

**MKT 309, BUSINESS COMMUNICATION and INNOVATION**

**Joseph M Bryan School of Business and Economics  
Department of Marketing, Entrepreneurship, Hospitality, and Tourism**

**Online, 2023 Spring, MSCHRIBMAN, SECTIONS 11 & 12**

**GENERAL COURSE INFORMATION**

**Description, Credits, Prerequisites & Support**

- *Description* – This course will help students develop business and professional communication expertise and an ability to problem-solve in an innovative way using teamwork, various communication technologies, as well as verbal and non-verbal strategies. This course emphasizes effective persuasive, interpersonal, intercultural, and organizational strategies as applied to business styles, formats, and presentations.
- *Credits* - Three credit hours
- *Prerequisites* – Junior standing admission to an approved Bryan School program
- *UNCG Support* – Writing Center, Speaking Center, Digital Act Studio Center, Digital Media Center

**Instructor**

Ms. Marni Schribman  
[maschribman@uncg.edu](mailto:maschribman@uncg.edu) (Best way to reach me)

**Office/Meeting Times**

- Six (6) Zoom meetings are scheduled, and extra credit is granted for attendance. See the course schedule for dates/times.
- If you would like a personal virtual meeting, please ask by sending an email and offering three dates and times that you are available.

**Learning Objectives**

1. Understand the importance of effective communication in the workplace.
2. Identify communication strategies for 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 the 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.

**COURSE REQUIREMENTS**

**Required Materials**

1. The required text is *Writing That Works* by Oliu, Brusaw, and Alred, 13<sup>th</sup> edition, ISBN-13: 978-1319361525
2. You are required to have access to a video recording device, such as a webcam. Smartphones are acceptable if the quality is high.
3. For building your wallet prototypes (more information on that to come), you are required to have supplies such as cardboard, construction paper, markers, Post-it notes, colored pencils, tape, scissors, old broken toys, aluminum foil, parchment paper, etc.

4. The [free version of Grammarly](#) is recommended. It saves you time and energy by pointing out needed updates.

### Additional Requirements & Expectations

By continuing your enrollment, **YOU AGREE** to the course syllabus, schedule, time constraints, deadlines, assignments, class activities, and respectful communication. If you cannot fully commit to the pace and ALL terms at this time, it is recommended that you take the course in the future.

- As stated in the *Suggested Academic Workload Guidelines* section on the Bryan School website, “Students should plan to devote between two to three hours outside of class for each hour in class.”<sup>1</sup> For a three-credit-hour face-to-face course, this equates to at least six to nine hours of additional time per week. In total, the time investment for MKT309 is **at least nine to twelve hours per week**.
- Minimum technology skills include proficiency with Canvas, Microsoft Word, Microsoft PowerPoint, and video software.
- Regarding participation in university-sponsored activities, students who **expect to miss more than three class periods in a term should inform the instructor at the beginning of the course**. In the case that the faculty member cannot make reasonable accommodations, the student may appropriately be advised to drop the course.
- At least five days before an assignment’s due date, email your instructor if the assignment conflicts with your religious practices.
- 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) **within the first week of class and notify the instructor**. The OARS staff can meet with you to establish 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.
- 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, coherently, and effectively, as well as adapt mediums of communication specific to the needs of your audience.
- **Any** behavior that inhibits learning and/or is disruptive to the classroom experience will not be tolerated. Some examples include disrespect for speakers (including classmates, guests, and instructors), bullying, sarcasm, aggressive language, or actions. This policy can be found online at [http://sa.uncg.edu/handbook/wp-content/uploads/disruptive\\_policy.pdf](http://sa.uncg.edu/handbook/wp-content/uploads/disruptive_policy.pdf).
- All students are **expected to comply with the UNCG Honor Policy**, described on the following page: <http://academicintegrity.uncg.edu/complete>.
- Read, understand, and abide by the Bryan School Guidelines for Ethical and Professional Behavior of Students and Faculty: [https://bryan.uncg.edu/wp-content/uploads/2017/08/faculty\\_student\\_guidelines.pdf](https://bryan.uncg.edu/wp-content/uploads/2017/08/faculty_student_guidelines.pdf)

## GRADING, ASSIGNMENTS, & FEEDFORWARD

### Grading

- You are graded on your **performance only**. While effort is a major component of success, you are not graded for the amount of effort you put forth. (In other words, good effort does not always result in satisfactory performance. )
- Keep in mind that the learner never determines a grade; instead, grades are determined by the instructor according to performance expectations.
- If you have a question about a grade, email the instructor to set up a conversation. Grades are not discussed via email. During the last week of class, you have **24 hours** to request a face-to-face conversation about an end-of-term assignment’s grade. After that, the final score (grade) is posted into the administrative system, and the course is closed.
- Your instructor teaches multiple sections and rotates which section gets their grades/feedforward first. That is to say, for fairness, sometimes your section will get your responses earlier, and other times it will be later.
- It may take up to 12 – 14 business days to get your grade and feedforward on an assignment.
- Extra credit will be given for Zoom meeting attendance. See the “Innovation Project Overview” section for more information about extra credit and Zoom meetings.

<sup>1</sup> Joseph M Bryan School of Business and Economics (2021-2022). 2021-2022 University Catalog. Retrieved from <https://catalog.uncg.edu/business-economics/#requirementspolicytext>

- If you have questions about a graded assignment, it is your responsibility to schedule a virtual meeting with the instructor via email **within four days** of a grade’s posting. (Grade discussions will occur only in virtual meetings and will **not** occur via email. )
- If you are only seeking feedforward, that can be delivered via email.
- Grades will not be discussed or reviewed seven business days after recording.
- Each grade is a stand-alone scoring of the quality of that assignment only.
- You can fail an assignment for not following directions, so please be sure to read all instructions, watch any posted assignment screencasts, and use the pre-drafts/templates.
- You can fail an assignment for an integrity violation, so please be sure to properly cite your sources.
- Final calculations of XX.5 are rounded up to the next whole number. For instance, an 80.5 will be rounded up to 81.

Assignment Groupings	% of Final Grade
<b>Engagement</b> (Individual) – Discussion Boards (16%), Quiz (2%), Peer Eval (3%) & Peer Score (10%)	31%
<b>Business Writing</b> (Team & Individual) - DT1 (9%), DT2 (15%), DT3 (14%), BR (14%)	52%
<b>Business Speaking</b> (Team & Individual) – BP.D (12%), BP.F (5%)	17%
Total	100%
Extra Credit – Attending Zoom Sessions (Possible points are 1.20 added to the final score)	

As a general rule:

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

- Exceptional performance scores an “A”
- Good performance scores a “B”
- Satisfactory performance scores a “C”
- Grades “D” and “F” indicate the submission did not meet expectations
- A zero score is for no submission or no credit for the submission

**Special Note:** As stated in the UNCG undergraduate catalog, “If a student wishes to appeal an assigned final grade, the student should **first** discuss the concerns with the instructor. Grade appeals will be considered **only in the most exceptional circumstances** and are approved only in cases where the **evidence strongly supports** the student’s claim. Please note that simple disagreement about what constitutes fair grading is not grounds for an appeal. When a student elects to remain in a class after reading these materials, the student is understood to have accepted the grading terms for the course. The instructor is not obligated to deviate from grading standards outlined in the department or school handbooks and/or the syllabus.”

### Zoom Meetings & Extra Credit

- The six instructor-led Zoom meetings held throughout the course are optional, but extra credit will be given for attendance.
- The Zoom sessions are your and/or your team’s opportunity to ask questions, inform the instructor of a situation, or seek the instructor’s advice. While attendance is optional, it is highly encouraged by at least one person from each team.
- In general, these sessions will *not* be recorded as confidential information might be shared
- See the course schedule for the Zoom meeting days and times.
- Extra credit is offered to all students and can be earned by attending the Zoom meetings.
- Please do not ask for any extra/make-up work as none will be granted.
- To confirm your attendance, you will be asked to answer various chat questions throughout the meeting.
- Attendance at each event is worth .20 additional points added to your final course calculation.
- This means that if you attend all of the Zoom meetings, you can expect 1.20 points to be added to your final score.

**ONLINE COURSE SCHEDULE**

- The course schedule and content may be adapted as deemed appropriate by the instructor.
- See Canvas for due dates and details.
- The work for DT2 is your heaviest work. Please plan ahead for that demand.

<b>Week Start</b>	<b>Topics/Readings</b> <i>A time investment of AT LEAST 3 hrs/week</i>	<b>Assignments</b> <i>A time investment of AT LEAST 9 hrs/week</i>	<b>Due Dates</b>	<b>Zoom Meetings</b>	<b>Student Learning Objectives</b>
<b>1 Starts Jan. 9</b>	<ul style="list-style-type: none"> <li>• Welcome Announcement,</li> <li>• Course Syllabus &amp; Summary,</li> <li>• Foundational Communication Principles</li> </ul>	Professional Conduct Agreement  Discussion Board #1 - Introductions	<b>Jan. 12</b>		1,2,5,10
<b>2 Starts Jan. 16</b>	Introduction to the Innovative Mindset <ul style="list-style-type: none"> <li>• VIA Character Strengths</li> <li>• Gregorc Thinking Styles</li> <li>• Footnoting &amp; APA</li> </ul>	Discussion Board #2 – Innovative Mindset  Week #2 Quiz	<b>Jan. 19</b>	Zoom #1: Jan. 18 at 7 pm	1,2,5,10
<b>3 Starts Jan. 23</b>	Introduction to the Innovative Mindset (Continued) <ul style="list-style-type: none"> <li>• Growth Mindset</li> <li>• Mindfulness</li> </ul>	Discussion Board #3 – Growth Mindset	<b>Jan. 26</b>		1,2,5,10,11
<b>4 Starts Jan. 30</b>	Introduction to Design Thinking <ul style="list-style-type: none"> <li>• Introduction to the Innovation Project</li> <li>• Team Effectiveness</li> </ul>		<b>Feb. 2</b>	Zoom #2: Feb. 1 at 7 pm	1,2,3,4,5,10,11
<b>5 Starts Feb 6</b>	Key Topics in Successful Communication <ul style="list-style-type: none"> <li>• Audience-centeredness &amp; Empathy</li> <li>• Storytelling</li> <li>• Persuasion</li> </ul>	<del>Discussion Board #5 – Key Topics in Successful Communication</del>  Discussion Board #4 - The Wallet Exercise	<b>Feb. 9</b>		1,2,3,4,5,6,8,10,11
<b>6 Starts Feb 13</b>	Design Thinking Phase 1: DISCOVER <ul style="list-style-type: none"> <li>• Scientific Approach vs DT Approach</li> <li>• Primary &amp; Secondary Research</li> <li>• Insights, Implications &amp; Key Findings</li> </ul>	<b>Design Thinking Assignment 1 (DT1) – The Project Definition, Workplan &amp; Team Agreement</b>  Discussion Board #6 – Approach to Research	<b>Feb. 16</b>	Zoom #3: Feb. 15 at 7 pm	1,2,3,4,5,6,8,10,11
<b>7 Starts Feb 20</b>	Business Writing Style <ul style="list-style-type: none"> <li>• Business Writing vs. Academic Writing</li> <li>• 7 Elements</li> <li>• 3Ps+ Introduction</li> <li>• Collaborative Writing</li> </ul>	Discussion Board #7 – Writing Styles	<b>Feb. 23</b>		1,2,3,4,5,6,7,8,10,11

<b>8</b> <b>Starts Feb 27</b>	The Brain-friendly Writing Process <ul style="list-style-type: none"> <li>• Baseline to Writing Well</li> <li>• Planning - Communication Strategy Worksheet</li> <li>• Writing, Revising, Cohesion, and Polishing</li> </ul>	Discussion Board #8  Discussion Board #9	<b>March 2</b>	Zoom #4: March 1 at 7 pm	1,2,3,5,6,7, 8, 10,11
<b>9</b> <b>Starts Mar 4</b>	<i>Have a wonderful spring break</i>				
<b>10</b> <b>Starts Mar 13</b>	Design Thinking Phase 1: DISCOVER <ul style="list-style-type: none"> <li>• Design, Ideation &amp; Insights</li> </ul>	<b>Design Thinking Assignment 2 (DT2) – The Project Research Compilation</b>	<b>March 16</b>	Zoom #5: March 15 at 7pm	1,2,3,4,5,6, 7,8,10,11
<b>11</b> <b>Starts Mar 20</b>	Design Thinking Phase 2: DESIGN <ul style="list-style-type: none"> <li>• Prototyping &amp; Testing</li> <li>• Viable, Desirable, Feasible</li> </ul>	Discussion Board #10	<b>March 23</b>		1,2,3,4,5,6, 7,8,10,11
<b>12</b> <b>Starts Mar 27</b>	Design Thinking Phase 3: DELIVER <ul style="list-style-type: none"> <li>• Business Speaking, Preparation &amp; Delivery</li> </ul>	<b>Design Thinking Assignment 3 (DT3) – The Proposed Solution &amp; Prototypes</b>	<b>March 30</b>	Zoom #6: March 29 at 7pm	1,2,3,4,5,6, 7,8,10,11
<b>13</b> <b>Starts April 3</b>		<b>Business Presentation (Best Draft)</b>	<b>April 6</b>		1,2,3,4,5,6, 7,8,10,11
<b>14</b> <b>Starts Apr 10</b>	Business Reporting <ul style="list-style-type: none"> <li>• Executive Summary &amp; Letter of Transmittal</li> </ul>				1,2,3,4,5,6, 7,8,9,10,11
<b>15</b> <b>Starts Apr 17</b>					
<b>16</b> <b>Apr 24 – 26<sup>th</sup></b>		<b>Peer Evaluations</b>  <b>Business Presentation (Final)</b>  <b>Business Report (Final)</b>	<b>April 26</b>		1,2,3,4,5,6, 7,8, 9,10,11

By continuing your enrollment, YOU AGREE to the course syllabus, instructor grading, schedule, time constraints, deadlines, assignments, class activities, and respectful communication. If you cannot fully commit to the pace and ALL the terms, it is recommended that you take the course in the future.

## INDIVIDUAL ASSIGNMENTS

In overview, your assessments will be on your writing, speaking, and problem-solving. There are three priorities for your communication assessments:

- **Readability** - The submission is to be pleasant, easy to read, and in the appropriate business style.
- **Quality Content** - The information must have appropriate depth and be within scope.
- **Quality Delivery** - The writing or presentation must be delivered in an organized, concise way (as if you were in a professional business environment).

Each lesson or activity supports the next one, which means that you will use your new knowledge and apply it as you progress through the course. Iteration is therefore a premise. Importantly, you will revise and re-submit key course deliverables as sequenced. Continuous application of learning through practice is your path forward.

### Engagement

Engagement in the course is a direct determinant of success. Therefore, you must virtually attend and be prepared for encounters with your fellow students and team members.

### Quizzes

- There is one (1) quiz included in this course syllabus.
- You may post your quiz up to two days late for half credit.

### Discussion Board (DBs) Assignments

- Discussion Boards are the equivalent of class conversation, which is an important part of advancing your knowledge.
- **After you study the course materials**, you are to post **two** well-written narratives for **every** discussion.
- In response to each prompt, write content that is valuable to your audience (your instructor and classmates) and supported by course materials in the modules.
- Do not use the discussion boards as an opportunity to post negative comments or vent; if you do, the instructor may delete the post, and your grade for that discussion will be a zero.
- You are invited to work ahead of the schedule; all discussion boards will be open until the end of the course.
- As a rule, both parts of your discussion board posts are **due on Thursday evenings at 11:59 pm** each week.
- A zero score is recorded for no submission or no credit for the submission.
- The instructor may offer you light feedforward suggestions, including when an “A” score is recorded. Be sure to review the feedforward comments.

### Discussion Board Late Policy

- You may post up to two days late for half credit.

### Writing Quality in the Discussion Boards

Each discussion board has two improvement goals. Your writing quality is expected to improve as we move toward the end of the term:

- *Goal one is writing advancement.* By practicing general good writing and citations in low-stakes assignments, you are more prepared to write well in high-stakes assignments. For example, starting in the second DB, you are to work on writing in smaller rather than larger paragraphs. After a writing-advancing practice is introduced to you, you are expected to continue practicing writing in that way. For example, you are expected to continue to write in smaller rather than larger paragraphs.
- *Goal two is for you to advance in your citation skills.* As you progress through each DB assignment, your writing and citation skills are expected to improve. Your citations are to come from course material only.

## TEAM ASSIGNMENTS

Most of the work for this course will be completed in teams, the makeup of which has been assigned in alphabetical order, in groups of four or five (as is possible). As a rule, the teams will not be adjusted.

- To be successful and collaborative, you are encouraged to **start your assignments early** as teamwork requires extra communication, community decision-making, and time for mutual revising.
- All team assignments are to be uploaded to Canvas by the deadline. No assignments will be accepted by email or in person. If you are having a technology issue, you may email the document to the instructor to prove you met the deadline requirement. However, you still **MUST** post to Canvas immediately after the technology fix. Furthermore, as evidence of the technology issue, please add a file that shows your contact with UNCG's 6-tech.
- If one of your team members does not contribute content to the document, leave his/her name off the document, and that student's grade will be a zero. While attendance at team meetings is not scored, a full contribution to your team is expected.

### Writing and Speaking

- For the team assignments, submissions are to include **all participating** team members' work only. That is to say, if a teammate's work is missing, do **not** include his/her name on the document. An individual **cannot** post his/her contribution separately or late. Any student whose work is missing scores a zero. None of the team assignments will be dropped.
- You are graded on **what you say** (content) **AND how you say it** (style). In the team assignments (see below), to be fair, **individual grades will be scored to accurately reflect** each person's contributions; an individual can easily score higher or lower than one's teammates. Writing and speaking rubrics are in the team assignments in Canvas. Submit in .docx or .pdf and .pptx only. Submitting in Google Docs or Google Slides can result in a zero score.

### Submitting Team Assignments

- If your name is on a document that means that you agree to the entire document – all of its contents, and its quality —and will be held to full associated accountability.
- The team can be held responsible for one team member's actions and the consequences that follow. If the team leaves the responsibility to one team member, then all team members must live with the consequences.
- If one person in the group violates the honor code in a document, the entire submission is suspect; therefore, the entire team may receive the consequences. To ensure this situation does not occur, it is suggested that you set team deadlines **ahead** of each assignment deadline in part to **review the citations** to uphold academic integrity.
- It is recommended that you upload your files to Canvas a little early to confirm they are uploaded correctly. **Each team member** should verify that the appropriate document has been uploaded. If your team leaves the responsibility to one team member, then all team members must live with consequences if that member fails to upload the proper file(s).
- If you upload an incorrect file, immediately upload the correct file by the deadline. Be sure not to open and re-save the correct file as then you cannot prove you had the document completed within the deadline.
- Additionally, each team member should verify that the required comment to employ any late extension allowance has been appropriately posted and by the late-extension deadline, as all team members must live with consequences if that member fails to upload the proper file(s).

## PEER EVALUATIONS & SCORING

For team engagement and accountability, at the end of the term, you will be asked to provide a fair and honest assessment of your team members using a team survey. In the team evaluation, each person is to score each teammate's contribution, ranking them "95, 85, 75, 65, 55, or 0." Your ratings by your peers will be averaged for your final grade calculation.

- If you fail for any reason to complete the evaluation of your peers during the open/close assignment dates, your evaluation score will be **decreased by 20 points**.

- This information is to be kept confidential to you and the instructor only. Do not discuss how you score each other with each other.
- Know that the instructor will be observing each student's contribution throughout the course, and your assessments will be compared to the instructor's observations and course statistics.
- In the situation when the instructor's observation and the peer scores seem to be misaligned, the instructor reserves the right to adjust the peer evaluation score in those cases.
- It is a rare occasion that every person on a team has earned an "A."

## FEEDFORWARD

Your instructor is **your ally and is the business equivalent of your project manager**. You both have the same goal: for you to have a challenging, positive, and valuable learning experience. As such, the feedforward information is always intended to support your efforts toward higher achievement.

You are expected to study your feedforward and apply the improvement suggestions. Moreover, it is up to you to find **all** instances of a miss (and more) and correct them; the instructor does not point out every error. It is your responsibility to go beyond "fixing" what is pointed out.

If a section has no annotations, that doesn't necessarily mean it has no errors. Instead, when the document's errors are repetitive, they will be marked "global," meaning that you will be expected to make the changes throughout your document. Therefore, each student is to review **all** of the document's feedforward, which is to say, each student is to study the feedforward on other team members' contributions as it could pertain to him/her/them too.

You will be offered feedforward in annotations in Canvas only. To view the annotations, in the 'View feedback' tab – click and open the document. Here is the link to the directions: <http://guides.instructure.com/m/4212/l/352349-how-do-i-view-assignment-Feedback-comments-from-my-instructor-using-crocodoc-annotations>.

If you post a document after the instructor has posted annotations, upload the file as an attachment to a comment to prevent the loss of your annotations. If you upload as "normal," the earlier document with the annotations will be deleted. Please understand that the instructor completes only one round of annotations per assignment.

## THE INNOVATION PROJECT OVERVIEW

In this course, you will study business communication and innovation in a semester-long, real-world, team-based project. After studying the innovative mindset, you will select a business, research its situation, propose an innovative solution and produce high-quality communications with your team.

This section of the syllabus describes the problem-solving approach, while specific project details are in Canvas.

The design thinking approach (DT) (Discover, Design & Deliver) is your problem-solving framework for project decisions. Using this structure, the coursework is carefully sequenced. In the course, you will be supplied with course materials and tools to aid in your decisions, such as pre-drafts for each of the six deliverables. If along the way you feel moments of ambiguity or uncertainty, know this is a natural experience. The good news is that you are offered many experiences to practice managing ambiguity. Handling ambiguity is a frequent state of business professionals. Additionally, from time to time, the instructor may offer you high-level responses to inspire your creative and critical thinking. **Trust this process**. If at any time, you want more explicit information, please ask!

### Decision Thinking Assignment 1 (DT1) The Project Definition

In DT1, you will establish the Project Definition, Workplan, and Team Agreement. At this stage, you and your team will agree to and communicate your project choices. Please set your team agreement carefully as it can define your team's performance expectations. Do not have one person complete this section; it is to be completed by the entire team in a meeting.

Late Policy for DT1. As a rule, no late work is accepted for these four assignments. For DT1, if one person on the team has an extenuating circumstance, he/she is to email an extension request to the instructor **at least 40 hours ahead** of the due date. If granted, the team has an additional 24 hours after the original deadline to submit. If the document is not posted or posted after the 24-hour extension, the score is a zero.

### Decision Thinking Assignment 2 (DT2): The Project Research Compilation

In DT2, the Project Research Compilation Report, your team will conduct primary and secondary research to explore your company and its situation. It is highly recommended that you start your research immediately after the course conversation on the topic. By gathering **significant** information each student becomes an expert in his/her research zone and will decide which information has enough value to be included in the report. The quality of your collective research is the spark that inspires your upcoming decisions. The better your research, the easier the next decision will be.

Start your research work early. It takes time to find quality information. If your research is not of quality or outside of scope, your project will not be successful.

Your research citations are required to be in footnote format in APA style, and that includes all graphics so be sure to embed a citation link in the graphics, as well. Be sure your team gives ample time to note accurate citations in footnote format and APA style. Failure to appropriately use citations can result in a failing score for the assignment and/or the course.

### Decision Thinking Assignment 3 (DT3): Project Proposed Solution & Prototypes

In Week 10, and only in Week 10, will you start to explore possible solution ideas. Stay mindful and in a growth mindset. After exploring possibilities that must be supported by your research, the team will choose one proposed solution to solve the organization's need. Your proposed solution **MUST BE INNOVATIVE** else it is a failure. Innovation is a new product, service, process, or significant improvement that has never existed before, but is viable, feasible, and desirable.

*You are encouraged to confirm your proposed solution with the instructor in an email **BEFORE** investing in an idea that is not novel.*

For DT3, each student creates his/her 3D prototype for how the team's proposed solution might be brought into the physical world. Each student's **prototype must be 3D** or else it is a failure. Be assured that creating your prototype will not cost you extra money; you are to use items you already have. Then the team will choose one prototype as the team prototype; it may be one student's work or a new one built from a combination of individual creations. Keep in mind that success at this stage is the process of iterative testing. You will evaluate your proposed solution against three concepts: viability, feasibility, and desirability.

Late Policy for DT2 OR DT3. Given that DT2 and DT3 have the heaviest workload, if the team needs more time on **EITHER**, you may submit ONE ONLY up to 24 hours after the original due date. If you employ this extension, **you MUST post a comment in the team assignment** informing the instructor of your choice **at least 40 hours BEFORE the deadline**. With no comment posted AHEAD of the deadline, you will score a zero. Please plan to use this offer only for emergency or urgent needs. If you post after the 40-hour extension, the score will be a zero.

NOTE: If you score a "C-" or less on any of the "DT" assignments, it is recommended that you ask for a meeting with the instructor.

To reduce your end-of-term pressure, it is highly recommended that you revise DT2 and DT3 soon after being graded so you can include quality material in your Project Business Report (BR).

### Project Business Proposal Best Draft (BP.D)

The PowerPoint/script/video presentation to the business client. If you score an “A” or “A-” on the BP.D assignment, you do not have to revise and resubmit BP.F. If your team elects to not resubmit, ( ), those who scored a B+ or less will score a zero. All “A” scores will be kept the same.

### Project Business Proposal Final Draft (BP.F)

The PowerPoint/script/video presentation to the business client. If you score an “A” or “A-” on the BP.D assignment, you do not have to revise and resubmit BP.F. If your team elects to not resubmit, (Any “A” scores can be kept the same), those who scored a B+ or less will score a zero.

### Project Business Report (BR)

- The Project Business Report will be directed to the business client and requires a few additional items along with your revisions from DT1, DT2, and DT3.
- Given that this assignment is the culmination of your work in the course, it carries a higher value and is expected to demonstrate your best efforts and learning.
- If your feedforward informed you of weak research content or weak prototype quality, you are expected to have significantly updated the work. While grading, the instructor will have your previous submissions in view to check that revising and/or updating occurred.

Late Policy BP.D or BP.F or BR. As a rule, no late work is accepted for these three assignments. If they are not posted by the due date, your grade will be zero.

## COMMUNICATION STANDARDS

- All course materials and assignment instructions are delivered in the Canvas Modules. Each folder has a narrative to read, and a section of actions called, “Read, Watch & Study.”
- Most importantly, for all communications in the course, **be respectful and kind to everyone in all of your verbal, non-verbal, and written communications.** This respect includes Zoom meetings, team meetings, email/texting communications, etc. It is never acceptable to speak in a belligerent or unkind way to your classmates, teammates, or instructor.
- If you choose to communicate in a disrespectful way, the instructor will first ask you to rephrase your statement before responding to its content. Additionally, the student may be asked to attend a Zoom meeting with the instructor. If a second infraction occurs, you will be reported in Starfish and to the Department Chair (with appropriate evidence) for disruptive behavior. Other disciplinary actions could follow. Disrespect will not be tolerated.

### General Communication Protocols

- Use your UNCG email account only.
- If you have technology challenges, seek the help of the university [helpdesk – 6-tech](#). (Remember that they are not open during the weekends.)
- Standard Zoom Etiquette:
  - No one expects you to blow your nose or stand up to stretch while you’re on camera, so don’t hesitate to turn off your camera occasionally during Zoom meetings. But please have your camera on for as much of the meeting as possible since the Zoom meetings are a great opportunity for you to interact with your instructor and fellow students.
  - Have a quiet, non-distracting background. Consider using the blur feature for your background.
  - Raise your hand to speak.
  - Don’t use chat unless it’s required for in-class discussions as it can be distracting.
- Standard Email Etiquette:
  - You are business professional communicating with your instructor/project manager, so you will be expected to write well and communicate professionally.
  - You won’t be graded for your email writing, but using proper grammar makes a huge statement about you as a professional.

- Do not use email as a place to vent.
- Please start each exchange with a pleasant greeting, such as “Hi Ms. Schribman.”

### Instructor to Student Communication

- While the instructor has made every effort to be clear in all communications, course materials, and assignment instructions, differing perspectives exist. In the case that you need clarification about any of the course expectations or assignments, it is your responsibility to reach out to the instructor to gain more resources, support, or understanding.
- Every attempt will be made to respond to emails within 24 hours. Please plan accordingly.
- Class emails will be sent to you via Announcements in Canvas. Be sure your Canvas notifications are set to receive notices immediately.
- Individual emails will be sent through our UNCG email system. Outside of class, other communication mediums will be Starfish, Zoom, or phone.
- If you receive an instructor email with a request for a response, please respond within 24 hours.

### Student-to-Instructor Communication

Your instructor is the equivalent of your project manager. In the business environment, your instructor is only successful if *you* and *your team* are successful.

Therefore, please treat all communications with your instructor/project manager with professionalism. If you write an unkind insulting message, you might immediately be reported for disruptive behavior. If you have an issue, ask for a meeting to clarify your confusion. Request a virtual meeting with your instructor/project manager when:

- You have a question that cannot be answered easily through email.
- You would like a pre-review of your upcoming writing assignment.
- You are overwhelmed with uncertainty or ambiguity.
- You want clarity of feedforward comments or annotations.
- Your team is in a struggle. Please meet with the instructor earlier rather than later.
- If you are having a challenge in the course, talk with the instructor before you talk with the chair of the department or any other person in leadership. Communicating with your project manager first is standard business protocol.
- You want to confirm the quality of your research as compared to the scope of your project.
- You want to confirm that your proposed idea is innovative. It must be innovative.
- Your team drops a person or two. Stay confident and schedule a meeting with the instructor.
- You’re feeling stuck in a fixed mindset, discouraged, or frustrated. Please engage instead of retreating because your project manager is there to make you and your team successful!

### Student-to-Student/Team Communication

A key to your success in this course is moving from a group of individuals to a unified team. You **must** meet virtually as a team to make decisions. You’ll be able to become a more unified and effective team if you:

- Set a standard meeting time during your DT1 assignment (for example, Tuesday nights at 7 pm) as that will help all participants set their work schedules.
- Know that you most likely will need to meet at other times, as well.
- Don’t use texts, group chats, or Google Docs as a substitute for in-person or virtual team meetings. Research has shown that these modes of communication are inadequate for producing quality, unified work.
- If a team member does not respond to your communications, continue communicating with him/her and **move ahead to get the task completed**.
- If you are in a conflict situation, you are expected to immediately and respectfully work through it with your team. If you cannot get to a quick and respectful resolution, or if a team member repeats unacceptable behavior, you are to email the instructor advising of the situation, and the instructor may set up a face-to-face or Zoom meeting with this person. If the person continues the unacceptable behavior and/or refuses to meet with the instructor, the instructor will report the student to Starfish and the Department Chair. Other disciplinary actions will most likely follow.

### Appendix A: BRYAN SCHOOL STUDENT LEARNING GOALS

Each program within the Bryan School has separate learning goals as listed with the degree program. The essential components of professional education in business (excluding a B.A. in Economics and a B.S. in Consumer, Apparel, and Retail Studies) include common courses for breadth and opportunities for advanced work which provide knowledge depth in the various business disciplines. Please see the link below for the complete list of Bryan School Learning Goals and our Mission Statement: <https://catalog.uncg.edu/business-economics/>

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, and Goal #6 – Collaboration and Communication.

### Appendix B: UNIVERSITY WELLNESS & COVID STATEMENT, as of SPRING 2023

As we return for spring 2023, please uphold UNCG's culture of care to limit the spread of covid-19 and other airborne illnesses. These actions include, but are not limited to:

- Engaging in proper hand-washing hygiene
- Self-monitoring for symptoms of covid-19
- Staying home when ill
- Complying with directions from health care providers or public health officials to isolate if ill
- Completing a self-report when experiencing covid-19 symptoms or testing positive for covid-19
- Following the CDC's exposure guidelines when exposed to someone who has tested positive for covid-19
- Staying informed about the University's policies and announcements via the covid-19 website