

Dr. Dan Pryor (dan.pryor@mcombs.utexas.edu)
Office GSB 4.126.A

M-Th 10:00 a.m. to 12:00p.m.
Cell: 469.274.4984

Office Hours: Any time immediately after class. If this does not work, email me and we will find an agreeable time. In addition, feel free to call, text or email anytime.

Grader
Sarah Spivey (sarah.spivey@austin.utexas.edu)
Office Hour to be determined

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

Textbook

The required textbook for all BA 324 sections is *Business Communication: Process & Product*, 9th edition, by Mary Ellen Guffey and Dana Loewy. It is in eBook format. To purchase, check your announcements in Canvas for instructions.

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 3-30 minutes in length 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 personal 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
- 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.

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.

Unless you receive instructions otherwise, written assignments are submitted on Canvas and due by 8:00 am on the day the assignment is due. Late assignments are subject to a 20% point deduction. (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.

Grading Policy for All BA 324 Sections

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

Due to the accelerated nature of summer classes, should assignments not total 1000 points, your grade is calculated as a percentage. For instance, 875 earned points out of a total possible points of 935 (875/935) is 93%--thus earning an A-.

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://www.mcombs.utexas.edu/udean/Scholastic_Responsibility.asp

One 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 Policy Statement on Scholastic Dishonesty for the McCombs School of Business. By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all of the student responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification. Policy on Scholastic Dishonesty: 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, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website (<http://deanofstudents.utexas.edu/sjs/>) or the *General Information Catalog* 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 Judicial Services 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 Holidays

A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. 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

Further information regarding emergency evacuation routes and emergency procedures can be found at: 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 General 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 are general guidelines. Speaking has includes a significant degree of subjectivity. One can meet most every criteria and guideline and still be ineffective.

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

Instructions for Dr. Pryor's Classes

Business Communication: Oral and Written

Business professionals spend approximately seventy percent (70%) of their time communicating. Thus, good communication skills are essential to you in your career, and they are a primary criteria of employers in both hiring and promotion decisions. This course is designed in response to industry feedback about the communication skills needed for business graduates to enter successfully into today's competitive marketplace. This course is very practical. It will, however, require effort on your part. It will also require regular attendance, because significant class time is spent working in groups applying principles and strategies discussed in your book and in class. You improve your communication skills by working together and by giving and getting constructive feedback.

This course is not difficult, but it is demanding just like the office/work/corporate environment you will enter in a few months or years!

Attendance:

Reliable and punctual attendance is critical and expected.

GENERAL CLASSROOM POLICIES AND PROFESSOR QUIRKS

In an effort to create a classroom environment conducive to learning, the following is expected and enforced.

1. Assignments are due no later than 8:00AM on the day they are due. Upon occasion, the due date and time will be altered. Late assignments receive a 20% deduction. Late assignments will only be accepted until 8:00 am on the day of the next class period. Unless instructed differently, submit assignments via CANVAS in PDF form.
2. Should you miss a class, it is your responsibly to learn what you missed, but don't expect the professor or grader to bring you up to date. This is one of the reasons you develop helpful relationships with your colleagues.
3. If you have a question regarding a grade, your first inquiry is with your grader.

4. When discussing a grade with your grader or professor, an attitude of understanding will serve you well. Arguing regarding a grade will not serve you well. Consider aggressive or uncivil behavior with a grader or professor unprofessional.
5. When you would like clarification regarding a grade, you should inquire within seven days. After seven days, the grade or assignment is not discussed or adjusted.
6. MindTap Grammar Quizzes. There are ten quizzes, each to be completed by the time and day listed in the Class Schedule and Assignment section of this document. You get three tries on each quiz. To receive credit for each quiz, you must score at least 90% on at least one of the three tries. If you earn 90%, you receive five (5) points. If you do not earn 90% on an individual quiz, you receive no points. There is no partial credit.
7. Assignments cannot be reworked. Extra work to improve a grade is not a possibility.
8. Grades are not rounded. For instance, 89.9 is a B+, not an A-.
9. Individual assignments or final grades are not negotiable. “The internship I want requires a 3.5 GPA”, “My parents will kill me”, “I’ve never made a B”, “But I tried really hard”, etc. are not reasons for grade adjustments.
10. The most successful students taking this class do an outstanding job of working with their colleagues. Individuals who approach the class as an individual contributor (non-team-player), do not fare as well.
11. Humor and creativity is appreciated and encouraged.
12. The word on the street regarding my class is that I don’t provide as much detail regarding assignments as you might like or are accustomed to receiving. If you have questions or need more detail, ask!
13. This is a communication class, which means all types of communication are valued. If you do not verbally participate in class—provide feedback, express opinions, ask questions and make suggestions; you will not do well.
14. A word regarding how assignments are viewed and evaluated: The criteria is how effective it would be perceived in the corporate environment.
15. One more thing. Any speech that begins with “My name is _____” or “My speech is about _____” or “Today I am going to talk about _____” will immediately lose one letter grade.

GRADE QUESTIONS - ASSIGNMENTS

You are welcome to raise questions about potential data entry or calculation errors. If you do not understand the reason you received a specific grade on an assignment, please visit me or your grader during office hours or arrange an appointment. Please wait 24 hours after receiving your grade, but no more than one week (seven days) to discuss your questions with your grader or me. A tone of inquiry (e.g. “help me understand...”) is the most successful approach. While I am 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.

GRADE QUESTIONS – COURSE

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.) does 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. The ultimate criteria is how well your work might be received in a corporate environment.

COURSE GOALS

This course is designed to help you:

- ♦ Develop basic communication skills you need to write, make oral presentations, communicate interpersonally, and work effectively in groups.
- ♦ Value the differences between yourself and others and to employ that understanding to improve the quality of your communication.
- ♦ Recognize and value the diverse contributions of all members of an organization.
- ♦ Improve your communication in future courses and in your career.
- ♦ Refine the process of written and oral communication in business.
- ♦ Use methods of problem solving in business communication that can be used as an individual or as a group.
- ♦ Develop basic reading, writing, listening, and speaking skills in addition to the ability to follow complete, complex written and oral instructions.

BUSINESS WRITING CRITERIA

Clarity, Concreteness, and Conciseness:

- Clarity - write so that your concepts, organization, paragraphs, and sentences are clearly understandable to your audience
- Concreteness - write specifically for your audience in a way that includes examples to support your ideas
- Conciseness - write simply and directly, unless you have a specific purpose for doing otherwise

Organization

- Organize letters, memos, and reports around the main ideas as detailed in the assignment objectives
- Lay out main ideas clearly and support them with specific examples
- Connect all parts of your writing with logical, smooth, and understandable transitions

Style

- Use a business style that is related to the level of formality of the communication
- Base your style on the audience to whom you are writing

- Choose a format that is appropriate to your audience, the purposes of your communication, and your organizational context
- Remember that you can receive excellent assistance at the UT Learning Center in Jester and the Undergraduate Writing Center in the FAC. Your written assignments are detailed on an assignment sheet in this syllabus. Specific topics for assignments are made as each is discussed in class.

WRITING ASSIGNMENT GRADING GUIDELINES

Each of the following mistakes will be counted off one (1) point the first time it is made on an assignment. Each additional mistake of the same specific assignment will not be counted off. Depending upon the severity of the grammar or formatting mistake, additional points will also be deducted.

- Grammar mistakes
- Formatting mistakes
- Incorrect graphic highlighting
- Unprofessional tone
- Use of contractions
- Over use of business clichés such as “do not hesitate to” or “feel free to”
- Wordiness
- Redundancy or repetition
- Widows/orphans
 - Bullets should only be used to list at least two items (do not use a single bullet)
 - Single words should not be left on their own line
- Spelling mistakes, typos or factual errors
- Unnecessary repetition
- Poorly written or confusing narrative. *See clarity and readability below

Generally speaking, “less is more” when writing in the business environment. Shorter sentences are better. In most cases, two short sentences is better than one long, complex sentence.

*Clarity and readability are also essential issues. Unfortunately, clarity and readability are subjective, and not easily measured. A hint—read your assignment aloud. It is a good way to insure clarity and readability. Effective graphics and the use of white space is important.

While there are generally accepted standards regarding writing, there is also a degree of subjectivity—including how your grader evaluates your written work. Part of your challenge is to work with your grader to determine how best to target your work for the reader (in your case, the grader). In the future you will need to do this in regard to your superior, colleagues and clients.

One more thought regarding your writing assignments. The goal is not first and foremost to complete the assignment. The goal is to communicate effectively.

Class Schedule and Assignments

Thursday, 6/4	<p>Course Introduction and Class Norms Meet Your Colleagues Writing Guidelines/Effective Speaking Basics Email Assignment Introduction Tell Us Assignment Introduction</p>
Monday, 6/8	<p>Review MindTap Grammar Assignments Syllabus/Procedures Quiz (20 points)—to be completed in class on Canvas Tell Us Presentations (30 points)</p>
Tuesday, 6/9	<p>Review Executive Summary Assignment Review Dyad/Triad Assignment—assign teams and due dates Tell Us Presentations</p>
Wednesday, 6/10	<p>Library Services—the Loretta Show Preview Exam I (Chapters 1-6) Dyad/Triad team time MindTap Quiz 1 due by 8:00 am</p>
Thursday, 6/11	<p>No Zoom Class Time—Pryor available via Zoom Email Assignment due by 8:00 am on Canvas (50 points) Workday for Dyad/Triad Assignment</p>
Friday, 6/12	<p>MindTap Quiz 2 due by 8:00 am</p>
Monday, 6/15	<p>Effective Feedback Workday for Dyad/Triad Presentations Exam I (Chapters 1-6) available at 12:00 Noon (75 points)</p>
Tuesday, 6/16	<p>Dyad Presentations (50 points)</p>
Wednesday, 6/17	<p>Review Thanks but No Thanks assignment Review Ted Talk Dyad Presentations Exam I due by Noon on Canvas MindTap Quiz 3 due by 8:00 am</p>
Thursday, 6/18	<p>Dyad Presentations</p>
Friday, 6/19	<p>MindTap Quiz 4 due by 8:00 am</p>

Monday, 6/22	Thanks but No Thanks due (50 points) Review Recommendation Letter Assignment Capstone Assignments/Presentation Dates Review Capstone Formal Written Report Assignment
Tuesday, 6/23	Executive Summary due (100 points) Discuss Work Plan Capstone Workday
Wednesday, 6/24	No class Zoom session—Pryor available on Zoom Capstone Workday MindTap Quiz 5 due by 8:00 am
Thursday, 6/25	No class Zoom session—Pryor available on Zoom Capstone Workday Capstone Group Work Plan due by 5:00 pm (50 points)
Friday, 6/26	MindTap Quiz 6 due by 8:00 am
Monday, 6/29	Power Point Considerations Recommendation Letter Due (50 points) Capstone Progress Update Discussions in Class
Tuesday, 6/30	No class Zoom session—Pryor available on Zoom Exam 2 over Guffey 7-9, 11-13 (Exam available at 10:00 am) (75 points) Capstone Work Day
Wednesday, 7/1	Capstone Written Report due by 8:00 am (100 points) Individual Learnings Capstone project (50 points) Ted Talk Presentations (100 points) MindTap Quiz 7 due by 8:00 am
Thursday, 7/2	Ted Talk Presentations Exam 2 due by 10:00 am on Canvas
Friday, 7/3	MindTap Quiz 8 due by 8:00 am
Monday, 7/6	No class Zoom session—Pryor available via Zoom Finish Ted Talk Presentations Capstone Presentations Practice
Tuesday, 7/7	Capstone Presentations (100 points)

Wednesday, 7/8

Capstone Presentations

MindTap Quiz 9 due at 8:00 am

Thursday, 7/9

Capstone Presentations

Friday, 7/10

MindTap Quiz 10 due at 8:00 am

Additional Points

Grammar Quizzes (50 Points)

Special Topics

All major assignments must be completed to pass this course!

Bring this copy of the syllabus with you to class daily. You will make additions and changes to the schedule as the semester progresses.

E-Mail Access: You need a personal UT Austin or McCombs Business School e-mail account to complete assignments in BA 324 in order to send and receive messages from your group members, grader, and instructor during this semester. Other email addresses are less reliable and often are not compatible with the McCombs School of Business or UT Austin email servers.

Writing Assistance: If you need help with your basic writing skills, please go to the Sanger Learning & Career Center in Jester or the Undergraduate Writing Center in FAC. **Please ask for their help at any time.** Websites such as the Purdue University OWL online writing lab <<http://owl.english.purdue.edu/handouts/print/grammar/>> are excellent online resources.

Late or Missed Assignments: Unless you receive different instructions, assignments are to be submitted on CANVAS. Assignments are due no later than 8:00am on the day the assignment is due. Late submissions receive a 20%-point deduction. Late assignments will not be accepted after the beginning of the next class meeting. No extensions for written assignments are made unless you have a verifiable and an SES-approved emergency. There are no opportunities to make up oral presentations or group work for this class, so be prepared on the day assigned. Students with an SES-approved emergency can appeal in writing within 24 hours for reconsideration for a missed individual written or oral presentation. This policy is enforced during the semester.

General Grading Criteria for Written Assignments:

Specific criteria for each assignment describing the nature of the assignment and the purpose of the assignment are included in this syllabus. Aside from assignment-specific criteria, the graders and I evaluate your letters, memos, and reports on your ability to:

- write with appropriate formats
- write without errors in spelling, mechanics, grammar, and punctuation
- write clearly, cohesively, emphatically, and concisely
- write effectively in different situations
- write tactfully, positively, credibly, interestingly, and without bias
- write accurately and include all and only relevant content material

Save all assignments electronically or in hard copy.

PlagScan Writing Assignment Submissions

PlagScan is a software resource designed to help students organize and improve the writing process and avoid plagiarism and improper citation. *Students should be aware that all writing assignments may be required to be submitted through PlagScan on Canvas.*

Aside from grading on assignment-specific criteria, your oral presentations and group communications are evaluated on your ability to:

- analyze the needs of your audience
- plan, organize, and deliver a presentation in a conversational manner
- speak comfortably before a group in formal, informal, and impromptu situations
- maintain an audience's attention and interest

Scholastic Dishonesty

Scholastic dishonesty as defined by university standards will not be tolerated. Students found to engage in scholastic dishonesty, including plagiarism and unauthorized collaboration, will be referred to the Office of the Dean of Students for disciplinary action. An 'F' in the course will be the recommended penalty in most cases of scholastic dishonesty.

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6/3/2020

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