

Department of Marketing, Entrepreneurship, Hospitality, and Tourism

**MKT 309: Business Communication and Innovation**

Fall 2022: Sections: 01, 02, 03 & 04

All sections in Bryan 106

Course Syllabus is subject to change.

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**Instructor:** Ms. Lori Mackowski —Please be respectful and refer to me as Ms. Mackowski or Professor Mackowski, not Lori.

**Office:** 380 Bryan Building

**Virtual Office Hours:** Zoom appointment slots are available Mondays from 3:00 – 4:00 p.m. and by appointment. Schedule appointments **in advance as time slots fill up quickly**, and same day/week appointments are not always available. To schedule a 15-minute appointment, please e-mail a meeting request with the date **and times** you are available.

**E-mail:** lamackow@uncg.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.

**Open/Running Questions & Answers Discussion Board (DB) Forum:** Due to COVID-19, and to ensure safety for all, including the instructor, individual before/after class questions and or discussions with the instructor will not be available. Please bring your questions to class for in-class discussion, and or please, post any non-personal, course, and or assignment related questions you have to the Open/Running Questions & Answers Discussion Board (DB) Forum located within the Canvas Course. This forum will serve as a means to facilitate conversation and answer any questions you have regarding assignments, the Course Schedule, etc. The instructor 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, and 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.)**.

**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 and For Whom the Course is Planned:** Junior standing and admission to an approved Bryan School of Business and Economics program. The course is planned to enhance business communication skills (writing and speaking) for enrolled students meeting the prerequisites.

**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 teamwork. 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.

**Workload/Pace, Time Commitment and Design of this Course:** As an Innovation, WI and SI 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. Additionally:

- To manage the workload of this course, you are to allocate at least 2-4 hours per day outside of a standard 50-minute class session (or a minimum of 6 hours per week) as recommended by The Dean of Students Office.
- The Innovation Project is extensive and requires a significant amount of time. As related to the time commitment for this course, please note that teams/members are responsible for scheduling weekly, standing meetings. Keep in mind; you may need more than one meeting per week as the workload intensifies.
- The design of the course content is intentional and is:
  - Front-end-loaded. This means the majority of the course content is delivered in the first half of the semester so that you/your team have ample time to apply the content to the Innovation Project and the end-of-semester deliverables.
  - Narrowly focused. This means content and assignments have been streamlined in order to connect/build off each other with the main goal of supporting the successful creation of the end-of-semester deliverables.

**Textbook:** *Writing That Works* by Oliu, Brusaw and Alred, 13<sup>th</sup> Edition, ISBN: 978-1-319-10446-7. Please note: The fastest way to obtain the textbook is through the UNCG Bookstore.

**Required supplies:**

- To complete some of 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, General Course Schedule and the Canvas Unit Overviews and Weekly Agendas. Please note the following: 1) Before asking or e-mailing a question, reference this Syllabus and the Course Schedule and Unit Overviews (If you e-mail a question already addressed in these resources, you will not receive a response), and 2) It is your responsibility to read, re-read and use these resources.
- 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, Spartan Alert, and Digital Media Commons.

**Format and Teaching Methods:** The format for this course is face-to-face. However, due to COVID-19, ALL teamwork is to be done by following the University COVID-19 protocols/requirements. Course content is delivered via Canvas and the classroom environment through lectures, videos, assigned readings, class discussions, in-class assignments and or activities.

**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:
  - 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 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:
  - 6.1.a: Employ multiple forms of written communication techniques to deliver the most effective communication for the situation
  - 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 communication.

**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:

- **Course Schedule/Calendar:** You are provided with a General Course Schedule, which highlights the time frames for each unit and major assignments/due dates. **However, for a detailed Course Calendar and Weekly Agenda, please read, use and follow the overviews provided with each Canvas unit.**
- **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 that 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 and or want to discuss an assignment re-do (on qualifying assignments), 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.**
- **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 individual assignments below) —no later than 48-hours after the original due date/time. Use this card wisely and read/understand the following terms:
  - Save this card for an emergency, illness, or technical issue preventing a timely assignment submission.
  - Applies ONLY to individual assignments that are to be submitted in Canvas, such as the Secondary Research Memo and or Unit Activities. Please note: This does not apply to any In-Class Participation Activities, Peer Evaluations, Extra Credit opportunities, or Team assignments. Additionally, this card does not apply to incomplete assignment submissions or incorrect assignment submissions.
  - To redeem this card, you must follow these directions: Within the 48-hour period, e-mail the instructor stating you wish to use your *Get Out of Jail Card*, and include/attach your assignment as part of that e-mail.
  - Very Important: If you do not e-mail the instructor/submit your assignment within the 48-hour period, you will receive a 0/zero. No exemptions, excuses, discussions, etc.
- **Assignment Re-Do (Optional; For a Re-Grade):** You may re-do ONE of the individual assignments (e.g. Secondary Research Memo or Unit Activity) for a re-grade. In order to receive this re-grade option, you must:
  - Send me an e-mail within 3 business days (See 3-Day Grade Review Policy) of receiving your grade stating that you wish to re-do a specific assignment, and I will provide you with a re-do submission date.
  - Read my feedback carefully and make ALL of my suggested changes.
  - Include a one-page reflection (single-spaced using correct Business Writing, Formatting and Techniques) summarizing my critiques and detailing how/where you made the appropriate changes.
- **Assigned Seats/Teams and Teamwork:** In this class, you will be assigned seats in order to foster engagement and discussion in course content. Additionally, teams for the Innovation Project will be assigned by the instructor after the Drop/Add date.

- **Firing Team Members:** To successfully complete the extensive Innovation Project, teamwork, including 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. As such, please note the following:

1. Any consistent/repetitive behavior that causes undue stress or hardship on the team **WILL NOT BE TOLERATED.**
2. If any member of the team exhibits repetitive unprofessional, and or disruptive behaviors such as but not limited to: missing deadlines, not submitting work or submitting work late, submitting poor quality work, and or plagiarizing, lack of communication, lack of participation, and or lack collaboration WILL result in the team member being fired.

**In order to fire a team member, please follow this process:**

1. The team leader needs to thoroughly document the behavior (s) and collect evidence that the behavior(s) are repetitive, unprofessional, and or disruptive resulting in undue stress or hardship on the team.
2. The team leader needs to issue ONE formal and public warning to the team member —making the disruptive team member aware of the inappropriate/unacceptable behavior(s). The warning needs to be in the form of an e-mail sent to the disruptive team member with all team members and the instructor copied on the e-mail. The e-mail needs to be professional, kind, and factual (unemotional), and include: 1) a description of each inappropriate/unacceptable behavior along with suggestions for improvement, and 2) a date for when those behaviors are to be improved.
3. The disruptive team member must improve the behavior(s) by the established improvement date and maintain the corrected and appropriate behaviors throughout the remainder of the semester. If by the established improvement date, the behaviors are not resolved OR are resolved but then resurface at another time in the semester, the team may move forward in firing the team member.
4. To officially fire the team member, all remaining team members need to agree that the firing is necessary and then send a professional e-mail to the instructor outlining the situation, explaining that the remaining team members are in agreement with the firing, and then copy the team member being fired.
5. The team member will then be fired/removed from the team.

**Please note the following as related to the firing process or being fired:**

1. Given the instructor is not involved in the day-to-day interactions of the team, the instructor will not serve as a mediator in this process. Additionally, the instructor will not provide extended time or consultations related to team issues. The Firing Process is the team's recourse for dealing with a disruptive team member, and the team is to follow the process as outlined above.
2. There will NOT be any discussions or negotiations related to the firing. **As adult students, you are to act and work as adult professionals and accept the responsibilities of this course and of your team —no excuses.**
3. If you are fired from your team, you will need to complete all teamwork assignments by yourself. **Please note: Historically, students who are fired from their teams typically fail the course.**

- **Attendance and Tardiness:** In the business world, absence and tardiness may result in disciplinary action and or termination. In this course, attendance is expected as well as arriving to class on time. If you want to be successful in this course, be on time and attend every class. There is no substitute for being in class and, attendance does not merely mean showing up, but requires active participation (e.g. class discussions, in-class assignments/activities, etc.).
- **Disruptive Behavior in the Classroom:** Any behavior that inhibits the learning process and or is disruptive to the classroom environment will not be tolerated. Examples include but are not limited to: excessive talking, usage of cell phones, iPods, pagers, etc., inappropriate use of laptops, disrespect for speakers (including classmates, guests, and instructor), aggressive language and or actions. Please note: It is imperative you read,

understand, and adhere to this policy which can be found online at <https://sa.uncg.edu/handbook/policies/disruptive-behavior-in-the-classroom/>

- **Electronic Devices:** Use of cell phones, iPods, pagers, etc. are prohibited during class. Laptops are permitted only for note-taking. Failure to adhere to this policy is considered a violation of the Disruptive Behavior in the Classroom Policy. Please note: It is imperative you read, understand, and adhere to the Disruptive Behavior in the Classroom Policy which can be found online at <https://sa.uncg.edu/handbook/policies/disruptive-behavior-in-the-classroom/>
- **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.
  - 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. 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.
- **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 the following:**
  1. **Until the OARS registration process is complete, students are not eligible for accommodations.**
  2. **IF YOU WANT TO ENSURE THAT YOUR ACCOMMODATIONS ARE FULLY ADDRESSED, IT IS YOUR RESPONSIBILITY TO SET UP A MEETING WITH THE INSTRUCTOR WITHIN THE FIRST WEEK OF THE SEMESTER TO DISCUSS YOUR NEEDS/YOUR ACCOMMODATIONS. THIS SHOULD BE A PRIORITY FOR YOU!**
- **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. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu). **Please note the following:**
  - **IF YOU HAVE A HEALTH AND OR WELLNESS ISSUE THAT IMPACTS YOUR ABILITY TO LEARN OR COMPLETE THE COURSE WORK, YOU ARE TO NOTIFY THE INSTRUCTOR 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.**

- **Religious Holidays:** For conflicts related to religious holidays, please make arrangements with the instructor in advance.
- **Adverse weather:** We will follow the University schedule unless otherwise notified via a Canvas announcement.
- **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-and-Student-Guidelines-2018-2019.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/>  
<https://osrr.uncg.edu/wp-content/uploads/2019/07/Student-Code-of-Conduct-12-3-18-2.pdf>
- **COVID-19 Statement:** As we return for Fall 2022, all students, faculty, staff, and all visitors to campus are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:
  - 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 quarantine or isolate if ill or exposed to someone who is ill.
  - Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive.
  - Staying informed about the University's policies and announcements via the COVID-19 website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s), so alternative arrangements for learning and the submission of assignments can be made where possible.

As we continue to manage COVID-19 on our campus, we are following the lead of the local health department, and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

#### TO BE SUCCESSFUL IN THIS COURSE:

- **VERY IMPORTANT:**
  - **Read assignment instructions!** As an WI/SI 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, which are skills you will need in the business world.
    3. Read assignments in advance of the due date, and if you have questions, seek help or clarification immediately.
    4. If you e-mail/post a question regarding how to complete an assignment, the day before it is due, it is unlikely you will receive a timely response.
- For ALL assignments submitted for grading in this class, **you are required to use Business Writing which also includes the correct use of formatting and techniques.** If you do not use Business Writing, your assignment will not be graded, feedback will not be given, and you will not receive any credit. This is a Business Writing class which requires you to use and practice Business Writing. **If you would like to do well in this course, please make the transition from Academic Writing to Business Writing AS QUICKLY AS POSSIBLE.**

- **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.
- **Review and Apply Feedback Given:** For all writing assignments, you will be given feedback. For the few assignments, you will receive more feedback, which will be offered to you as both numeric feedback that aligns with the Writing Rubric as well as specific comments. When you receive this feedback, you are strongly encouraged to apply feedback to make improvements to your work, which inevitably produce better grades. After the first few assignments, feedback will decrease as the expectation is that your work should improve quickly, and at the beginning of the semester. Please note: 1) Feedback is given as a gift in order to help you, 2) This is a Writing and Speaking Intensive class, and as such, applying feedback is an important part of the course and your success in it, and 3) Historically, students who are successful in my classes are the students who take the time to apply feedback given.
- **Log into Canvas daily for: 1) Important Announcements and or 2) Expansion of the daily/weekly schedule.**
- **Read all Canvas Course Announcements as they contain important information you need to know. And be sure to set your Notification Preferences in Canvas to receive messages/announcements ASAP.**
- **Follow the Sequencing of Tasks/Work as Outlined in the Canvas Unit Overviews.** Please note the following:
  1. Follow the sequencing provided in the Unit Overviews as I have thoughtfully considered how you are to complete the Unit work in order to keep you on track. If you do not follow the instructions/heed the advice and suggestions given, you will fall behind, and it will negatively impact your grade in this course.
  2. Refer to the Unit Overview regularly to ensure you do not miss any due dates. Please note: Not all assignment due dates are included in the Canvas calendar.
- 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.
- **Print PowerPoint lectures:** Lectures will utilize PowerPoint and are posted prior to class. **You are strongly encouraged to print the lecture PowerPoints and use for taking notes.**
- **Act as a professional, adult student.** By enrolling in this course, you agree to the course timeline, deadlines, teamwork commitment, and all course responsibilities. **No excuses!** 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 about something, 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 the APA format, using Footnotes.
- Be respectful and courteous to everyone at all times, including your instructor.
- Review and apply all feedback and comments given as a gift and work to make improvements to ensure attainment of your desired course grade.

## 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. **Please note: As part of the Design Thinking Process, DO NOT try to solve the innovation problem/create the solution/product until you have gone through each phase of the Design Thinking Process —specifically the Ideation/Brainstorming phase which you will complete in the Design Thinking Unit. Basically, you are NOT to solve the problem/come up with innovation/solution first. Rather, the innovation MUST arise from and after using the entire Design Thinking Process. If you jump to a solution and sidestep the process, you will NOT arrive at a creative, novel, and or practical solution (which is required for your course deliverables).**

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 a written Investigative Research Report and a Team YouTube Presentation. Please note the following:

- These deliverables will be automatically 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 you/your team do not want your work submitted to Course Directors/designated client/etc., the Team Leader must notify me via an e-mail **before the last day of class.** **Please note: This decision must be made unanimously with the consent of all team members.**
- 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, Mindsets, 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: Each member of the team is to write an individual memo outlining secondary research they conducted on the team-approved sub-topic.
- End-of-Semester Exam: An exam that will focus on 1) the Innovative Practices taught in this course and 2) the Design Thinking Process utilized in this course, including all phases and steps within the process.

#### Team Writing Assignment:

- Minutes from First Team Meeting: **The First Team Meeting is mandatory to ensure a prompt start to your Innovation Project.** The Meeting Minutes is a formal and professional document outlining who attended the meeting(s), tasks completed, and decisions made—all of which will initiate the start of the team's Innovation Project.

- Team Contract: A formal and professional document outlining how each team will function, communicate and collaborate.
- PART 1 Research Report: The first part of the Investigative Research Report submitted for instructor feedback.
- Investigative Research Report: An investigative report documenting your team's innovation and the Design Process utilized.

### **Speaking:**

Individual and Team Speaking assignments are as follows:

#### Individual Assignment:

- Individual Impromptu Speech: A foundational, in-class speaking assignment aimed at building public speaking skills. Please note: Speeches will occur throughout the duration of the unit, and students will be selected on a random basis. **If you are absent, and your name is called to give your speech, you cannot make up this in-class assignment.**

#### Team Assignment:

- Team YouTube Video Presentation: This is a filmed presentation that will use the written Investigative Research Report as the content for creating this video. This presentation also includes a required Digital Media Commons (DMC) consultation worth 10 points of the assignment grade.  
\* With appropriate documentation, Extra Credit is available/applicable to the assignment grade by attending a consultation appointment at The University Speaking Center for help with the Preparation Outline and delivery.

### **PARTICIPATION/ATTENDANCE, PEER EVALUATIONS, ACTIVITIES, AND EXTRA CREDIT:**

#### **Participation/Attendance:**

You are expected to be actively involved and engaged in this course by:

- Attending every class.
- Being fully prepared for each class, which includes referencing this Syllabus and Course Schedule regularly.
- Completing all homework prior to class and contributing thoughtfully to class discussions. For any homework/assignment/activity/etc. assigned for class preparation: 1) complete as requested and 2) both you and your assignment must be present in class should the assignment/activity be counted as participation.
- Participating in in-class lecture activities, homework, etc. will be used to apply and expand course information and, at my discretion, may be counted as your participation/attendance credit. Be advised of the following: If you are absent, you are not eligible to receive participation credit for any type of in-class activities (these are in-class ONLY and cannot be made up).
- Honoring team commitments and responsibilities as outlined in your Team Contract.

#### **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. Due dates and specific instructions will be posted in Canvas.

#### **Activities and Extra Credit Assignments:**

Within most Units, Activities and or Extra Credit assignments are offered. Read all course materials carefully, especially the PowerPoint lectures, which contain detailed lessons and resources that will aid in completing upcoming assignments.

Purpose and Expectations for Activities and Extra Credit Assignments: These assignments provide 1) additional practice of Business Writing skills/techniques/formatting/etc., and 2) further your engagement with the Unit material. Additionally, Extra Credit assignments will help bolster your grade. As such, these assignments should be "high/test quality work" meaning —highly polished, professional, thoughtful, detailed, and show critical thinking. Please note: All Extra Credit assignments must be completed in their entirety and must utilize Business Writing

skills/techniques/formatting/etc. **If you do not use Business Writing, your assignment will not be graded, feedback will not be given, and you will not receive any credit. This is a Business Writing class, which requires you to use and practice Business Writing.**

**ASSIGNMENTS AND ASSOCIATED PERCENTAGES:**

Assignments:	Total Percentages:
<b>Individual Writing Assignments:</b> Secondary Research Memo, End-of-Semester Exam	<b>20%</b>
<b>Individual Speaking Assignments:</b> Individual Impromptu Speech	<b>4%</b>
<b>Team Writing Assignment:</b> Minutes from First Team Meeting, Team Contract, PART 1 Research Report, Completed Investigative Research Report	<b>31%</b>
<b>Team Speaking Assignment:</b> Team YouTube Video Presentation	<b>25%</b>
<b>Participation:</b> Activities, Extra Credit and Peer Evaluations	<b>20%</b>

**GRADING:**

- Grade discussions will not occur via e-mail, and or before/after class. 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 and or want to discuss an assignment re-do (on qualifying assignments), 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 12-14 business days).
- 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 following:
  - The key to excellence is practice!
  - If you turn in poor-quality work, you will receive a low grade. It is your work and your grade—be responsible, which means 1) read and use the Unit materials and information provided, and 2) DO NOT procrastinate. To ensure high-quality, complete assignments early and spend significant time revising and editing your assignments to ensure quality, professional work.
- The following grading matrix will be used, and specific Writing and Speaking Rubrics are posted in the “Start Here!” module in Canvas. Carefully review these Rubrics to fully understand assignment expectations.

**Grading Matrix:**

	<b>A:</b>	<b>B:</b>	<b>C:</b>	<b>D:</b>	<b>F:</b>
+	N/A	89 - 87	79 - 77	69 - 67	60 or below
	100 - 94	86 - 84	76 - 74	66 - 64	
-	93 - 90	83 - 80	73 - 70	63 - 61	