Assignments:</u>	<u>Team Writing Assignment:</u>
Secondary Research Memo (Draft & Peer Review, Final)	Formal Report (Template, Part A & Final)

For all Writing assignments, please note the following:

- Participate by producing the Draft version (a completed, polished version of the assignment) of designated assignments and providing Peer Review constructive criticism as instructed. We will practice delivering honest and respectful feedback on writings and speeches that is not emotionally negative. You are to offer quality feedback on peer work, as well as learn how to manage any negative feelings you might have to the information you receive. Receive the information as a gift, not as a negative. A second purpose to our feedback work is for you to have a way to expand your thinking and problem-solving skills. In seeing how others solved the problem differently than you, you expand your skills. **You are NOT to offer empty compliments, and they will be dismissed, resulting as incomplete for your grade!**
- Review the *Writing Rubric* posted in Canvas to understand how you will be graded and, to ensure high-quality work. Produce the final version by applying comments received from the Draft Peer Review and previous assignment feedback.
- 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, when applicable, select "See Rubric."

Graded Speaking Assignments

<u>Individual Speaking Assignments:</u>	<u>Team Speaking Assignment:</u>
Presentation on YouTube (Outline & PPT, YouTube URL & Peer Review, Self-Reflection) With appropriate documentation, DACTS Consultation required (-10pts) and Speaking Center Consultation required (-10pts).	Team Presentation on YouTube (Outline & PPT, Final) DACTS Consultation required (-10pts).

For all Speaking assignments, please note the following:

- Participate by producing the Outline/PPT versions (a completed, polished version of the assignment) of designated assignments and providing Peer Review constructive criticism as instructed. We will practice delivering honest and respectful feedback on writings and speeches that is not emotionally negative. You are to offer quality feedback on peer work, as well as learn how to manage any negative feelings you might have to the information you receive. Receive the information as a gift, not as a negative. A second purpose to our feedback work is for you to have a way to expand your thinking and problem-solving skills. In seeing how others completed the assignment differently than you, you expand your skills. **You are NOT to offer empty compliments, and they will be dismissed, resulting as incomplete for your grade!**
- If English is your second language, consider speaking a little slower to give the audience listening interpretation time and/or consulting The University Speaking Center.
- Review the *Speaking Rubric* posted in Canvas to understand how you will be graded and to ensure high-quality work.
- Contact The University Speaking Center and/or Digital ACT Studio (DACTS) for additional assistance and resources to aid in writing your outline and delivering your speech.
- Graded work will be available in Canvas. To access graded work, click on “Grades,” and then click on the name of the assignment, select “View Feedback” and, to access the Rubric, when applicable, select “See Rubric.”

PARTICIPATION & PROFESSIONALISM

The Bryan School is a professional school dedicated to preparing students for careers in business. Proper educational climate assists students in developing the skills that contribute to their future career success, and as such, it is critical to support the instructor’s ability to teach and support your classmates’ ability to learn. Students are to treat fellow students, the instructor and classroom guests with the utmost respect and courtesy. Please Note:

- **If you fail to participate/communicate with your team or the instructor after 3 business days after specifically requested, the instructor has the right to fail you due to lack of participation. Similar to the workplace, commitment to timely responses is imperative.**
- You are expected to work diligently with your team, which includes attending (in person or virtually) in meetings and being communicative to team messaging (emails, GroupMe, texting, WhatsApp, etc.). Team members are to immediately inform the instructor of any issues related to team communication and engagement.
- Being professional by respecting others’ views that may differ from their own and using appropriate language (derogatory comments or threatening actions will not be tolerated).

- Interacting with the instructor and classmates by writing proper email communication with professional etiquette. Do not say something electronically that you would not say in person. Sending an inappropriately written email may result in a request for you to rewrite your email before responding to the content.
- If you answer another student's question correctly in the Q&A (DB) - you will get extra credit in participation!

Discussion Board (DB) Forums

On designated weeks listed in the Course Calendar, DB forums are assigned. Check the Course Calendar for due dates and times, and they are not available after this point. You are required to submit at **least 3 postings per DB forum** (1 initial post by Wednesday and 2 response posts by Friday). The forums will analyze cases and or discuss the 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 what you learned in the Unit— ultimately helping you prepare for an upcoming assignment. The overall quality for these postings should be high/test quality work.

Requirements for DB Forums:

1. **Initial Post:**
 - Complete no later than 11:59 p.m. on Wednesday to ensure adequate time necessary for thoughtfully responding to classmates' postings.
 - 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.
 - 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.
 - Include a personal story and or example(s) that adds depth to the topic and demonstrates application to real-life.
 - Encourage and facilitate conversation with your classmates (e.g. ask questions).
2. **Response Posts:**
 - Complete 2 classmate responses no later than 11:59 p.m. on Friday.
 - Must address the person to whom you are responding.
 - 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.
 - 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.
 - Encourage and facilitate conversation with your classmates (e.g. ask/respond to questions). 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.

Team Peer Evaluations

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. Failure to complete the Peer Evaluations (as noted in the Course Calendar) completely and with a numeric ranking grade for each team member will result in a zero on YOUR Peer Evaluation for that occurrence. All team members should take the Peer Evaluation process seriously. This is your only recourse to penalize team members who are not participating and or not producing quality work. If you receive poor evaluations, these will negatively impact your final course grade and you may not pass the course.

Required Final Exam Days for this Spring 2021 Semester

End of Term Reflection Essay is equivalent to an Exam and is not required for all semesters (see this current semester's Calendar). This will occur on Canvas and is open without a time limit for completion during the week (see Calendar). There are 2 essay reflection questions. Each individual question is worth 50% and this Reflection Essay counts for 10% of your total grade. You are allowed open book/notes but NOT sharing of thoughts, content or computer screens with other students during the open week. Please understand that there is ZERO tolerance for plagiarism and cheating. No citations are required - I want the essays written in your own words and with reflection of the semester's learning.

LEARNING OUTCOMES

The Bryan School of Business and Economics Mission Statement and Student Learning Outcomes

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. Student 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 and Learning Goal #6 Collaboration and Communication.

- 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 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

- 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 client and or a real-life need —producing draft and final writing and speaking products. The written assessment is the end-of-term innovative essay and the speaking assessment will be a 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.

Please Note: Not every semester is assessed and therefore, the essay mentioned above may not be applicable for your term.

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 communication.

WI and SI Learning Outcomes and Expectations for Students

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

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 or fall behind. It will affect the quality of your work and will negatively impact your grade.