

The Hugh Downs School of Human Communication
COM 259 – Communication for Business and the Professions
Fall 2024 – Class #87109

Course Delivery: 75-minute class periods, Tuesdays and Thursdays at 7:30 AM.

Location, Day, and Time: Wilson Hall Room 251 (WLSN) 251, Tuesday and Thursday, 7:30-8:45 AM

COURSE DESCRIPTION

This course is designed to investigate the role of communication in professional life with attention to interviewing, workplace culture, interpersonal and team communication, technology professional presentations, and leadership. Students will learn practical skills via presentations, research, resumes, interviews, meetings, and professional writing grounded in communication and business theory.

This course fulfills the ASU **Governance and Civic Engagement** General Studies requirement. Students completing a Governance and Civic Engagement course will be able to:

1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

COURSE GOALS

This course, intended for non-communication majors, focuses on the development and strengthening of these knowledge and skill areas. Students will learn communication principles and processes and apply this knowledge to successfully complete the coursework—including consistent participation and a team project.

Read this syllabus carefully. By remaining enrolled, you agree to the course conditions and expectations.

REQUIREMENTS

Textbook: (ISBN 978-1-5063-6959-4)

Miller, K. Q., & Wahl, S. T. (2023). *Business and professional communication: KEYS for workplace excellence* (5th ed.). Los Angeles, CA: Sage.

e-book: <https://www.vitalsource.com/referral?term=9781071825280>

COURSE OBJECTIVES

As a result of this course, the student should be able to:

- Identify the key terms and major theories relevant to business and professional communication;
- Create a resume to enhance individual career and/or educational marketability;
- Use effective interviewing skills and techniques;
- Integrate communication and research skills to create a professional presentation;
- Produce effective business and professional writing (reports and memos) samples;
- Apply theory to effectively communicate as both a team member and as a leader; and
- Evaluate the performance of team members based on clearly defined objectives and present that assessment in an honest, yet constructive manner.

PLEASE MAKE AN APPOINTMENT TO VISIT OFFICE HOURS.

Dr. Evan Billingsley (Instructor)

Email: Evan.Billingsley@asu.edu

Office: Social Sciences 100 Office Hours: Monday and Wednesday 10:30 AM – 12:00 PM

For technology related issues, contact the **ASU HelpDesk**. If you have computer/Internet or course site-related problems or questions, please contact the ASU Help Desk, since we are unable to assist in these matters. Help is available 24 hours a day, 7 days a week at help.asu.edu, where you can call, chat, or email regarding your issue and its resolution (get a support ticket number!).

GENERAL COURSE INFORMATION

Time-management is required.

This course moves quickly and requires students to take an active and responsible role in their success. Pay close attention to module tasks, course assignments, and the schedule. Read all course communications (assignment descriptions, announcements, emails, etc.). All contain relevant information. Newly posted Canvas announcements typically generate an email notification, but this is not always reliable or timely. Check for updates on the course Canvas site regularly.

Professional Communication

This is a business and professional communication course, and students are required to communicate professionally, as expected in business relationships and contexts. When it comes to crafting your communication for this class, embody your best professional self and demand high standards. Use proper language, organize your content, and communicate with clarity. Support your statements, while staying focused and concise, and make smart choices with the audience, purpose, and context of your communication in mind.

Important Caveat

Updates or adjustments to this syllabus may be made in order to make the course a better experience for everyone. This may be in response to suggestions from students, from instructor observations, or as the result of requirements by the School, College, or University. Changes will be announced in class and posted on the course Canvas site.

COURSE EXPECTATIONS & STANDARDS

Students are expected to:

1. *Be prepared for class.*

The interactive nature of this class requires preparation and engagement. Students who require special assistance or accommodation, and students participating in university-sanctioned absences (including religious holidays), should let their instructors know within the first week of class. Students with university-sanctioned travel generally will need to complete assignments and exams in advance. No late work will be accepted.

2. *Respect that your classmates are here to learn.*

It is important that we work together for an atmosphere of respect and support. An important part of your development as a professional is modeling how to disagree with the concept versus the person. Any form of disruptive behavior can result in loss of attendance points. Verbal or physical aggression before, during or after class will result in permanent removal from the class and notification of proper authorities. See the Student Conduct information, below.

3. *Attend all class sessions.*

Your input is valuable to your classmates, to the instructor, and to your learning. You cannot participate if you are not present. Recitation class meetings will start promptly; be on time. Expect the class to last the full period. If a class session is missed, you are responsible for getting any notes from your classmates. See the Attendance policy, below.

4. *Maintain high standards of personal civility.*

What you learn in this course is highly relevant to today's workplace and marketplace. We will model ourselves on standards of behavior reflecting professionalism and respect. For a detailed discussion of expected standards, see the Student Conduct section, below.

5. *Maintain the highest standard of academic integrity.*

The College of Liberal Arts and Sciences and the Hugh Downs School of Human Communication strongly believe in academic integrity; thus, instructors in the College and School do not tolerate cheating or plagiarism. Review the Plagiarism Policy, below.

Students can expect instructors to:

1. *Arrive to class on time, prepared, organized, and masked-up*
2. *Convey enthusiasm for the material and all students' success*
3. *Maintain a positive learning environment in the course*
4. *Respect each student's individuality as a person and a learner*
5. *Grade, offer feedback, and post scores for assignments in a timely manner (generally, 1 week after the due date)*
6. *Conduct class in an engaging manner*

Written Assignment Standards

Use black ink, 12-point, Times New Roman or Arial font, and 1-inch margins. Double-space paper assignments. See Writing Resources on the Canvas site for help. See specific requirements for all assignments in the Assignment description areas on our Canvas site.

Proofread for grammar and punctuation. Revise as needed for coherent organization and fluidity. Stay respectful and ethical (and in some cases, legal!) by properly citing your sources (APA for this course) for all information and ideas borrowed. Give credit where credit is due, and do not risk plagiarizing (and the consequences it brings).

Language Proficiency

This class, as all others in the School, is taught in English. If English is not your first language and you are having difficulty in speaking, writing, or understanding—please seek assistance at the Writing Center on campus or with the International Student office, which provides conversational groups for non-native speakers. Since this class is taught in English, all work in this course will be graded based on a common rubric that assumes an understanding of English. Revise and resubmit IS NOT allowed.

COURSE POLICIES

Email Standards and Expectations

Responses: Allow 48 hours (not including weekends and holidays) to receive a response to email. Be certain to use the subject line to clearly indicate the purpose of your message. We will contact you only through ASU email. If you use another email address most of the time, please redirect your ASU-email to that account. It is also recommended to periodically check your SPAM folder to ensure that ASU emails are not being redirected there. If you do not receive a response within this time, *please resend your message*, as it may not have reached our inboxes.

Professional Expectations: All communication that takes place in this course, including e-mails, is expected to be professional. Emails should be well-written, grammatically correct, and properly punctuated. The subject line of all e-mails should accurately reflect the reason for the message and list the course COM259 in the subject line. If your e-mail is of an urgent nature, please put "URGENT" in the subject line, followed by the subject of your message and course information. Include opening greetings and closings, with names. Choose appropriate language, proper and complete spelling of words, and grammatically correct sentences. Also see Writing Standards, under Professional Communication (in the General Course Information section).

NOTE: Emails that pertain to questions easily answered in the syllabus, welcome page, course announcements, etc. will be given low priority. Display your professional competence by utilizing the resources available.

Student Conduct

The Hugh Downs School of Human Communication strives for a classroom climate that is comfortable for all. In a communication class, it is especially important that we:

1. Display respect for all members of the classroom – including the instructor and students.
2. Pay attention to and participate in all class sessions and activities.
3. Avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.).
4. Avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom.

This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced each time you engage in these sorts of behaviors (see Unprofessional Deductions in the Course Evaluation and Assignments section).

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>). This includes students who are verbally or physically aggressive towards the instructor or another student before, during, or after class. As noted in this document, "An instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor." In cases where disruptive behavior does not warrant removal from class, at the instructor's discretion a student's final grade will be lowered by 25% instead.

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (<http://students.asu.edu/srr/code>) as well as the ACD 125: Computer, Internet, and Electronics Communications (<http://asu.edu/aad/manuals/acd/acd125.html>).

Attendance

Students are expected to be in class, on time, and prepared to participate. Documentation must be provided prior to the missed class or within one week of the missed class if due to emergency or illness. The only reasons that may warrant the creation of alternate make-up assignment/s to earn points for a missed class period follow:

- Absences for illness, quarantine or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible in an email.
- If you miss class because of the death of a loved one, you must provide proof as requested by your instructor.
- If you will miss class because of the observance of a religious holiday, please let your instructor know at the start of the semester.
- If you are active in University-sponsored events (athletic teams, debate, etc.) you must supply the appropriate school-provided documentation. When possible, assignments should be completed prior to departing campus.

The instructor reserves the right to determine what qualifies as a legitimate reason for missing class and/or as acceptable documentation. See additional information regarding attendance under Course Evaluation and Assignments.

NOTE: Group presentations must be given on the assigned date. If a student is late or absent, the group must still make the presentation.

Assignments

Detailed assignment descriptions and instructions can be found in the Assignments description area online, and the due dates for all assignments are listed in the course schedule.

All online assignments must be submitted correctly by 11:59 PM Arizona Standard Time on their respective due dates. No late work will be accepted. Prepare for the unexpected by recognizing deadlines as the latest possible moment that assignments will be accepted, and plan to submit well in advance. Assignments that are due during the recitation class period are to be turned in at the beginning of the class period.

NOTE: While instructors may offer reminders about upcoming deadlines, it is each student's responsibility to follow the course schedule provided. Courtesy email notifications of newly posted announcements do not always work; check our Canvas site regularly to stay up to date.

Technical Issues

Technology sometimes fails us, but since we are all aware that technology crashes, it is no excuse for turning in late work. Contact ASU HelpDesk (help.asu.edu) for support. There are open access computer centers on campus for your use in case something happens to your home computer. Also, saving your work often, and having backups are all methods of avoiding issues.

Grade Disputes

First, review your scores and any comments by entering the Grades area of our course Canvas site. If you would like to discuss a grade, we would be happy to have a respectful conversation with you. In order for this to occur, we ask that you:

- **Take a deep breath.** We put a lot of thought and effort into grading, but we are willing to hear your perspective and rationale.
- **24/7 Rule.** Wait at least 24 hours after receiving your assignment back before approaching us. Be sure to contact the appropriate instructor within one week (7 days) of receiving your assignment back. Please do not speak with us at the end of the semester about a grade you received early in the semester. We will not entertain such discussions.
- **Write it down.** If you have a question about a grade or feel a grade was unfair, communicate with your instructors. It is important to understand your score and to amend any misunderstandings. If you would like us to reconsider the points earned by your assignment, please make a logical written argument based on both 1) the assignment description and required elements and 2) your submitted work. Be specific and offer examples of where/why you feel you deserve more points. We are then properly equipped to consider and discuss your request.

TIP: Carefully review and connect the assignment requirements with your work before you finalize and submit it.

Academic Dishonesty and Plagiarism

Plagiarism is intentionally or unintentionally using another's work (including wording, phrases, or original ideas) without giving the person proper credit. This includes representing anyone else's words as your own. Exact words can be used ONLY in direct quotes, clearly presented as such.

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, or allowing another student to copy your work, and possession of unauthorized materials during an examination.

Please be advised that all work for this class must be **original** to this class. You may not recycle papers or work from other courses you have taken, including if you are taking this course over again. We consider this behavior to be academically dishonest. If you have turned the work in for another class, it is considered self-plagiarism and violates University policy. Even within this course, each assignment must be a new paper; you may not duplicate material across assignments.

Instructors who find compelling evidence of academic dishonesty will actively pursue one or more of the following actions: Assigning a grade of XE ("failure through academic dishonesty") to the student,

advocating the suspension or expulsion of the student from the College, and/or referring the student to Student Judicial Affairs. If a student who is charged with academic dishonesty is found to be in violation, then one or more of these disciplinary actions will be taken. For further information, please read the Student Academic Integrity policy and the code of conduct for Arizona State University: <http://provost.asu.edu/academicintegrity>.

Turn It In: All written assignments will be submitted to Canvas and checked by Turn It In, an online database and plagiarism checker.

Student Accessibility and Inclusive Learning Services (SAILS)

Students needing accommodations in this course due to disabilities must be registered with SAILS before requesting accommodations. Please contact me at the beginning of the semester, as we will be more than willing to make the necessary arrangements. SAILS is located on the first floor of Matthew's Center.

They can be contacted at [Student Accessibility and Inclusive Learning Services | Arizona State University \(asu.edu\)](#). They can also be contacted at 480-965-1234 (voice)/480-965-9000 (TDD).

Honors Enrichment Contracts: This class is not eligible for an Honors Enrichment Contract. Please see your Faculty Honors Advisor if you are interested in discussing the requirements in your major for negotiating an Honors Enrichment Contract.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Canvas and Technology Help

Students can navigate directly to the course Canvas website via myASU or <http://canvas.asu.edu>. If you need technical assistance, it is available via the Canvas "Help" icon located on the left-hand navigation menu and phone and live chat support are available 24/7 at <http://contact.asu.edu>. ASU Tech Studios provide a variety of walk-in support services on all ASU campuses: <https://uto.asu.edu/services/campus-it-resources/techstudio>. To learn the basics, refer to the Student Guide: <https://community.canvaslms.com/docs/DOC-10701> and the Canvas Glossary: <http://links.asu.edu/student-canvas-glossary>.

COURSE EVALUATION & ASSIGNMENTS

Midterm Exam (50 points)

The midterm exam is administered during the in-person meeting period indicated on the schedule and serves as one measure of students' mastery of course material. Questions may be drawn from all areas of the course covered thus far and, in addition to definition and fact-based questions, conceptual and applied knowledge is required to excel. The exam consists of multiple-choice, true/false, matching, and/or short answer questions.

Online Quizzes (120 points)

There are 14 online quizzes. Each covers the corresponding module content (chapter reading and online activities) and consists of 20 multiple-choice, true/false, and/or matching questions. Quizzes must be completed on or before the deadline (see course schedule). The 2 lowest quiz grades will be dropped. Quizzes will be open for one week and you will have 20 minutes in one attempt to complete each quiz.

Quizzes WILL NOT be re-opened under any circumstance. Two quiz scores are dropped from your final grade to account for any/all issues related to missing a quiz.

NOTE: Do not rely on mobile devices or Wi-Fi connections for the online quizzes. Quizzes are only taken once. If the Internet connection fails, the clock will continue. Using a reliable connection in an ASU computer lab is recommended.

Class Discussion and Activities (100 points)

Each week you should participate in the assigned discussion or activity for class.

Collaborative Team Project

Students will work together in teams to complete a communication audit on an organization of their choice. This group project connects multiple course assignments and is intended to progress steadily throughout the semester. Detailed individual assignment descriptions and requirements are provided in the Collaborative Team Project/Writing Resources module on our course Canvas site.

Overview: The Communication Audit examines a selected organization's communication practices, structures, and needs. Students will collaborate in teams (and as a class) to learn about an organization and their communication. After developing a foundational understanding of the organizational culture and structure, teams will create an information-gathering interview plan. Individually, students will ask for, plan, and conduct an information-gathering interview to learn more about the organization's communications. The team will work together to describe and assess all findings to identify areas for improvement and to find sound recommendations for implementing positive change.

Group members may choose to "fire" a group member from their group based on their performance. Groups must contact their recitation instructor regarding performance issues with individuals before any punitive measures will be enacted. Terminated group members are ineligible for remaining points for group assignments.

Your instructor can choose to remove you from a group for any reason (i.e. poor attendance).

Groups will be assigned in week 4; therefore, attendance in week 4 is mandatory. Missing the week 4 recitation class will result in a double attendance violation (count as two missed days).

Project assignments include:

1. Team Informational Briefing Presentation (20 points, earned as a group)

Teams will give an informational presentation about their selected organization and a status update of their projects to the class. Classmates from other teams will provide feedback to help advance all communication audits.

2. Interview Questions Paper (20 points, earned as a group)

In this assignment, your team will work through the steps of the interview preparation process and prepare a group paper that provides the interview goal, one list of questions every person will ask in their interviews, and the rationale for these questions.

3. Information Gathering Interview (40 points, earned individually)

Each team member will plan, prepare for, and conduct an interview with their assigned organizational contact that contributes to the communication audit.

4. Formal Report (50 points, earned as a group)

This culminating part of the team project is the client deliverable. It will communicate the team's processes, findings, and recommendations in a written formal report.

5. Final Team Presentation (30 points, earned as a group)

Teams will present their final findings and recommendations to the client (the class will be acting as the client).

6. Peer Evaluation (20 points, assigned individually)

Students will reflect on each group members' contributions and score them on 5 items (attended meetings outside of class, participated constructively in group discussions, attended recitation classes during group workdays, contributed quality work, and maintained contact with others).

Generally, students report an equal distribution of work and contribution to the project, and all students receive the same grade on the final report. However, this is not always the case. This assessment allows each member's team contribution to be considered. See assignment form for additional details. Severe inequities may affect an individual's report score.

Final Exam (50 points)

This exam will be administered during the final exam date and will be similar in format to the midterm exam.

Attendance

Attendance will be taken every class period. You are expected to be in class, to be on time, and to be well prepared. You will be allowed 1 absence. Each subsequent absence will result in a 2-point deduction from your final point total. The exception to this is if you provide official documentation proving a legitimate reason for missing class. See above attendance policy for excused absences. These days may or may not be announced in advance of that week's class. Your recitation instructor reserves the right to remove any member of a group based on poor attendance and/or poor group participation.

You will be assigned your project group in week 4. Attendance during week 4 of class is mandatory. Missing this recitation class will count for a double attendance violation (2 days) which will take you out of compliance with the attendance policy.

Unprofessional Deductions (unlimited)

The use of cell phones during class, looking through or interacting on social media, doing work for other classes, etc. are unacceptable class meeting and business meeting behaviors. These types of interruptions not only are in direct opposition to classroom standards and expectations generally, but to the specific goals of this course directly. These types of behaviors may earn unlimited point deductions.

FINAL GRADE COMPOSITION

<i>EXAMS & ASSIGNMENTS</i>	Point Value	# of	Total Points
Midterm Exam	50	1	50
Quizzes (<i>lowest 2 scores dropped</i>)	10	12/14	120
Class Discussions and Activities	10 per week max	up to 14 weeks	100
Team Informational Briefing Presentation	20	1	20
Interview Questions Paper	20	1	20
Information-gathering Interview	40	1	40
Team Formal Report	50	1	50
Team Final Report Presentation	30	1	30
Team & Peer Assessment	20	1	20
Final Exam	50	1	50
TOTAL =			<u>500</u>

GRADING SCALE

A+= 99-100%

B+= 87-89.9%

C+= 77-79.9%

D = 60-69.9 %

E = 0-59.9%

A = 93-98.9%

B = 83-86.9%

C = 70-76.9%

A- = 90-92.9%

B- = 80-82.9%

Note: Grades are not given; grades are earned based on performance through the semester. The point breakdown listed here will be strictly followed; points are NOT “rounded.” You may be tempted to skip assignments that appear to have a small point value, but this approach is strongly discouraged; deficiencies add up quickly.

This schedule is tentative and subject to change. Other readings might be assigned. Students are responsible for staying up to date with the course schedule. Assignments submitted in person are due at the start of the designated class meeting.

COM 259 COURSE SCHEDULE

Module #: Topics	Dates
<i>Week Number – Module Section #</i>	
<u>Responsibilities & Assignments</u>	
Business and Professional Excellence	Aug.-Sep.
<i>Weeks One & Two – Module 1</i>	<i>8/22</i>
<u>Readings:</u> Syllabus	
<u>Online:</u> Read Welcome page; orient self with Canvas site; complete activity	
<u>Class Meeting:</u> Attend, participate, and contribute	
Due: Quiz 1 (syllabus quiz) & Group Project Quiz	9/1
<i>Week Three – Module 2</i>	<i>9/3</i>
<u>Readings:</u> Chapter 1: Business and Professional Excellence in the Workplace	
<u>Class Meeting:</u> Attend, participate, and contribute	
Due: Quiz 2	9/8
<i>Week Four – Module 3</i>	<i>9/10</i>
<u>Readings:</u> Chapter 2: Verbal and Nonverbal Communication	
<u>Class Meeting:</u> Attend, participate, and contribute	
Due: Quiz 3	9/15
<i>Week Five – Module 4</i>	<i>9/17</i>
<u>Readings:</u> Chapter 3: Listening	
<u>Class Meeting:</u> GROUP ASSIGNMENTS on Tuesday– Attendance mandatory	
Due: Quiz 4	9/22
Entering the Workforce	Sep.-Oct.
<i>Week Six – Module 5</i>	<i>9/24</i>
<u>Readings:</u> Chapter 4: Resumes, Interviews, and Negotiation	
<u>Class Meeting:</u> Attend, participate, and contribute	
Due: Quiz 5	9/29
<i>Week Seven – Module 6</i>	<i>10/1</i>
<u>Readings:</u> Chapter 5: Getting to Know Your Diverse Workplace	
<u>Class Meeting:</u> Attend, participate, and contribute	
Due: Team Informational Presentations (Tuesday and Thursday)	
Quiz 6	10/6
Developing in the Workplace	Oct.
<i>Week Eight – Module 7</i>	<i>10/8</i>
<u>Readings:</u> Chapter 6: Interpersonal Communication at Work	
<u>Class Meeting:</u> Attend, participate, and contribute	
Due: Quiz 7	10/13

<i>Week Nine – MIDTERM: Modules 1-7</i>	<u>10/17</u>
<u>Readings:</u> Review readings and notes from Modules 1 – 7	
<u>Due:</u> Midterm Exam	<u>10/17</u>
<i>Week Ten – Module 8</i>	<u>10/22</u>
<u>Readings:</u> Chapter 7: Strengthening Teams and Conducting Meetings	
<u>Class Meeting:</u> Attend, participate, and contribute	
<u>Due:</u> Quiz 8	<u>10/27</u>
Interview Questions Paper (online)	<u>10/27</u>
Excelling in the Workplace	Oct.-Nov.
<i>Week Eleven – Module 9</i>	<u>10/29</u>
<u>Readings:</u> Chapter 8: Technology in the Workplace	
<u>Class Meeting:</u> Attend, participate, and contribute	
<u>Due:</u> Quiz 9	<u>11/3</u>
<i>Week Twelve – Module 10</i>	<u>11/5</u>
<u>Readings:</u> Chapter 9: Business and Professional Writing	
<u>Class Meeting:</u> Attend, participate, and contribute	
<u>Due:</u> Quiz 10	<u>11/10</u>
<i>Week Thirteen – Module 11</i>	<u>11/12</u>
<u>Readings:</u> Chapter 10: Leadership and Conflict Management	
<u>Online:</u> Complete activities	
<u>Class Meeting:</u> Attend, participate, and contribute	
<u>Due:</u> Information-gathering Interview Summary Paper (online)	<u>11/17</u>
Quiz 11	<u>11/17</u>
Presenting in the Workplace	Nov.
<i>Week Fourteen – Module 12</i>	<u>11/19</u>
<u>Readings:</u> Chapter 11: Informing and Persuading	
<u>Class Meeting:</u> Attend, participate, and contribute	
<u>Due:</u> Quiz 12	<u>11/24</u>
<i>Week Fifteen – Module 13</i>	<u>11/26</u>
<u>Readings:</u> Chapter 13: Delivering a Professional Speech	
<u>Class Meeting:</u> Attend, participate, and contribute	
<u>Due:</u> Formal Group Report (online)	<u>11/27</u>
Quiz 13	<u>11/27</u>
Final Presentations and Planning Your Success	Dec.
<i>Week Sixteen – Complete and Deliver Final Presentations</i>	<u>12/3, 12/5</u>
<u>Online:</u> No new information	
<u>Class Meeting:</u> Final Presentations (Tuesday and Thursday)	
<u>Due:</u> Peer Evaluations (online)	<u>12/6</u>
<i>Finals Week – FINAL EXAM: Modules 1-13</i>	
<u>Online:</u> No New Information	
<u>Due:</u> Final Exam	Tuesday 12/10, 7:30 AM - 9:20 AM