

Instructor Info**Sections**

Tom Lindsay (thomas.e.lindsay@utexas.edu)	01435 MWF 10 a.m. CBA 4.322
	01440 MWF 11 a.m. CBA 4.322
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Office Hours:

- MF 12 p.m.-2 p.m. (drop-in or by appointment)
- T 12 p.m.-3 p.m. (virtual conferences by appointment)
- Alternate times/venues by appointment

Graders:

- Kayla Bradley (kayla_bradley@utexas.edu) Office hours: by appointment
- Andrea Fierro Ramirez de Alba (andreafierroda@hotmail.com) Office hours: by appointment
- Chapman Malone (chapman.malone@utexas.edu) Office hours: by appointment

Essential Outside Resources:

- Loretta Wallace, MLS, Business Research Librarian, l.wallace@austin.utexas.edu
- University Writing Center, PCL 2.330, uwc.utexas.edu
- Public Speaking Center, PCL 2.240 and 2.206, ugs.utexas.edu/slc/support/speaking-center

Prerequisites

Required classes:	English 603A, Rhetoric and Writing 306, 306Q, 309K, or Tutorial Course 603A, and credit or registration for BA 101H (or 102H), 101S, or 101T
Expected skills:	Basic writing skills, including grammar and mechanics Computer skills, including the ability to create PowerPoint presentations, communicate via email, and use the Internet

Primary Textbook

The primary required textbook for all BA 324 sections is *Business Communication: Process & Product*, 9th edition, by Mary Ellen Guffey and Dana Loewy. Individual lecturers may require additional texts and/or reading packets. The textbook is available in two versions: bound and loose leaf.

Mission Statement

The mission of BA 324 is to provide McCombs School of Business undergraduates with a conceptual framework and specific tools for communicating in complex environments and accomplishing strategic academic and professional business goals. This core course provides writing, oral, and collaborative skills necessary for future business courses, internships, and professional positions.

Course Objectives: Preparing Students for Business Environments

BA 324 focuses on writing, speaking, and interpersonal communication. Although differences in instructors' presentation styles are a natural and valuable part of a multi-section course, all sections of BA 324 have the same objectives. These objectives specify that business students, at the conclusion of the course, should be able to

- Analyze communication situations and audiences to make choices about the most effective and efficient way to communicate and deliver messages
- Conduct research that includes the use of electronic library resources and the Internet; use the results of that research to complete written and oral reports
- Deliver effective business presentations in contexts that may require either extemporaneous or impromptu oral presentations
- Provide feedback, accept feedback, and use feedback to improve communication skills
- Write business documents that are grammatically correct and use appropriate business style
- Develop effective interpersonal communication skills
- Use communication technology appropriately and effectively

Core Communication Skills and Required Assignments

BA 324 focuses on a core set of communication skills and requires assignments that support students in their learning of these skills. Students can expect to work on this core set of skills in all sections of BA 324, although individual sections may add or substitute specific assignments that teach the same skills and fulfill the same course objectives. These communication skills and the types of assignments that teach those skills are described below.

Written Communication: Students write letters, memos, proposals, formal and informal reports, work plans, and progress reports.

Oral Communication: Oral presentations from 2-30 minutes long address informative, persuasive, and extemporaneous methods of delivery. Some oral presentations require the use of visual aids such as handouts, overhead transparencies, and presentation software such as PowerPoint.

Time Management: Assignments are varied, integrated, and overlapping, and students must focus on multiple issues, projects, and demands. Students must, therefore, take responsibility for planning and pacing their own work as well as developing time management skills.

Project Development: Groups of approximately four to six students develop projects, complete research, schedule meetings, write team papers and reports, and deliver a 20-30 minute oral presentation using visual aids. These projects build on and use the skills developed in other class assignments.

Evaluation/feedback: Assignments that require students to learn and develop evaluation and feedback skills are included throughout the course. These assignments may involve editing one's own writing and doing self-critiques, self-evaluations, or analyses of one's own presentations, interpersonal communication, and other class activities. These assignments may also involve peer-editing as well as providing evaluations and critiques of the work of other class members.

Group Management: Students work on group projects to practice interpersonal skills by communicating with group members, other groups, and peers outside the group.

Meeting Management: As part of the projects, groups meet on a regular basis, develop meeting goals, make agendas, facilitate meetings, provide feedback, and submit meeting summaries.

Grading, Key Content Areas, and Required Assignments

Grades in BA 324 are based on a student's work in three key content areas. These content areas reflect the mission of the course, the course objectives, and the core communication skills that students are expected to learn. Each of these content areas represents a fixed percentage of the course's content. In two of these areas, there is a minimum number of specific assignments required for all sections of the course. Students should review the required assignments for their particular BA 324 section.

Three key content areas for BA 324:

Written Communication (50%)

Including a minimum of

- Eight 1- to 3-page assignments or exercises (e.g., memos, emails, letters, blogs, summaries, etc.).
- One business research report or proposal
- Agendas, work plans, PowerPoint slides, outlines, etc.

Oral Communication (35%)

Including a minimum of

- One group research presentation
- One interpersonal assignment

Professional Development (15%)

Including

- Exams (essay or multiple choice), quizzes, and worksheets
- Online grammar and writing tutorials (MindTap)
- Class participation
- Professional conduct
- Other assignments (written or oral) requiring analysis and integration of course concepts

BA 324: Writing Flag Designation (Substantial Writing Component Course)

Courses that carry a writing flag are intended to offer students significant opportunities to hone their writing skills as they progress through their core curricula and major coursework.

A writing flag course fulfills the following criteria:

- *Requires students to write regularly—several times during the semester—and to complete writing projects that are substantial. It is only through the practice of writing that students learn to improve their writing.*
- *Is structured around the principle that good writing requires rewriting. Students must receive meaningful feedback from the instructor (or teaching assistant) so they can improve successive drafts.*
- *Includes writing assignments that constitute at least one-third of the final grade in the course. These assignments must be graded on writing quality as well as content.*
- *Provides an opportunity for students to read each other's work and offer constructive criticism. Careful reading and analysis of the writing of others is a valuable part of the learning process.*

Written assignments comprise 50% of the grade for this course. Of that 50%, half of the grade is based on the quality of your writing, and the other half is based on evidence of your understanding of the material and fulfillment of other criteria.

Revision/Rewrite Policy

One writing project, chosen at the instructor's discretion, will involve revision. "Rewriting" goes beyond the correction of grammar, mechanics, and usage. It typically involves the re-thinking of major arguments, organizational elements, perspectives, or stylistic choices in the project.

Instructor Communications

Instructors use email and Canvas to communicate with students. Students are responsible for checking their university-registered email accounts regularly. Emails from instructors contain important information about the course.

Assignment Submission/Late Work Policy

If you fail to follow your instructor's submission instructions for an assignment (e.g., Canvas, TurnItIn, hard copy, etc), your grade may be reduced according to the policy in your instructor's section syllabus. Assignments are due before the beginning of class, unless your instructor states otherwise, and are subject to a 20% point deduction for assignments turned in later than five minutes after the beginning of class. (N.B.: Canvas time-stamps assignment submissions so that instructors can see exactly when they were uploaded.) Late assignments will not be accepted after the beginning of the next class meeting.

Attendance /Punctuality Policy

Since BA 324 teaches both conceptual knowledge and skills, daily attendance and active participation in the class are required. Students should view class attendance as they would work attendance and communicate to their peers and instructor in an appropriate manner.

If your absences exceed three days for a MWF course or two days for a MW or TTh course, your final grade is impacted by a minimum of a 1% deduction of your final grade per absence. Instructors reserve the right to fail students whose absences exceed eight MWF classes or five MW or TTh classes.

For each late arrival in excess of the first two late arrivals, you will lose one point off of your final grade. Instructors reserve the right to count each set of three late arrivals in excess of the first two late arrivals as both excess late arrivals and one absence. Six or more late arrivals in excess of the first two may result in a substantial reduction of at least one letter grade for the course. A lack of late arrivals cannot be used to offset absences.

If you arrive 20 or more minutes after the beginning of class, you will be considered absent.

Students with personal or family emergencies should register their situation with UT's Student Emergency Services (SES) by logging onto <http://deanofstudents.utexas.edu/emergency/> or calling 512-471-5017. Requests for assignment extensions, modifications, or emergency leaves must be approved by SES.

Grading Policy for All BA 324 and BA 324H Sections

The following plus/minus scale will be used to determine final course grades in all BA 324 and BA 324H sections:

A 940 and above	B- 800-839.9	D+ 680-699.9
A- 900-939.9	C+ 780-799.9	D 640-679.9
B+ 880-899.9	C 740-779.9	D- 600-639.9
B 840-879.9	C- 700-739.9	F 599.9 and below

GRADE QUESTIONS – ASSIGNMENT POLICY

You are welcome to raise questions about potential data entry or calculation errors with your instructor. If you do not understand the reason you received a specific grade on any assignment, come to your instructor's office hours or make an appointment to discuss it. Please wait 24 hours after receiving your grade, but *no more than one week* to discuss your grading questions with your instructor. A tone of inquiry (e.g. "help me understand...") is the most successful approach. While your instructor is happy to listen to your viewpoint or perception of an assignment or exam question, do not expect this to change your grade since a major course objective is for you to learn how to understand and respond to other's viewpoints.

RE-GRADE QUESTIONS – ASSIGNMENT POLICY

If you believe that your graded work received too little credit, you may submit it for a re-grade under the following restrictions:

1. All re-grade requests must be submitted with a clear, written statement that explains why you believe the original grade was incorrect.
2. All requests for re-grades must be submitted *no earlier* than 24 hours and *no later* than one (1) calendar week of when the graded work was returned.
3. Your instructor will re-grade the entire work (not just your area of concern), and if the instructor missed any issues, s/he will deduct points. Thus, your grade can go up or down on a re-grade.

GRADE QUESTIONS – COURSE POLICY

The final grade assigned in the course is an informed and final evaluation and is not open for discussion or negotiation. Any lobbying efforts (e.g., asking for a higher grade because you want one, need one, etc.) will not demonstrate an audience-centered approach to communication and will not be successful. No additional assignments or extra credit are offered to individual students. To make your desired grade in this course, you must produce work that is high quality and technically clean to earn the points tied to the grade-level standards indicated above. Please note that grades reflect your outputs and outcomes, not effort or improvement.

University Policies Relevant to BA 324 Students

Academic Integrity (Please read very carefully)

The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business, available online at <http://my.mcombs.utexas.edu/BBA/Code-of-Ethics>.

One of the provisions of this statement reads as follows:

“The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program’s Statement on Scholastic Dishonesty at <http://my.mcombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.”

BA 324 instructors will follow and enforce the provisions of the Policy Statement on Scholastic Dishonesty for the McCombs School of Business. You are responsible for reading, understanding and following the Policy Statement on Scholastic Dishonesty for the McCombs School of Business and the policies and procedures on scholastic dishonesty on the Student Conduct and Academic Integrity website. Included in these responsibilities is the responsibility for understanding what actions constitute scholastic dishonesty.

You may not use any resources, including, but not limited to books, computers, databases, etc. for out-of-class assignments if using such resources constitutes one or more acts of scholastic dishonesty, as defined in the *General Information Catalog* or as described in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business. By way of example and not by limitation, you may not consult or submit work (in whole or in part) that has been completed by other students in this or previous years for the same or substantially the same assignment.

Students should be aware that all required writing assignments may be submitted through a software program called TurnItIn on Canvas. The software is designed to help faculty and students organize and improve the writing process by encouraging original submissions and proper citation practices.

Class Websites and Student Privacy

Password-protected class sites are available for all accredited courses taught at the university. Syllabi, handouts, assignments, and other resources are types of information that may be available within these sites. Site activities may include exchanging emails, engaging in class discussions and chats, and exchanging files. In addition, class email rosters may be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For more information go to <http://www.utexas.edu/student/registrar/catalogs/gi02-03/app/appc09.html>

Services for Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence. Review this policy at **<http://www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#religion>**

Campus Safety

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, **<http://www.utexas.edu/safety/>**:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050 (or **<https://operations.utexas.edu/units/csas/bcal.php>**).

Further information regarding emergency evacuation routes and emergency procedures can be found at: **<http://www.utexas.edu/emergency>**.

Writing Rubric
BA 324 Business Communication: Oral and Written

Criteria	Poor	Satisfactory	Strong
Organization	Writing is not concise and tends to ramble; lack of direction interferes with audience understanding; lacks clear topic sentences	Focus and direction of writing are acceptable and do not interfere with audience understanding; minor errors in cohesion	Writing is concise and clear; information is easy to understand; focus and direction of writing are obvious to audience
Introduction and Conclusion	Main idea or purpose is not established in the appropriate paragraph; conclusion does not include contact information, end date, goodwill, or future relationship	Main idea or purpose is established in the appropriate paragraph; conclusion is satisfactory but lacks at least one important statement	Introduction not only establishes main idea or purpose as appropriate, but also has an interesting hook; conclusion includes every necessary action or statement
Punctuation and Spelling	Writing contains numerous and/or significant errors which distract from the message	Writing contains occasional errors, which do not distract from the message	Writing is nearly error free with no item that distracts from the message
Sentence Structure and Transitions	Sentence structure lacks readability and/or is awkward; connections between topics, ideas, or arguments lack clear transition	Most sentences build within paragraphs for readability; a few sentences lack transition	Sentences are clear, well developed, and express concise ideas; transitions create strong readability
Background and Critical Thinking	Ideas lack support or are expressed with personal views; no original thoughts that show critical thinking	Ideas are supported with occasional citations or class lessons; some individual, original ideas are expressed	Arguments are supported with cited references or relevant facts; strong use of originality is shown throughout the message
Professional Format and Tone	Document is not professionally formatted; tone and language are inappropriate	Document follows most of the traditional format guidelines but has at least one distracting error; tone and language use are fair	Professional format style is obvious; all aspects of the tone and language lend to audience's verbal and non-verbal understanding

Adapted from the Association to Advance Collegiate Schools of Business (AACSB) Assessment Writing Rubric

Oral Presentation Criteria

Criteria for Grading Speeches*

To receive a **C** on your speeches, you must meet the following standards:

1. The speech must be original.
2. The type of speech presented must be appropriate to the assignment.
3. The topic must be appropriate for the audience and sufficiently focused.
4. The speech must fit the time requirements of the assignment.
5. The speech must be presented on the day assigned.
6. Main ideas must be supported with facts and figures, appropriate testimony, examples, or narratives.
7. The speech must have a clear sense of purpose.
8. The speech must have a clearly identifiable and appropriate design, complete with an introduction and a conclusion.
9. The speech must be presented extemporaneously.
10. The speech must satisfy any specific requirements of the assignment, such as number of references, formal outline, or use of visual aids.
11. The speaker must use language correctly.

To receive a **B** on your speech, you must meet the following standards:

1. Satisfy all requirements for a C speech.
2. Select a challenging topic and adapt it appropriately to your audience.
3. Reflect a greater depth of research
4. Clearly identify sources of information and ideas.
5. Create and sustain attention throughout the speech.
6. Make effective use of transitions, previews, and summaries.
7. Use good oral style.
8. Present the speech with poise.

To receive an **A** on your speech, you must meet the following standards:

1. Satisfy all requirements for a B speech.
2. Demonstrate imagination and creativity in topic selection and development.
3. Develop and sustain strong bonds of identification among the speaker, audience, and topic.
4. Consistently adapt information and supporting material to the experiential world of your audience.
5. Reflect an even greater depth of research (Refer to your assignment sheet for each presentation)
6. Demonstrate artful use of language and stylistic techniques.
7. Make a polished presentation that artfully integrates verbal and nonverbal communication skills.

A **D** speech does not meet one or more of the standards for a C speech or:

1. Is obviously unrehearsed.
2. Is based entirely on biased information or unsupported opinions.

An **F** speech does not meet three or more of the standards for a C speech, reflects either of the problems associated with a D speech, or:

1. Uses fabricated supporting material.
2. Deliberately distorts evidence.
3. Is plagiarized.

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These same criteria will apply to all oral presentations in this course.

Specific Policies for Dr. Lindsay's BA 324 Sections

Business Communication: Oral and Written

First, here's a quick note from me, your instructor:

In 2015, the National Association of Colleges and Employers asked employers what skills they seek in new college graduates. Seventy-three percent (73%) said strong written communication skills; sixty-seven percent (67%) said strong oral communication skills. Employers value these skills because professionals spend about seventy percent (70%) of their work-time communicating with other people. Thus, communication skills enable workplace success and rank among the chief criteria employers will use when hiring and promoting you. BA 324: Business Communication aims to prepare you to speak and write with the savvy and confidence you'll need to compete in today's professional marketplace.

This semester, think of this class as a new job, your classmates as coworkers, and me as your boss and instructor. As in any new professional position, you'll have to hold yourself accountable for your own development and success: plan ahead, set personal goals, seek feedback, rehearse, and revise. With these strategies in mind, I've outlined our course policies, assignments, and schedule below. Notice I've framed our course policies as *guidelines for behavior and action*. Some of them are required directives (e.g., submit deliverables on time) while others are strongly encouraged suggestions (e.g., consult with me on assignments). If you act on them, these guidelines will help you succeed in this course and beyond.

And if you ever have questions or need support, just ask!



Seek Support & Assignment Feedback Outside Class

BA 324 is an ideal time to practice your “face time” skills with an instructor—and, by extension, a supervisor. Use in-person or online conferences with me to receive individualized support, feedback, and advice. I'll consult with you about your course assignments, your progress in the class, communication situations in your professional life, and any other concerns you have.

Please **drop in or make appointments with me** during my regularly scheduled office hours (MF 12 p.m.-2 p.m.). If you can't meet during my office hours, I'll typically be available on Tuesdays (12 p.m.-3p.m.) for online conferences. We can use Skype, Face Time, or the Canvas “Conferences” function. If none of the aforementioned times work, email me with several available dates/times for an alternate in-person or online meeting. Our **graders can be available to meet by appointment**. See their email addresses on the first page of the syllabus.

Seek one-on-one or group writing consultations at the **University Writing Center** (uwc.utexas.edu, PCL 2.330). Writing Center consultants are friendly undergraduate and graduate students trained to help you make informed decisions about your writing. While they cannot tell you the “one right way” to compose a project—really, there never is “one right way”—they can help you identify issues in your writing and improve areas such as introductions, conclusions, paragraphing, organization, grammar, mechanics, style, and meeting assignment guidelines. Visit their website (uwc.utexas.edu) to schedule a consultation. Be prepared to educate your consultants about our BA 324 goals and standards for particular assignments. Show them our assignment descriptions, textbook guidelines and examples, relevant lecture slides and class discussion notes, etc. (Note that individual writers can schedule consultations for their entire

Capstone Teams. When consulting on team-authored projects, UWC consultants will discuss only those portions authored by writers who are physically present in the consultation.)

Similarly, you can seek professional support on public speaking at the **Public Speaking Center** (ugs.utexas.edu/slc/support/speaking-center, PCL 2.240 and 2.206). Public speaking consultants can help you plan your presentations, develop speaker notes, and prepare effective visual aids for presentations. They can also observe you as you rehearse your presentations and then offer feedback on organization and delivery. Visit their website to schedule a consultation.

For help with research, contact **Business Research Librarian Loretta Wallace, MLS** (l.wallace@austin.utexas.edu) and check out the BA 324 Research Guide (guides.lib.utexas.edu/BA324). Loretta can consult with you (and your Capstone teams) in person. Both she and the BA 324 Research Guide can help you generate research questions for your Capstone project, find and assess relevant sources, cite sources, and avoid plagiarism. If your *TED Talks* do not cover business-related topics, you can find librarians and library guides for other subjects (e.g., music, culture, history, food, etc.) here: guides.lib.utexas.edu.

Pro Tip: As with consultants in the professional world, UT's librarians and consultants for writing and public speaking offer options and strategies that you must *choose* to implement or reject. It's your responsibility to choose which of their suggestions will help you meet course standards for particular assignments. Most of their suggestions will probably help (especially Loretta's), but some may not. If you doubt whether a librarian's or consultant's suggestions square with my expectations, just ask me!

Attend Class Meetings Regularly

This course strictly adheres to the BA 324 Master Syllabus attendance/punctuality policy (see page 4 of this syllabus).

If you are experiencing a problem that might cause multiple absences or missed deadlines, please register your case with UT's Student Emergency Services (SES) by calling 512-471-5017. In addition, contact me ASAP so we can discuss the best course of action. Communicating about personal problems can be challenging, but doing so proactively adds to your credibility and helps support you.

Since you can have 3 absences without penalty, I do not need notifications about routine and isolated absences unless one of those absences will cause you to miss an in-class deliverable. By "routine and isolated absences," I mean those caused by temporary/minor illness, UT-related commitments, etc. (See more information about absences and missing deliverables under "Submit Deliverables On Time" below.)

Pro Tip: Be smart and strategic; don't use up all your absences in the beginning of the semester. You'll likely get sick, have priorities in other classes and organizations, or just need a personal day some time in the next three months.

Email Like a Pro

We will all try respond to class-related emails within one business day. (U.S. business days are weekdays from 9 a.m.-5 p.m.) I will be most helpful via email if you carefully consider your goal, channel, and audience when contacting me. Specifically, follow these guidelines:

1. Consider whether email is the best channel for your message or question. If it's not, chat with me after class, drop by office hours, or email me to set up an appointment.
2. When emailing for appointments, start the scheduling process right away. In your initial message, state 3-4 dates/times when you'll be available during or outside office hours.
3. In any email communication, write your section meeting time (10-11, 11-12, 2-3) in your subject line or after your sign-off. I teach three sections and often need to be reminded which section a student is in before helping them with a query.
4. When asking about class meetings, assignments, policies, first check that the answer can't be found elsewhere (e.g., another student, the syllabus, Canvas, Google, etc.). If you check and cannot find the answer, email me to ask and tell me where/how you checked.

None of these policies are meant to discourage email messages. Instead, they are designed to encourage an important business communication habit: save people time and effort by performing your “due diligence.” This habit helps professionals (and students) build rapport and social capital in any communication situation.

Be Judicious With Your Devices

Some of our activities and assignments require a laptop or tablet, so bring your preferred devices to class each day. When you don't need technology in class, I'll ask you to stash your devices. They should then, as the Alamo Drafthouse says, remain “dark, silent, and out-of-sight.”

You'll gain two advantages if you use technology judiciously in class. First, opting for hand-written notes will help you master course material. Research shows that handwriting helps people process, retain, and recall information more effectively than typing. Second, professionals who use technology inappropriately in the workplace lose social capital and rapport. Supervisors, colleagues, and employees will observe your verbal and nonverbal communication behaviors and form impressions of you accordingly. People who form negative impressions will deny you opportunities, hesitate to collaborate with you, and doubt your credibility in difficult situations. You can encourage positive impressions by staying present and paying attention.

Pro Tip: People can always tell when you're texting under your desk. It signals that you know your behavior is inappropriate and that you're doing it anyway. If you know you'll need to respond to a text or take a call during class, plan ahead, sit near the door, slip out quietly, return promptly, and reengage quickly.

Interpret, Track, and Communicate About Grades

This course follows the BA 324 Master Syllabus's policies for grade-point distributions (page 4), grade-questions and re-grade questions policy (page 5), and evaluation criteria for written and oral communication assignments (pages 8-9). Specific grading rubrics for this BA 324 section are always posted on Canvas.

Final grades in this course are determined using the 1,000.00-point scale outlined in the BA 324 Master Syllabus (page 4). Final grades are *never curved* and *never rounded up or down* (e.g., a 899.99 is a B+)—no exceptions.

Pro Tip: Calculate your final grade correctly in the Canvas “Gradebook” by viewing total points (not percentages).

Practice Academic Integrity

Please familiarize yourself with all McCombs and BA 324 Master Syllabus policies regarding academic integrity (page 6). **Being unaware of a policy or forgetting to follow it are not valid excuses for academic integrity violations.** Please ask if you have *any* questions about citing sources, collaborating with classmates on assignments, avoiding plagiarism, etc. All McCombs faculty members are *required* to report any suspected violations to Student Judicial Services and enforce the appropriate disciplinary and/or grade penalties. UT Austin and SJS do not distinguish between intentional and inadvertent plagiarism.

Pro Tip: When in doubt, cite your sources (orally or visually in presentations). I would rather pull students back from over-citing than report them to SJS.

Submit Deliverables On Time

All deliverables will be marked on the course schedule with instructions that indicate (1) whether they are due before class, in class, or by end-of-class and (2) where they are to be submitted (in class, in MindTap, in Canvas). All before-class deliverables are due by the beginning of class unless otherwise noted in the course schedule.

With the exception of the MindTap Chapter and Grammar Quizzes, all before-class and end-of-class deliverables will have a five-minute grace period for submission. Any assignments submitted after this five-minute grace period will, per the BA 324 Master Syllabus (page 4), receive a 20% deduction. Assignments later than 48 hours will not be accepted. For example, if an assignment is due at 10 a.m. on a Friday and submitted at 10:06am that Friday, it will receive one 20% deduction; if that assignment is submitted at 10:01 a.m. that following Sunday, it will not be accepted.

All in-class and end-of-class deliverables will have one or more class days set aside for in-class completion or delivery. For in-class oral presentations (*TED Talk*, Capstone Presentation, Impromptu Speeches), students and teams will select their presentation dates/times randomly. (Note that in past semesters presenting on a later date has never correlated with higher scores.)

If you have to miss class on a day when you’re scheduled to deliver an individual or team presentation (*TED Talk*, Capstone Presentation, Impromptu Speech), it will be *your responsibility* to switch your presentation day with another student or team. If you have to miss a presentation day due to an SES-registered emergency, I will work with you (and your team, if relevant) to reschedule for one of days already set aside for the presentation in question.

I will grant reasonable extensions for assignments under the following conditions:

- A. You have a verifiable emergency approved by SES.
- B. You are observing a religious holy day that conflicts with the assignment due date and you have followed university policy on notifying me (see page 7).
- C. You show documentation that you’ve been approved for relevant accommodations by Services for Students with Disabilities (see page 7).

If you have to miss an in-class deliverable and the above conditions have not been met, I may consider allowing you to complete the deliverable at a reasonable date/time *before* the deadline, but only if you notify me of your scheduling conflict *at least 2* calendar weeks ahead of time.

Utilize Assignment Feedback

I will evaluate all oral and written deliverables with itemized rubrics. The itemized criteria in these rubrics will correspond with communication strategies discussed in class, in assignment descriptions, and in the textbook. I will also provide class-wide feedback “digests” for most deliverables. These digests will explain broad patterns of student performance. More specifically, they will describe (often with examples) the ways most students did and did not meet an assignment’s criteria. Successful students will use itemized rubric scores and feedback digests to (a) diagnose their deliverables’ strengths and areas for improvement, and (b) improve future deliverables.

Successful students will also seek individualized feedback from me. I will happily consult with you on your assignments in-person or during an online conference. Indeed, one-on-one consultations are my favorite part of teaching! We can examine drafts or rehearsal versions of upcoming deliverables, or use graded deliverables to plan for future assignments. Feedback consultations will be most productive if you have first read my feedback on the relevant assignment or my feedback on relevant past assignments. In addition to seeking feedback from me, successful students will also seek feedback from our course graders as well as the outside resources listed on the first page of this syllabus (Research Librarian Loretta Wallace, the University Writing Center, and the Public Speaking Center).

I advise you not to confuse feedback consultations with grade or re-grade conversations (see page 5). Broaching grade or re-grade questions under the guise of seeking feedback will not demonstrate an audience-centered approach to communication and will damage your credibility.

Stay Alert to Course Changes

The course schedule (below) is subject to change. The ***latest and authoritative*** version of the course schedule will always be posted as part of our course Syllabus on Canvas. When I make changes, I will alert you with a Canvas announcement. For instance, I may occasionally add un-graded deliverables, such as before-class reading and viewings, or make non-disruptive changes to the assignment schedule, such as adjusting far-distant deadlines. I may occasionally distribute paper versions of the schedule for us to consult in class, but you should consider any and all paper versions of the schedule out-date once we are finish reviewing them.

Assignments for Dr. Lindsay's BA 324 Sections

Please refer to Canvas for detailed assignment descriptions, guidelines, and grading rubrics.

Written Communication Assignments

up to 500 points available to be earned (50 percent of final grade)

Assignment	Type	Points
Writing Mechanics Assessments (x3)	Individual	75 (25/each)
Applied Writing Assignment 1: Syllabus Executive Summary	Individual	30
Applied Writing Assignment 2: Direct Email Request	Individual	40
Capstone Work Plan	Team	50
<i>TED Talk</i> Deliverables for Peer Review + Peer Review	Individual	5
<i>TED Talk</i> Slides (Final)	Individual	35
<i>TED Talk</i> Outline & References (Final)	Individual	50
Applied Writing Assignment 3: Capstone Progress Report	Individual	60
Capstone Presentation Slides	Team	50
Capstone Business Plan for Revision Workshop + Revision Worksheet	Team	5
Capstone Business Plan (Final)	Team	100
Total		

Writing Mechanics Assessments: Over the course of the semester, take three in-class quizzes to assess your mastery of business writing grammar and mechanics. To study, refer to MindTap grammar tutorials, as well as Appendix D and the “Grammar & Mechanics Review” at the end of each textbook chapter.

Applied Writing Assignments: Worth progressively more points, these three individual assignments will evaluate how well you can apply business communication concepts and strategies from your textbook and class discussion to actual workplace situations (with our class and projects as a simulated workplace).

Capstone Project Work Plan (Team): Create a work plan with your team for the Capstone Project. Use the work plan from your textbook as an example and tailor the plan for your team. Use this first team-writing experience to gauge and refine how your team writes together.

***TED Talk* Outline & References:** Write a *formal* outline with APA in-text citations and a references page for your *TED Talk*. Use the strategies in Chapter 14 of your textbook and those we will discuss in class. Consult Appendix B for instructions on APA citation style.

***TED Talk* Slides:** Create a slide deck to accompany your *TED Talk* presentation. Use the strategies offered in your textbook and class discussions to create, organize, and format the deck. There is no required minimum or maximum number of slides.

Capstone Business Plan (Team): Write a formal business plan for a product or service. The purpose is to create a plan that would persuade potential investors. Your intended audience is one of the investors from *Shark Tank*; your team will select a “shark” investor and tailor the business plan to that investor.

Capstone Presentation Slides (Team): Create slides to accompany your Capstone Presentation. Use the best practices offered in Chapter 14 and class discussions to create, organize, and format the deck. There is no required minimum or maximum number of slides.

Oral Communication Assignments

up to 350 points available to be earned (35 percent of final grade)

Assignment	Type	Points
<i>TED Talk</i> Rehearsal & Reflection	Individual	5
<i>TED Talk</i> Deliverables for Peer Review + Peer Review Worksheet	Individual	5
<i>TED Talk</i> Presentation	Individual	90
Capstone Presentation	Team	100
Capstone Presentation	Individual	50
Impromptu Speech	Individual	40
Elevator Pitch Video	Individual	60
Total		350

TED Talk Rehearsal & Reflection: Record, watch, and upload the first 1-2 minutes of your *TED Talk*. Then submit a brief reflection describing your verbal and nonverbal communication strategies.

TED Talk Presentation: Give a 5-minute *TED Talk*-style informative presentation (in class) on a topic of your choosing. Utilize slides as well as the verbal and nonverbal communication strategies outlined in the textbook and class discussion.

Capstone Presentation: Pitch your company's product or service to the "shark" investor of your choosing in a fifteen-minute formal presentation (in class). All team members must speak. I'll evaluate both team and individual performances.

Impromptu Speech: Give a 1-2-minute impromptu presentation (in class) on a topic, which you'll select randomly on the day-of.

Elevator Pitch Video: Record and upload a 1-2-minute elevator pitch. Your intended audience is a recruiter from somewhere you'd like to intern.

Professional Development Assignments

up to 150 points available to be earned (15 percent of final grade)

Assignment	Type	Points
MindTap Grammar Quizzes (x10)	Individual	20 (2/each)
MindTap Chapter Quizzes (x16)	Individual	32 (2/each)
Business Research Module & Quiz	Individual	8
Textbook Exam	Individual	50
Capstone Team Performance Evaluations	Individual	20
Professionalism & Citizenship	Individual	20
Total		150

MindTap Grammar & Chapter Quizzes: Follow the directions posted on Canvas (in Announcements) to register for MindTap. You must register to record your quiz grades. Throughout the semester, complete 10 online MindTap Grammar Quizzes and 16 Chapter Quizzes (one for each textbook chapter excluding appendixes). In addition, follow these policies:

- Submit your quizzes by the day and time they're listed on the schedule.
- Work ahead! All quizzes are available from day one of the course. Quizzes cannot be accessed after their deadlines and no extensions will be given.
- Attempt up to three versions of each quiz; the highest score is always recorded.

- Ensure you answer at least 90 percent of each quiz's questions correctly to receive credit (i.e., two points). This percentage is not rounded up. No points will be awarded for quizzes below the 90-percent threshold. For example, to receive credit for a 15-question quiz, you must answer 14 questions correctly.

Textbook Exam: Take an in-class comprehensive exam on the textbook Chapters 1-16. The exam will not cover the textbook Appendixes.

Business Research Module & Quiz: Complete the Canvas module and quiz on business research practices to prepare for a workshop lead by Business Research Librarian Loretta Wallace, MLS.

Team Performance Evaluations: Complete performance evaluations for yourself and each of your Capstone team members.

Professionalism & Citizenship: Be a respectful, inclusive, and productive participant in class, including all team assignments, course discussions, group activities, peer reviews, workshops, etc. In evaluating your professionalism and citizenship, the items I consider will include (but not be limited to):

- Evidence of preparation for assignments and class discussion
- Attitude toward course, peers, and instructor
- Audience-centered approach to interpersonal communication with classmates and instructor
- Contributions to class discussion and activities
- Participation in class small group work, workshops, and peer reviews
- Professional approach to learning
- Respect for diversity and everyone's ideas
- Behavior conducive to success in inclusive and diverse work environments
- Minor, informal writing and speaking assignments (TBA and worth no more than 2 points out of the 20 points possible to be earned for Professionalism & Citizenship generally)—I will announce these assignments on the syllabus and/or in class

Course Schedule for Dr. Lindsay's BA 324 Sections

Note this schedule is subject to change. The latest and authoritative schedule will always be posted on Canvas.

DATE	TOPIC or ACTIVITY	READINGS & DELIVERABLES All before-class deliverables are due by the start of class on the day they are listed unless otherwise noted, e.g., note the deadlines for Grammar and Chapter Quizzes. See Canvas for specific submission guidelines. All readings and viewings should be completed before class. All required parts of the textbook are indicated by their section type and corresponding number or letter (e.g., "Chapter 1," "Appendix D").
W 1/17	Course Overview	<ul style="list-style-type: none"> Review course syllabus (on Canvas) Purchase or rent textbook
F 1/19	Business Communication Fundamentals	<ul style="list-style-type: none"> Upload "Asking for Money Exercise" to Canvas (before class) Review "Syllabus Executive Summary" description (in Canvas) Register for MindTap
M 1/22	Business Communication Fundamentals	<ul style="list-style-type: none"> Read Chapters 1 and 4 Complete Chapters 1 and 4 Quizzes in MindTap (by 8 a.m.)
W 1/24	Business Writing Style	<ul style="list-style-type: none"> Read Chapters 5 and 6 Complete Chapters 5 and 6 Quizzes in MindTap (by 8 a.m.)
F 1/26	Business Writing Style	<ul style="list-style-type: none"> Upload "Syllabus Executive Summary" to Canvas (before class)
M 1/29	Business Writing Style	<ul style="list-style-type: none"> Complete your "Canvas Student Profile" (before class) Read Chapters 7 and 8 Complete Chapters 7 and 8 Quizzes in MindTap (by 8 a.m.) Review "Direct Email Request" description (in Canvas)
W 1/31	Business Writing Style	<ul style="list-style-type: none"> Read Chapters 9 and 10 Complete Chapters 9 and 10 Quizzes in MindTap (by 8 a.m.) Last day to add/drop
F 2/2	Business Writing Style and "Capstone" Overview	<ul style="list-style-type: none"> Upload "Direct Email Request" to Canvas (before class) Review all "Capstone" deliverable descriptions (in Canvas)
M 2/5	"Capstone Work Plan" Workshop	<ul style="list-style-type: none"> Read Chapter 11 Complete Chapter 11 Quiz in MindTap (by 8 a.m.) Complete Grammar Quiz 1 in MindTap (by 8 a.m.)
W 2/7	Team Dynamics & Team Writing	<ul style="list-style-type: none"> Read Chapters 2 and 3 Complete Chapters 2 and 3 Quizzes in MindTap (by 8 a.m.)
F 2/9	Business Writing Mechanics and APA Style	<ul style="list-style-type: none"> Review Appendix B & Appendix D
M 2/12	WMA #1 and TED Talk Overview	<ul style="list-style-type: none"> Complete Writing Mechanics Assessment #1 (in class) Review all "TED Talk" deliverable descriptions (in Canvas)
W 2/14	Business Research	<ul style="list-style-type: none"> Complete "Business Research Module & Quiz" in Canvas (before class)

F 2/16	Effective Presentations	<ul style="list-style-type: none"> • Upload “Capstone Project Work Plan (Team)” to Canvas (before class)
M 2/19	Effective Presentations	<ul style="list-style-type: none"> • Read Chapter 14 • Complete Chapter 14 Quiz in MindTap (by 8 a.m.)
W 2/21	Public Speaking	<ul style="list-style-type: none"> • Any additional Deliverables TBD
F 2/23	<i>TED Talk</i> Workshop	<ul style="list-style-type: none"> • Upload “<i>TED Talk</i> Deliverables for Peer Review” to Canvas (by end-of-class)
M 2/26	<i>TED Talk</i> Peer Review	<ul style="list-style-type: none"> • Upload “<i>TED Talk</i> Peer Review” to Canvas (before class)
W 2/28	WMA # 2 and Public Speaking	<ul style="list-style-type: none"> • Complete Writing Mechanics Assessment #2 (in class) • Upload “<i>TED Talk</i> Rehearsal & Reflection” to Canvas (by 8 a.m.)
F 3/2	<i>TED Talk</i> Presentations	<ul style="list-style-type: none"> • ALL STUDENTS upload FINAL <i>TED Talk</i> deliverables (“Outline & References” and “Slides”) to Canvas (before class) • Deliver <i>TED Talk</i> (in class)
M 3/5	<i>TED Talk</i> Presentations	<ul style="list-style-type: none"> • Deliver <i>TED Talk</i> (in class)
W 2/7	<i>TED Talk</i> Presentations	<ul style="list-style-type: none"> • Deliver <i>TED Talk</i> (in class)
F 3/9	<i>TED Talk</i> Presentations	<ul style="list-style-type: none"> • Deliver <i>TED Talk</i> (in class)
M 3/12	<i>SPRING BREAK</i>	
W 3/14		
F 3/16		
M 3/19	Stress Management	<ul style="list-style-type: none"> • Any additional deliverables TBD
W 3/21	Persuasive Messages	<ul style="list-style-type: none"> • Read Chapter 10 • Complete Chapter 10 Quiz in MindTap (by 8 a.m.)
F 3/23	“Capstone Progress Report” Workshop	<ul style="list-style-type: none"> • Upload “Capstone Progress Report (Individual)” to Canvas (by end-of-class)
M 3/26	WMA #3 and “Capstone Progress Report” Debrief	<ul style="list-style-type: none"> • Read each teammate’s “Progress Report” (on Canvas) • Complete “Writing Mechanics Assessment #3” (in class)
W 3/28	Persuasive Messages	<ul style="list-style-type: none"> • Any additional deliverables TBD
F 3/30	Persuasive Messages	<ul style="list-style-type: none"> • Any additional deliverables TBD
M 4/2	Capstone Workshop	<ul style="list-style-type: none"> • Any additional deliverables TBD
W 4/4	Capstone Workshop	<ul style="list-style-type: none"> • Any additional deliverables TBD
F 4/6	Capstone Workshop	<ul style="list-style-type: none"> • Any additional deliverables TBD

M 4/9	Capstone Presentations	<ul style="list-style-type: none"> • ALL TEAMS upload “Capstone Presentation Slides (Team)” to Canvas (before class) • Deliver “Capstone Presentation” (in class)
W 4/11	Capstone Presentations	<ul style="list-style-type: none"> • Deliver “Capstone Presentation” (in class)
F 4/13	Capstone Presentations	<ul style="list-style-type: none"> • Deliver “Capstone Presentation” (in class)
M 4/16	“Capstone Business Plan” Revision Workshop	<ul style="list-style-type: none"> • Upload “Capstone Business Plan (Team) for Revision Workshop” to Canvas (before class)
W 4/18	Professional Brands and “Elevator Pitch Video” Overview	<ul style="list-style-type: none"> • Review “Elevator Pitch Video” description (in Canvas) • Read Chapters 15 and 16 • Complete Chapters 15 and 16 Quizzes in MindTap (by 8 a.m.)
F 4/20	Professional Brands	<ul style="list-style-type: none"> • Any additional deliverables TBD
M 4/23	Impromptu Speaking and “Impromptu Speech” Overview	<ul style="list-style-type: none"> • Upload “Capstone Formal Business Plan (Team)” to Canvas (before class) • Review “Impromptu Speech” description (in Canvas)
W 4/25	Impromptu Speaking	<ul style="list-style-type: none"> • Any additional deliverables TBD
F 4/27	Textbook Exam	<ul style="list-style-type: none"> • Complete Textbook Exam (in class)
M 4/30	Impromptu Speeches	<ul style="list-style-type: none"> • Deliver Impromptu Speeches (in class)
W 5/2	Impromptu Speeches	<ul style="list-style-type: none"> • Deliver Impromptu Speeches (in class)
F 5/4	Course Evaluations & Review	<ul style="list-style-type: none"> • Upload “Elevator Pitch Video” to Canvas (before Class)

Course Schedule for Dr. Lindsay's BA 324 Sections

Note this schedule is subject to change. The latest and authoritative schedule will always be posted on Canvas.

DATE	TOPIC or ACTIVITY	READINGS & DELIVERABLES <small>All before-class deliverables are due by the start of class on the day they are listed unless otherwise noted, e.g., note the deadlines for Grammar and Chapter Quizzes. See Canvas for specific submission guidelines. All readings and viewings should be completed before class. All required parts of the textbook are indicated by their section type and corresponding number or letter (e.g., "Chapter 1," "Appendix D").</small>
W 1/17	Course Overview	<ul style="list-style-type: none"> Review course syllabus (on Canvas) Purchase or rent textbook
F 1/19	Business Communication Fundamentals	<ul style="list-style-type: none"> Upload "Asking for Money Exercise" to Canvas (before class) Review "Syllabus Executive Summary" description (in Canvas) Register for MindTap
M 1/22	Business Communication Fundamentals	<ul style="list-style-type: none"> Read Chapters 1 and 4 Complete Chapters 1 and 4 Quizzes in MindTap (by 8 a.m.)
W 1/24	Business Writing Style	<ul style="list-style-type: none"> Read Chapters 5 and 6 Complete Chapters 5 and 6 Quizzes in MindTap (by 8 a.m.)
F 1/26	Business Writing Style	<ul style="list-style-type: none"> Upload "Syllabus Executive Summary" to Canvas (before class)
M 1/29	Business Writing Style	<ul style="list-style-type: none"> Complete your "Canvas Student Profile" (before class) Read Chapters 7 and 8 Complete Chapters 7 and 8 Quizzes in MindTap (by 8 a.m.) Review "Direct Email Request" description (in Canvas)
W 1/31	Business Writing Style	<ul style="list-style-type: none"> Read Chapters 9 and 10 Complete Chapters 9 and 10 Quizzes in MindTap (by 8 a.m.) Last day to add/drop
F 2/2	Business Writing Style and "Capstone" Overview	<ul style="list-style-type: none"> Upload "Direct Email Request" to Canvas (before class) Review all "Capstone" deliverable descriptions (in Canvas)
M 2/5	"Capstone Work Plan" Workshop	<ul style="list-style-type: none"> Read Chapter 11 Complete Chapter 11 Quiz in MindTap (by 8 a.m.) Complete Grammar Quiz 1 in MindTap (by 8 a.m.)
W 2/7	Team Dynamics & Team Writing	<ul style="list-style-type: none"> Read Chapters 2 and 3 Complete Chapters 2 and 3 Quizzes in MindTap (by 8 a.m.)
F 2/9	Business Writing Mechanics and APA Style	<ul style="list-style-type: none"> Review Appendix B & Appendix D

M 2/12	WMA #1 and <i>TED Talk</i> Overview	<ul style="list-style-type: none"> • Complete Writing Mechanics Assessment #1 (in class) • Review all “<i>TED Talk</i>” deliverable descriptions (in Canvas)
W 2/14	Business Research	<ul style="list-style-type: none"> • Complete “Business Research Module & Quiz” in Canvas (before class)
F 2/16	Effective Presentations	<ul style="list-style-type: none"> • Upload “Capstone Project Work Plan (Team)” to Canvas (before class)
M 2/19	Effective Presentations	<ul style="list-style-type: none"> • Read Chapter 14 • Complete Chapter 14 Quiz in MindTap (by 8 a.m.)
W 2/21	Public Speaking	<ul style="list-style-type: none"> • Any additional Deliverables TBD
F 2/23	<i>TED Talk</i> Workshop	<ul style="list-style-type: none"> • Upload “<i>TED Talk</i> Deliverables for Peer Review” to Canvas (by end-of-class)
M 2/26	<i>TED Talk</i> Peer Review	<ul style="list-style-type: none"> • Upload “<i>TED Talk</i> Peer Review” to Canvas (before class)
W 2/28	WMA # 2 and Public Speaking	<ul style="list-style-type: none"> • Complete Writing Mechanics Assessment #2 (in class) • Upload “<i>TED Talk</i> Rehearsal & Reflection” to Canvas (by 8 a.m.)
F 3/2	<i>TED Talk</i> Presentations	<ul style="list-style-type: none"> • ALL STUDENTS upload FINAL <i>TED Talk</i> deliverables (“Outline & References” and “Slides”) to Canvas (before class) • Deliver <i>TED Talk</i> (in class)
M 3/5	<i>TED Talk</i> Presentations	<ul style="list-style-type: none"> • Deliver <i>TED Talk</i> (in class)
W 2/7	<i>TED Talk</i> Presentations	<ul style="list-style-type: none"> • Deliver <i>TED Talk</i> (in class)
F 3/9	<i>TED Talk</i> Presentations	<ul style="list-style-type: none"> • Deliver <i>TED Talk</i> (in class)
M 3/12	<i>SPRING BREAK</i>	
W 3/14		
F 3/16		
M 3/19	Stress Management	<ul style="list-style-type: none"> • Any additional deliverables TBD
W 3/21	Persuasive Messages	<ul style="list-style-type: none"> • Read Chapter 10 • Complete Chapter 10 Quiz in MindTap (by 8 a.m.)
F 3/23	“Capstone Progress Report” Workshop	<ul style="list-style-type: none"> • Upload “Capstone Progress Report (Individual)” to Canvas (by end-of-class)
M 3/26	WMA #3 and “Capstone Progress Report” Debrief	<ul style="list-style-type: none"> • Read each teammate’s “Progress Report” (on Canvas) • Complete “Writing Mechanics Assessment #2” (in class)
W 3/28	Persuasive Messages	<ul style="list-style-type: none"> • Any additional deliverables TBD
F 3/30	Persuasive Messages	<ul style="list-style-type: none"> • Any additional deliverables TBD

M 4/2	Capstone Workshop	<ul style="list-style-type: none"> Any additional deliverables TBD
W 4/4	Capstone Workshop	<ul style="list-style-type: none"> Any additional deliverables TBD
F 4/6	Capstone Workshop	<ul style="list-style-type: none"> Any additional deliverables TBD
M 4/9	Capstone Presentations	<ul style="list-style-type: none"> ALL TEAMS upload “Capstone Presentation Slides (Team)” to Canvas (before class) Deliver “Capstone Presentation” (in class)
W 4/11	Capstone Presentations	<ul style="list-style-type: none"> Deliver “Capstone Presentation” (in class)
F 4/13	Capstone Presentations	<ul style="list-style-type: none"> Deliver “Capstone Presentation” (in class)
M 4/16	“Capstone Business Plan” Revision Workshop	<ul style="list-style-type: none"> Upload “Capstone Business Plan (Team) for Revision Workshop” to Canvas (before class)
W 4/18	Professional Brands and “Elevator Pitch Video” Overview	<ul style="list-style-type: none"> Review “Elevator Pitch Video” description (in Canvas) Read Chapters 15 and 16 Complete Chapters 15 and 16 Quizzes in MindTap (by 8 a.m.)
F 4/20	Professional Brands	<ul style="list-style-type: none"> Any additional deliverables TBD
M 4/23	Impromptu Speaking and “Impromptu Speech” Overview	<ul style="list-style-type: none"> Upload “Capstone Formal Business Plan (Team)” to Canvas (before class) Review “Impromptu Speech” description (in Canvas)
W 4/25	Impromptu Speaking	<ul style="list-style-type: none"> Any additional deliverables TBD
F 4/27	Textbook Exam	<ul style="list-style-type: none"> Complete Textbook Exam (in class)
M 4/30	Impromptu Speeches	<ul style="list-style-type: none"> Deliver Impromptu Speeches (in class)
W 5/2	Impromptu Speeches	<ul style="list-style-type: none"> Deliver Impromptu Speeches (in class)
F 5/4	Course Evaluations & Review	<ul style="list-style-type: none"> Upload “Elevator Pitch Video” to Canvas (before Class)