

BA324

BUSINESS COMMUNICATION



Section	Days	Class Time	Classroom	Teaching Assistant
02120/BA324	M/W	8:00 - 9:15am	CBA 4.322	Mansha Brahmkshatriya
02135/BA324	M/W	9:30 - 10:45am	CBA 4.322	Shahana Musthafa
02140/BA324	T/TH	8:00 - 9:15am	CBA 4.350	Meher Kaushik
02220/BA324H	T/TH	9:30 - 10:45am	CBA 4.350	Eva Sharma

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COURSE OVERVIEW

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.

TEXTBOOK ACCESS

Essentials of Business Communication, 12th edition
by Mary Ellen Guffey and Dana Loewy.

<https://provost.utexas.edu/initiatives/longhorn-textbook-access/>
<https://www.universitycoop.com/longhorn-textbook-access>

CATALOG DESCRIPTION

Restricted to students in the McCombs School of Business. Theory and practice of effective communication, using models from business situations. Students practice what they learn with a variety of in-class activities, written assignments, and oral presentations. Teamwork and use of interpersonal skills are included. Three lecture hours a week for one semester. Only one of the following may be counted: Communication 324M, Communication 324C, Communication 324H, Business Administration 324, and Business Administration 324H. Offered on the letter-grade basis only.

Prerequisite: English 303C or 603A, or Rhetoric and Writing 306 or 306Q or 309K, or Tutorial Course 303C or 603A; and credit or registration for Business Administration 101H or 101S or 101T.

LEARNING OBJECTIVES

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:

1. Analyze communication situations to make choices about the most effective methods of delivery.
2. Analyze audiences to make choices about the most effective methods of communicating messages.
3. Conduct research using electronic library and Internet resources.
4. Write and orally deliver research-based reports.
5. Use extemporaneous and/or impromptu oral presentation skills effectively.
6. Provide, accept, and incorporate feedback to improve written and oral communication.
7. Write business documents that are grammatically correct and use appropriate business style and format.
8. Develop and demonstrate effective interpersonal communication skills.
9. Use communication technology appropriately and effectively.

PROFESSOR INFO & OFFICE HOURS

Lori Barnes, PhD

Email: Lori.Barnes@mccombs.utexas.edu

Office: GSB 4.126 F

Phone: 512-232-3796 (office); 512-517-6761 (cell)

Office Hours: Monday/Wednesday 11:00am – 12:00pm & by appointment



Instructor Communication

Instructors use email and Canvas to communicate with students. **Students must use their UT email for all assignments and correspondence in class. Email requests from non-university email accounts will be ignored.** Students are responsible for checking their university-registered email accounts regularly. Emails from instructors can contain important information about the course. When emailing, please **use proper business etiquette**; include a greeting, subject line, clear request, and closing. Emails are typically answered within 24 hours during the business week. Do not expect a reply after hours.

COURSE MODE & INFORMATION ABOUT THE COURSE

BA324 teaches developmental business writing and presentation skills. Assignments scaffold and build on each other and are framed using the 3x3 writing process from your text.

We meet in person *unless you are notified otherwise*. Occasionally, a class will be held virtually via Zoom. Notice will be sent, and an announcement posted on Canvas, when/if class mode changes.

VERY IMPORTANT ABOUT COURSE MODE

You are expected to adhere to the course modes. Though this is an in-person course, we may meet online on some days. Some days will be lectures, and others will be presentations. There may be days that you will be assigned to work with your group on specific projects or to watch a recorded lecture/presentation and respond in a discussion posting or another form of response. Your presence, regardless of course mode, is required to be counted as present.

Getting Help with Zoom—Assuming the use of Zoom is necessary

Students needing help with Zoom should refer to the [McCombs Student Instructional Wiki](#) for a set of comprehensive instructions. All McCombs Canvas course pages have this link on the left menu bar for quick and easy reference.

UT Zoom Account

All students must use a UT Zoom account to participate in classes, office hours if remotely scheduled, and any UT affiliated events. For detailed instructions on how to sign up for a UT Zoom account, see [Getting Started with Zoom](#). You will be denied access to Zoom sessions if you attempt to access without a valid UT account.

Joining a Class or Office Hours in Zoom

The preferred method of joining a class or office hours is through Canvas using your UT email account. Students, using their UT email account, must log into their Canvas course site and click on Zoom on the left menu bar to locate links to join the class in Zoom in the calendar on Canvas. Zoom links for a class or office hours may also be emailed by the instructor. Regardless, students must use their UT Zoom account to participate. For information, see [How to Join Class or Office Hours](#).

Zoom Professionalism and Etiquette

Following are some best practices for making sure we are working together to create an efficient, effective, respectful, and ultimately enjoyable classroom when accessing remotely:

- Keep your video on at all times.
- Dress professionally.
- Be mindful of your surroundings when on camera to minimize distractions.
- Avoid display of inappropriate materials or expressions, either visual, textual, or otherwise. Such displays may be subject to disciplinary action.
- Turn your camera off when leaving the meeting temporarily and use the away feedback icon.
- Include a professional photo of yourself for your Zoom profile picture. This photo will be visible during class sessions when you take brief breaks and turn off your video.
- Mute yourself unless you are speaking. This will reduce background or feedback noise and limit distractions.
- Use the most reliable WIFI you can access. If you are experiencing problems with your internet connection, here are some [Internet Connection Tips](#).

Notetaking

Use your text-based resources for preparing for class. Enter Mindtap within Cengage to access an abundance of student tools, including flashcards and slides. In class, please either type or handwrite your notes. Do **not** use your camera or phone as a replacement for taking notes. No instructor notes and/or PPTs will be shared.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. Any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

CORE COMMUNICATION SKILLS

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:

Written Communication: Students take notes, write emails, letters, memos, proposals, formal and informal reports, work plans, and evaluation reports.

Oral Communication: Oral presentations from 2-25 minutes long use informative, persuasive, and extemporaneous methods of delivery. Some oral presentations require the use of visual aids such as handouts and presentation software such as PowerPoint, Canva, and Prezi.

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. USE AN ELECTRONIC CALENDAR WITH REMINDERS TO STAY ON TRACK.

Group Management: Students work on group projects to develop and practice interpersonal skills by communicating with group members, other groups, and peers outside the group. Much of this work is done OUTSIDE of class.

Project Development: Groups of approximately four to six students develop projects, complete research, schedule meetings, write team papers and reports, and deliver a 25-minute oral presentation using visual aids. These projects build on and use the skills developed in other class assignments. Much of this work is done OUTSIDE of class.

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.

Interpersonal Skills: Students are part of a network in class and regularly work in teams. Skills developed are collaboration, teamwork, and effective conflict management. Much of this work is done OUTSIDE of class.

Meeting Management: As part of the projects, groups meet on a regular basis. Skills include developing project plans, goals, and agendas, providing feedback, and synthesizing and prioritizing tasks and information. Much of this work is done OUTSIDE of class.

CLASS SUCCESS, GRADING POLICIES, & REQUIRED ASSIGNMENTS INFO

I sincerely want everyone to be successful in this course. However, **BA324 is not an easy class**, especially since you are learning new skills which often require that you first *UNlearn* habits. If, at any time, you are struggling with the course, please set up a time to meet with me so that we can come up with a plan of action. I am a resource for you; make a habit of visiting my office hours or checking in with me after class with questions.

The textbook is a valuable and necessary resource for success in BA324. However, I do NOT lecture over the reading; classroom time is usually spent *implementing* lecture material. What this means is **Do Your Reading in Advance**. On the occasions when I lecture, material will come from various places, including the text and any other assigned readings. Please read all assigned readings and complete any assigned exercises **prior** to class so you may effectively and actively participate in class discussions. **You are expected to TAKE NOTES during class**. Instructor PPTs and notes are NOT provided. **Successful students** use resources and follow the 3x3 writing process, including Phase 1: PREWRITING, Phase 2: DRAFTING, and most especially Phase 3: REVISING.

Class Success = Preparation & Participation

You are expected to participate, be prepared, and be professional during class and discussions. What this means is to be active in answering questions, contributing your ideas, completing activities, and reading the assigned chapters.

The following behaviors will be considered evidence of your interest in success:

- An attitude of learning (more so than grade-orientation)
- Attending class and group meetings
- Taking notes during class
- Attending TA office hours
- Completing assignments in preparation for class
- Participating in class discussion and exercises
- Contributing information and ideas that add to the value of the class
- Communicating courteously and respectfully to faculty, staff, guest speakers, and peers
- Encouraging others by asking questions, allowing others to complete their ideas, and responding appropriately
- Use of supportive and critical feedback
- Being honest and ethical (e.g., if you do not know something or have not yet completed an assignment, say so!)

- Behaving consistently with expectations (e.g, be on time, prepared, provide constructive feedback)
- Timely notice about absences to peers and instructor via email
- Limiting side-conversations

Class Success = Following McCombs Classroom Professional Standards

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the undergraduate program experience hinge on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all aspects. The classroom and online experience is enhanced when:

- **Students arrive on time.** On-time arrival ensures that classes can start and finish at the scheduled time. On-time arrival shows respect for both fellow students and faculty, and it enhances learning by reducing distractions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the undergraduate program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual but their peers who count on them, as well.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.

Grading Policies: Total Point Breakdown

Your final grade will be determined based on the following components:

Exams (2) and Quizzes (10)	15 %	150 points
Written Assignments*	45 %	450 points
Oral Presentations *	40%	400 points
Total	100 %	1000 points

*Capstone Final Project – *total value* 30% 300 points
 (This assignment has both an oral and written component that are embedded in the categories above)

NOTE: All grades are posted on Canvas. Grading is based strictly on mastery of the course material.

There is No Curve in this course

Grading Policies: Grading Scale

The following plus/minus scale will be used to determine final course grades in all BA 324 and BA 324H sections (Please note that an 89.9 is still a B+. There is NO rounding up). Asking to change grades or round up a final grade will NOT be tolerated and will result in a deduction from your professional communication grade.

Grade	Cutoff	Standard
A	94%	Excellent
A-	90%	
B+	88%	
B	84%	Good
B-	80%	
C+	78%	
C	74%	Satisfactory
C-	70%	
D	65%	Unsatisfactory
F	>65%	

Required Assignments & Point Values

Exams and Quizzes: 150 pts	Pts
· Exam 1	50
· Exam 2	50
· Mindtap Grammar Quizzes *Successful students complete early	50
Written Communication: 450 pts	Pts
· First Draft – Information Email Assignment	50
· Re-Write - Information Email Assignment	25
· First Draft - Thanks but no Thanks Business Letter	50
· Re-write - Thanks but no Thanks Business Letter	25
· Executive Summary Assignment	100
· Recommendation Letter Request	50
· Capstone Project Work Plan	50
· Capstone Written Report	100
Oral Communication: 400 pts	Pts
· What's My Story Presentation	50
· Impromptu Presentation	25
· Team Teaching Presentations *	50
· Team Teaching Outline (25) & PPT (25)	50
· Ted Talk Presentation	50
· Capstone Group Presentation Grade *	100
· Capstone PPT (25) & Individual Grade (25)	50
· Participation/Professional Communication	25
Total	1000

*All major assignments must be completed to pass this course!

ASSIGNMENT Details

Exams (2 @ 50 pts each)

You will be examined over the textbook material. USE YOUR e-book resources, including study guides, practice quizzes, and student PPTs, to prepare for these multiple-choice, t/f, and fill-in-the-blank 50-question exams.

MindTap Grammar Quizzes: (10 @ 5 pts each)

You will access Grammar Quizzes on Canvas under Modules. I recommend that you take the quizzes as soon as possible and complete all of them in the first few weeks of class, since grammar and format are a large part of grading. You will have THREE attempts at each quiz, but be sure to **NOT** submit until you have taken all three tries to achieve the required 89% for passing. In other words, anything less than an 89% is a zero; 89% or greater scores at 100%. If you have any questions, please contact either your grader or Dr. Barnes.

MindTap Information

See Access Link in Canvas

Writing Assignments:

The following writing assignments follow the 3x3 writing process explained in your text. All assignments are submitted in Canvas. See more details for each assignment in Canvas.

1. **Info Email Assignment.** Email requesting more information from a human resources employee about a job posting you are interested in.
2. **Thanks but No Thanks Rough and Final Drafts.** A professional letter turning down the job you were offered while also leaving open the door for future opportunities with a company of your choice.

3. **Executive Summary Assignment.** Concise yet complete summary of a lengthy article for your busy supervisor.
4. **Capstone Project Plan.** Create a comprehensive, detailed schedule of tasks to complete the Capstone Project.
5. **Capstone Written Reports.** An analytical report (10-15 pages) for a company in crisis. Your team will research the problem and provide recommendations.
6. **Recommendation Letter Request.** Professional letter of recommendation request for your dream job (must use an actual job posting).

Speaking Assignments:

Though spoken, successful students begin the speaking process by WRITING! Consider your audience, purpose, and adapt your message as needed to be effective. Research, organize, and draft a logical outline. Edit, proof, and evaluate your revisions to ensure that your message will be received as intended.

Successful students record themselves during their practice sessions so they are fully prepared for the classroom presentations.

1. **What's My Story** (<2 mins). Sell yourself to future employers and classmates/Share personal story. *Extemp.*
2. **Team Teaching Presentations *** (8-12 mins). In small teams, research and teach classmates about a topic useful in group processes and collaboration. *Extemp.*
3. **Impromptu Presentation** (<2 mins). Be prepared to answer a short prompt with no practice. *Impromptu.*
4. **Capstone Individual Group/Oral Grade.** Teammates and Dr. Barnes will assess your collaboration, interpersonal communication, and participation in the Capstone project. *Extemp.*
5. **Capstone Formal Group Oral Presentation *** (~25 mins). Your team will present findings from the analytical report to the Board of Directors of the company your researched for Capstone. *Extemp.*
6. **Business Ted Talk Presentation** (5 mins) Research and present an informative Ted Talk on an innovation in the business place. *Extemp.*

Plagiarism and Academic Integrity

Using someone else's work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else's work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to ask your instructor (who is already an expert in the discipline) what is appropriate in the context of your assignment. Consultants at The University Writing Center can also help you determine whether you are citing sources correctly—and they have helpful guides online for using direct quotations and paraphrasing. Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.

You can read the University's definition of plagiarism and other forms of academic dishonesty in Sec. 11–402 of the Student Conduct Code. For more information, visit the Dean of Students' site.

Plagiarism and Academic Integrity

Students are not permitted to use artificial intelligence (AI) tools (such as Chat GPT) to generate, edit, or complete any part of their assignments, projects, or exams in this course. All submitted work must be the student's own original effort. Use of AI tools will be considered academic dishonesty and handled accordingly.

CLASSROOM POLICIES

Assignment Progression

All BA 324 assignments are built on one another. What this means is that the assignments will become increasingly difficult during the semester, and you may not master one skill before being introduced to another. The psychology of becoming "unconsciously competent" (knowing your material so well you don't have to think about it) takes time, practice, and correction. Be patient with yourself and do not expect to be good at something you are just learning. I promise you will get lots of feedback this semester to improve your writing and speaking. In other words, EXPECT to be satisfactory (which translates to a C on assignments)!

Assignment Submission/Late Work Policy

Check Canvas for due dates/times. **Late assignments will not be accepted.**

Grade Questions

You are welcome to raise questions about potential data entry or calculation errors with me. If you do not understand the reason that you received a specific grade on any assignment, carefully review all the feedback given. If you would like to

discuss your grade further, wait 24 hours after receiving your grade, but **no more than one week**, and schedule an appointment to discuss grading questions. 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.* Remember that you are a student, learning new skills, and therefore, should not expect to be excellent.

**Should the course teaching assistant initially evaluate the assignment, your first inquiry is with the teaching assistant.

Final Grades

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, my poor GPA, it should be rounded up, etc.) will be perceived as grade grubbing. Lobbying does not demonstrate an audience-centered approach to management and will not be successful. Except for what is listed in the syllabus, no additional assignments or extra credit are offered. To make your desired grade in this course, you must produce consistent work that is of excellent quality 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.

Grades in BA 324 are based on a student’s work in three key content areas: writing, speaking, and exams. 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.

ATTENDANCE

You have two (2) unexcused absences that will not affect your grade. **Unexcused absences cannot be used during any of the final presentations.** Additional unexcused absences will result in a loss of 10 points from the overall score. Excused absences, such as a religious holiday or proper documentation by Student Emergency Services (SES), will not count towards the two unexcused absences given to you.

Speeches can only be completed during the assigned sessions. No additional individual make-up opportunities will be provided. If you must miss an additional class due to a valid excuse, please contact SES and notify your TA and CC your instructor. Students with personal or family emergencies should register their situation with 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.

Be strategic about your absences; don't use them at the beginning of the semester! You'll likely get sick, have priorities in other classes and organizations, or just need a personal day at some point over the next several months.

Late Arrivals

If you arrive 5 minutes after the class has begun, you are considered late. After two late arrivals, you will receive a ten-point deduction from your overall 1000 points (10-points equals one point deduction per late arrival from your final grade...a 90 goes to an 89). For example, if you are late four times, and you have a 91-final grade (910), you will have two points deducted from your final grade, with a new final grade of 89 (your A- will now be a B+). **Bottom line:** be on time.

Communicating Absences to Professor and Team

Regardless of the reason for your absence(s), and especially in the case of group work, notify those impacted by your absence. You are responsible for what you missed and must provide your team with the necessary information to compensate for your absence. *If you have to be absent, use your resources wisely.* Ask your team and other classmates to get information and notes on any information you missed.

Notification Regarding BBA Recruiting Conflicts (from the BBA Career Recruitment Office)

Conflicts occasionally arise between classes and the search for employment. We understand how important the job search process is to you, and McCombs provides many resources in support of career exploration and search. However, UT is first and foremost an educational institution, and your BBA degree will be the credential that certifies your education. As such, education will take precedence whenever such a conflict arises. All companies that recruit at McCombs are informed of this fact. Note that while we do have influence with the companies that recruit at McCombs, not all conflicts can be resolved, and we have little or no influence with companies that do not recruit through the Recruit McCombs system.

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.

STUDENTS' RIGHTS AND RESPONSIBILITIES

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning.
- You have a right to learn in an environment that is welcoming to all people.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

UNIVERSITY RESOURCES FOR STUDENTS

Disability and Access (D & A; formerly Students with Disabilities office): This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. Any student with a documented disability who requires academic accommodation should contact **D&A** as soon as possible to request an official letter outlining authorized accommodations. For more information, visit the D & A website at <http://diversity.utexas.edu/disability/>.

Counseling & Mental Health Services: All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus, and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center: Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slcc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

BeVocal: BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin, all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

CAMPUS SAFETY

Please note the following recommendations regarding emergency evacuation, provided by 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 the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instructions 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. The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security:
512-471- 5767, <http://www.utexas.edu/safety>/
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

TITLE IX reporting: Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence, and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms.

When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](https://titleix.utexas.edu/relevant-policies/) (<https://titleix.utexas.edu/relevant-policies/>).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence, and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must report it. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing,

discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

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

UNIVERSITY POLICIES

Academic Integrity: Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in a previous class), you must cite your sources. Otherwise, you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address:

<https://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

Policy on Scholastic Dishonesty: 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.mccombs.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 Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Q drop policy: If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

OTHER RELEVANT INFORMATION

GENERAL GRADING CRITERIA FOR WRITTEN ASSIGNMENTS

Specific criteria for each assignment describing the nature of the assignment and the purpose of the assignment are found in your assignments on Canvas. Aside from assignment-specific criteria, the TAs or graders and I evaluate your letters, memos, and reports on your ability to:

- write using appropriate formatting;
- write without errors in spelling, mechanics, grammar, and punctuation;
- write clearly, cohesively, emphatically, and concisely, employing Bottom Line on Top;
- write effectively in different situations;
- write tactfully, positively, credibly, interestingly, and without bias;
- write accurately and include all and only relevant content material.

GENERAL GRADING CRITERIA FOR ORAL PRESENTATIONS

To receive a C – SATISFACTORY-- 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 structure, complete with an introduction, body, and conclusion.
9. The speech must be presented extemporaneously.
10. The speech must satisfy specific requirements, such as number of references, formal outline, or use of visual aids.
11. The speaker must use language correctly. No slang or curse words (automatic 10 point deduction)

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 and confidence.

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 be relevant to your audience.
5. Reflect an even greater depth of research.
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.