

## BCOM 4300: Advanced Professional Communications

### Course Information

<i>Course Number/Section</i>	BCOM 4300
<i>Course Title</i>	Advanced Professional Communications
<i>Term</i>	Spring 2024

### Instructor Contact Information

<i>Instructor</i>	Manolo Alvarez, MBA
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<i>Email Address</i>	<a href="mailto:manolo.alvarez@utdallas.edu">manolo.alvarez@utdallas.edu</a> (use this first)
<i>Office Location</i>	JSOM 3.419 (Adjunct Office)
<i>Class Location</i>	BCOM 4300.501 – Tuesdays 700-945pm in ECSW 1.315
<i>MS Teams Office Hours</i>	Upon Request – Online or In-Person before class

### Course Description from the 2021 UTD Catalog

This course focuses on communication as a management and leadership tool and emphasizes communications with a variety of stakeholders within an organization: team members, superiors, direct reports, as well as management of external stakeholders such as clients. Topics include communication theories and communication strategies for leading based on communication skills and strengths, managing conflict, and addressing ethics and destructive leadership communication practices. Prerequisite: BCOM 1300/BCOM 3300 or BCOM 3310 (3-0) S

### Instructor Note:

No doubt you have covered the fundamentals of communication in your BCOM 1300 course. You understand transactional vs. constructive communication, delivering bad news and good news, and managing through crisis. The next step is communication as a leader which you will do in no short time. Perhaps you have already had to take a leadership role in your group projects to date or student organisations.

Have you asked yourself what it means to be a “Leader” though? Perhaps you wonder if leaders are “born” or “made”. Do you consider *yourself* a “Leader”? “Leadership” is a very nebulous concept that popular culture has permeated society with different definitions. Ultimately, this course will aid you in understanding what type of leader **you** want to be and giving you the appropriate knowledge, tools, and experiences to become that type of leader while keeping in mind the moral, legal, and ethical obligations that you will carry in that role.

My teaching philosophy is to aid students in understanding that communication is more than writing a memo or sending an email; it is also essential to effective leadership. The manner I do this is to present students with relevant material ahead of time, ask them to come prepared to discuss, and facilitate the shared learnings they may have encountered. The material presented is engaging, compelling, and a mixture of academic research and current events.

As much as this is my classroom to lead, it is yours to have an active role in. **This is your education.** I welcome two-way dialogue and any feedback you may have on delivery, examples, or content. Though much of the course is fixed, the way I conduct myself in the classroom is not. If there is something shared in class that bothers you, whether it was by me or a fellow student, please let me know. If it was shared by your fellow student, I encourage you to use the concepts and strategies discussed in class to have constructive and productive conversations about it. Life is filled with difficult conversations; might as well get started now (though I hope you don’t have to).

*I look forward to an engaging semester with you.*

## **Background on JSOM BCOM Sequence**

Students will complete two business communication courses:

- BCOM 1300 (freshman students) or BCOM 3300 (transfer students) focuses on skills needed for communicating as a college student, an intern, an employee or a campus leader.
- BCOM 4300 (junior or senior students) focuses on skills needed for communication as a business school graduate, a manager or a professional leader.

## **Student Learning Objectives/Outcomes**

1. Understand communication as a leadership skill that can be developed and be able to apply communication styles and strategies to a variety of scenarios
2. Evaluate the role of leadership communication in organizational culture, organizational change, and conflict resolution
3. Apply communication theories as part of being able to identify best practices in ethical communication, strengths development, emotional intelligence, and interpersonal skills, among other related topics

## **Required Textbooks and Materials**

Introduction to Leadership: Concepts & Practice, 5<sup>th</sup> edition [communication science]. By Peter G. Northouse. This text includes Sage Vantage, an online learning environment with an ebook and learning activities. Vantage is used all semester. Purchase Vantage through the bookstore. **Purchase options (Pick one, most students pick #1):**  
Vantage and Online Book: ISBN: 9781071803615 (hint: use course lookup or search for Northouse); or  
Vantage and Loose-leaf Bundle: Northouse, Introduction to Leadership 5e (Vantage Shipped Access Card) + Northouse, Introduction to Leadership 5e (Loose-leaf). ISBN: 9781071850466.

Grammarly: Access at no additional cost through this link:

<https://jindal.utdallas.edu/student-resources/grammarly-quinnia/>

## Course Point Breakdown & Grade Distributions

Assignment	Assignment Value	Points
<b>Class Activities</b>	<b>22%</b>	<b>220</b>
Vantage Activities	17.3%	173
Vantage Self-Assessments / Skills Identifications	0.8%	8
Application Writing Activity	2%	20
AI ATS Resume & Interview (Quinnia.io)	1.8%	18
<b>Tests (3; 18% each)</b>	<b>54%</b>	<b>540</b>
<b>Group Case Study Project</b>	<b>24%</b>	<b>240</b>
Team Check-In Materials	2%	20
Case Study Report	10%	100
Presentation Expectations/Considerations Quiz	1%	10
Presentation & Visual Aid	10%	100
Self and Group Member Evaluations	1%	10
<b>Total</b>	<b>100%</b>	<b>100</b>
<b>Grading Policy and Scale</b>		
All work should demonstrate the same professional and ethical standards expected of you in the workplace, including proofreading/editing carefully all work you submit in this class. See rubrics for written assignments.		
100-98% = A+	97-94 = A	93-90 = A-
89-87 = B+	86-84 = B	83-80 = B-
79-77 = C+	76-74 = C	73-70 = C- (and so on)

## Assignment Schedule

Assignment	Value (points)	Due Date
Required First Day Survey (in-class)	0	T 1/17
Vantage Chapter 1	13	T 1/23 by 6:30PM
Chapter 1 Self-Assessment	1	T 1/23 by 6:30PM
Vantage Chapter 2	12	T 1/23 by 6:30PM
Chapter 2 Self-Assessment	1	T 1/23 by 6:30PM
Vantage Chapter 3	13	T 1/23 by 6:30PM
Chapter 3 Self-Assessment	1	T 1/23 by 6:30PM
Vantage Chapter 4	12	T 1/30 by 6:30PM
Chapter 4 Self-Assessment	1	T 1/30 by 6:30PM
Vantage Chapter 5	13	T 1/30 by 6:30PM
Chapter 5 Self-Assessment	1	T 1/30 by 6:30PM
Application Activity	20	F 2/10 by 11:59pm
<b>Test 1</b>	<b>180</b>	<b>Student to Schedule: 2/7 – 2/9</b>
Vantage Chapter 6	12	T 2/13 by 6:30PM
Chapter 6 Self-Assessment	1	T 2/13 by 6:30PM
Vantage Chapter 7	12	T 2/13 by 6:30PM
Vantage Chapter 8	12	T 2/20 by 6:30PM
Chapter 8 Self-Assessment	1	T 2/20 by 6:30PM
Vantage Chapter 9	13	T 2/20 by 6:30PM
Vantage Chapter 10	12	T 2/27 by 6:30PM
Vantage Chapter 11	12	T 2/27 by 6:30PM
Chapter 11 Self-Assessment (a&b)	2	T 2/27 by 6:30PM
<b>Test 2</b>	<b>180</b>	<b>Student to Schedule: 3/6 – 3/8</b>
Team Check-In Status Report Doc	20	M 3/18 11:59PM
Optional Mid-Point Survey (in-class)	0	T 3/19
Vantage Chapter 13	12	T 3/26 by 6:30PM
Vantage Chapter 12	13	T 3/26 by 6:30PM
Vantage Chapter 14	12	T 4/2 by 6:30PM
Case Study Report	100	TH 4/4 by 11:59PM
Presentation Expectations Quiz	10	F 4/5 by 11:59PM
Group PowerPoint Deck	100	F 4/12 by 11:59PM
Self & Group Member Evaluations	10	TH 4/23 by 11:59PM
Optional Exit Survey (in-class)	0	T 4/23
AI ATS Quinnicia Resume & Interview	18	F 4/26 by 11:59PM
<b>Test 3</b>	<b>180</b>	<b>Student to Schedule: 4/29 – 5/1</b>

## Tentative Course Schedule & Topics

**Important:** See eLearning homepage for a more detailed schedule with readings, participation activities, and assignments. Students will be informed of any changes via eLearning.

Note: Each lecture class meeting includes case studies and roundtable discussion that depend on having completed the Vantage homework, self-assessments, and readings.

Wk	Agenda	Vantage Chapter	Major Deadlines
<u>1</u> 1/16	<p><b>Lecture 0:</b> Instructor &amp; course introduction, syllabus review, expectation setting.  <b>Skill Boost:</b> Team collaboration and communication</p> <p><b>Lecture 1:</b> Advanced Communication &amp; Influence</p> <ul style="list-style-type: none"> <li>• Essential elements of communication leadership</li> <li>• Approaches and theories of communication</li> <li>• Communication leadership vs. Management</li> </ul> <p><b>Skill Boost:</b> Understanding the post-graduation job search process by analyzing job ads (entry level vs. upper level)</p>	CH 1	<p>Sign up for Vantage, which is due before lectures. See link on eLearning. Vantage homework is due before each class meeting.</p> <p>See eLearning for the Vantage deadline schedule.</p>
<u>2</u> 1/23	<p><b>Lecture 2:</b> Traits &amp; Personal Communication – Self Analysis</p> <ul style="list-style-type: none"> <li>• Communication traits</li> <li>• Traits of successful communicators</li> <li>• Identifying your communication traits</li> <li>• Case Application: Hiring a New Leader</li> </ul> <p><b>Skill Boost:</b> Polishing your resume, Part 1</p> <p><b>Lecture 3:</b> Choosing Your Communication Style</p> <ul style="list-style-type: none"> <li>• Communication in differ types of organizations</li> <li>• Styles of communicating with your boss and as the boss</li> </ul> <p><b>Skill Boost:</b> Considering Careers &amp; Company Culture</p>	CH 2  CH 3	
<u>3</u> 1/30	<p><b>Lecture 4:</b> Getting Stuff Done &amp; Balancing Task, Relationship, &amp; Change Communication</p> <ul style="list-style-type: none"> <li>• Task and relationship styles in communication practices</li> <li>• Research about demographic influences on communication</li> <li>• Change behavior and communication</li> </ul> <p><b>Skill Boost:</b> Writing Messages (email, summary, proposals) - How to tell your boss good/bad/average news</p> <p><b>Lecture 5:</b> Communication Skills &amp; Developing Your Brand</p> <ul style="list-style-type: none"> <li>• Types of communication and leadership skills</li> <li>• Differences between administrative, interpersonal, and conceptual skills</li> <li>• Shifts in communication skills at different hierarchical levels</li> </ul> <p><b>Skill Boost:</b> Polishing Your Resume Part 2: Continuously developing your skills? Then you're continuously updating your resume</p>	CH 4  CH 5	<p>Sign up for test appointment.</p> <p>11:59pm, Friday 2/2: Application Activity due</p>

<p><u>4</u> 2/6</p>	<p><b>Half Day - Test Review Day</b> – Come with questions about material covered to this point.</p> <ul style="list-style-type: none"> <li>We will also cover the “case study” method quickly and share tips for the group project.</li> </ul> <p><b>Test 1 at UTD Testing Center</b></p>		<p>Test 1 Schedule Wednesday – Friday See Testing Center hours</p>
<p><u>5</u> 2/13</p>	<p><b>Lecture 6: Discovering &amp; Communicating Your Strengths</b></p> <ul style="list-style-type: none"> <li>Understanding strengths and traits</li> <li>Communicating to create a positive work environment</li> </ul> <p><b>Skill Boost:</b> Analyzing strengths on your resume and LinkedIn Profile</p> <p><b>Lecture 7: Communicating a Strategic Plan &amp; Persuading Others to Adopt Your Vision</b></p> <ul style="list-style-type: none"> <li>Writing mission and vision statements and strategizing their communication and implementation</li> <li>Speaking and articulating a mission and a vision for a team or an organization</li> </ul> <p><b>Skill Boost:</b> Writing a Vision &amp; Mission Statement (team or personal vision and mission statement for post-graduation job search process)</p>	<p>CH 6  CH 7</p>	
<p><u>6</u> 2/20</p>	<p><b>Lecture 8: Constructive Communication &amp; Climate</b></p> <ul style="list-style-type: none"> <li>Understanding climate, culture, and communication</li> <li>Providing well-communicated feedback</li> <li>Avoiding groupthink through the application of communication practices</li> </ul> <p><b>Skill Boost:</b> Communicating clearly, writing concisely</p> <p><b>Lecture 9: Inclusive Communication: Diversity, Equity, and Inclusion (DEI)</b></p> <ul style="list-style-type: none"> <li>Understanding communication’s relation to diversity, equity, and inclusion</li> <li>Communicating to promote inclusion</li> </ul> <p><b>Skill Boost:</b> Writing a typical business communications email message with bad news</p>	<p>CH 8  CH 9</p>	<p>Sign up for test appointment</p>
<p><u>7</u> 2/27</p>	<p><b>Lecture 10: Listening to Outsiders &amp; Encouraging Team Communication</b></p> <ul style="list-style-type: none"> <li>Understanding how groups form</li> <li>Communicating to create positive relationships with in groups and out groups</li> </ul> <p><b>Skill Boost:</b> Communicating “up” <b>and</b> “down” with a Case Study</p> <p><b>Lecture 11: Conflict Management &amp; Communication + Negotiating Your Position</b></p> <ul style="list-style-type: none"> <li>Understanding the aspects of conflict</li> <li>Defining content, relational, and process conflict</li> <li>Learning conflict resolution styles and communicating to diffuse conflict</li> </ul> <p><b>Skill Boost:</b> Writing an email to manage routine conflict &amp; difficult discussions</p>	<p>CH 10  CH 11</p>	



<p><b><u>12</u></b> 4/2</p>	<p><b>Lecture 14: Destructive Communication</b></p> <ul style="list-style-type: none"> <li>• Noticing and explaining destructive communication</li> <li>• Understanding the factors that play into destructive practices and which followers are most likely to be susceptible</li> <li>• Learning strategies to combat destructive environments, destructive leadership, and destructive communication</li> <li>• Succeeding as a communicator in the face of adversity</li> </ul> <p><b>Skill Boost: Goal Setting for Your Communications &amp; Career</b></p> <p><b>Lecture 15: Course Wrap-Up &amp; Applying Learnings to a Personal Brand Refresh</b></p> <ul style="list-style-type: none"> <li>• What kind of leader do you want to be?</li> <li>• What actions will you take to become that leader?</li> <li>• What roadblocks do you see for yourself as you grow?</li> </ul> <p><b>Skill Boost: Navigating AI ATS in Job Searching</b></p>	<p>CH 14</p>	<p>11:59pm, Thursday 4/4: Group Recommendation Report</p> <p>11:59pm, Friday 4/5: Presentations Expectations Quiz</p>
<p><b><u>13</u></b> 4/9</p>	<p><b>Half Day – Industry Leaders Panel</b></p>		<p>11:59pm, Friday 4/12: Group PowerPoint Deck</p>
<p><b><u>14</u></b> 4/16</p>	<p><b>Students give communication consultancy presentations in class</b></p>		<p>Sign up for test appointment.</p>
<p><b><u>15</u></b> 4/23</p>	<p><b>Students give communication consultancy presentations in class</b></p> <p><b>Test Review Day – Come with questions about material covered to this point.</b></p>		<p>Optional Exit Survey (In-Class)</p> <p>11:59pm, Tuesday 4/23: Submit Self/Group Member Evaluations</p> <p>11:59pm, Friday 4/26: Quinncia Resume &amp; Interview</p>
<p><b><u>16</u></b> 4/30</p>	<p><b>Test 3 at UTD Testing Center</b></p> <p><b>No Class</b> – Grades will be finalized by end of week barring any makeup test takers</p>		<p>Test 3</p> <p>Schedule Monday (4/29) – Wednesday (5/1)</p> <p>See Testing Center hours</p>

# Course Policies

## 1. General

- a. Announcements are made in eLearning or by UTD email.
- b. Office hours are student conference hours for clarification, seeking additional help, or getting advice on assignments or coursework. Assignments can be reviewed during the office hours or after class.
- c. When emailing, students must use UTD email and include a descriptive subject line such as “BCOM 4300.001 Tuesday/Thursday 2 pm Presentation Question.” Emails from non-utdallas.edu emails will not be answered.
- d. Assignments are not reviewed by email. Students can visit bcc.utdallas.edu for writing help or bring assignments to office hours or conference times.
- e. All assignments, quizzes, and projects will be checked for scholastic dishonesty (TurnItIn or other methods). A finding of scholastic dishonesty results in a grade of zero.
- f. **The instructor reserves the right to change the grading policy, the course schedule, and the assignments and change the published grades if there is a miscalculation or dishonesty situation.**
- g. There is no extra credit in any BCOM course. This is a BCOM-wide policy.
- h. Grade Contesting: Email within one week of a grade being posted to request a meeting. Requests to contest a grade after the week are not accepted. Include in this email the concerns or questions. A challenge may result in grades being raised or lowered.

## 2. Assignments

- a. Submit early to avoid technical issues. **Expect and plan for technical issues.** This is the best way to protect yourself from a non-submission event.
- b. Only submitted assignments in eLearning are graded. (“Turn In Assignments Here” folder)
- c. Review rubrics on assignment descriptions for how they are graded. (“Assignments” folder)
- d. **Late Work: Late submission of the final report or presentation file will be docked 1% per hour late** based on when it’s submitted to the Dropbox.
- e. **Late Work: Vantage, peer review, group evaluations, and discussion boards cannot be submitted late.**
- f. You are responsible for making sure TurnItIn assignments are submitted. **You will receive a confirmation email immediately after a TurnItIn submission.** If there is a technical issue where I do not see your assignment, I will ask for the confirmation email as proof of submission. Screenshots of document edit dates will not be accepted as proof.
- g. AI-Generated Writing. Cheating includes using unauthorized materials to attempt or complete an assignment (UTD Student Code of Conduct - source). In general, AI-generated writing should not be represented as your own writing.
  - i. On writing assignments, AI can be used to brainstorm ideas, to create a template, or to edit your work. For example, Grammarly is an AI writing assistant, and we encourage the use of Grammarly to improve your grammar, tone, etc. GrammarlyGO is generative AI, and we encourage the use of GrammarlyGO with prompts like “improve” this paragraph structure or tone for class assignments. For non-graded emails sent to your professor or team, feel free to use GrammarlyGO to write those emails.
  - ii. **Some assignments are expected to be “AI Free” For this course, those assignments include any discussion board responses, Sage Vantage activities, and any Case Study work.** As a writing-intensive course, your ability to write is being assessed. In this course, assignments might also ask you to use and assess AI-generated writing. See the individual assignment instructions.
  - iii. TurnItIn or other methods may be used to detect the use of generative AI, and under rules about due process, referrals may be made in compliance with university policy to the Office of Community Standards and Conduct. Detection of inappropriate use of AI may result in penalties, including a 0 on an assignment.
  - iv. Show your work. Use Google Drive products, signed in, to track edits to your work for all classes.

### 3. Assignment List:

- a. Test 1: Communication Skills and Traits – leadership communication, applying communicating strategies to a variety of situations (SLO 1)
- b. Test 2: Communication Development – strengths, interpersonal skills, and more (SLO 1 & 2)
- c. Test 3: Communication Best Practices – ethics, culture, conflict, and change (SLOs 2 & 3)
- d. Sage Vantage (SLOs, 1, 2 & 3): interactive readings from the Northouse text with knowledge checks and test study material, pass/fail quizzes that predict workplace behavior and identify beliefs and strengths about leadership and communication, and pass/fail videos with short quizzes from current industry leaders and scholars
- e. Application activity: Individual written analysis of leadership communication concepts in a piece of media. Students will post on eLearning discussion board and post replies.
- f. Group status report/check-in: team written document with project timeline, deliverables, and assessment of team function and communication. Written for a manager.
- g. Group case study analysis: team written report from the point of view of a consultancy firm addressing a communication issue in a management situation
- h. Group presentation: team presentation to an imagined board of directors to suggest solutions to a communication issue
- i. Individual review of team presentations: feedback given to other teams on their presentations
- j. Written performance evaluations: completion of a performance review for each team member and a self evaluation to determine communication goals and strengths

### 4. Tests

- a. For Fall 2024, the tests are in the Testing Center. Reserve your seat for each test at the Testing Center by scheduling all tests within the first week of classes, or, for those enrolled after classes begin, within your first week of attendance. The Testing Center requires bookings at least 48 hours before the test. Walk-ins are not allowed. <https://ets.utdallas.edu/testing-center>
- b. **Failure to register for a test will result in an automatic 30 percent deduction.** Please inform your instructor if this situation arises. Note that not taking a test, including during the make-up period, will result in a zero score for that test.
- c. Tests are multiple choice and true/false, each 50-60 questions and each question weighted equally. Tests must be done individually. Collaboration, if proven, will result in a referral to Judicial Affairs.
- d. Each test is 90 minutes and is open note but limited to one sheet of 8 x 11.5 (front and back). The Testing Center will collect the note page when students finish the test. Notes can be typed or handwritten. Bringing in more than one page of notes will typically result in a referral for scholastic dishonesty and potentially a grade of 0 on the test.
- e. In case of medical emergencies, contact the instructor immediately. In this case, makeup tests may be essay and short answer instead of multiple choice and true/false.
- f. If the Testing Center is closed due to an online pivot, all test policies are subject to change to adapt to the modality.

### 5. Class Participation & Attendance

- a. *Participation:*
  - i. Participation is a large part of this course. Though I can appreciate the time is later in the day and many of you may be tired or have outside obligations, I ask that you come to class ready to answer questions, participate with your classmates, and contribute to our shared learning in a constructive manner. Please reduce distractions in the form of your cell phone or non-class related use of your laptop. I promise to do all of the same in return. Your instructor reserves the right to restrict personal technology use as needed.
  - ii. **Any sort of racist/sexist/homophobic/ableist/classist/elitist or other disparaging and hateful attitude is unacceptable in my classroom.**

b. *Attendance:*

- i. **Class attendance is required.** Attendance will be taken by marking a paper at the front of class in the first few minutes of class. Plan to arrive on time to mark yourself present. Research has found that those who miss four or more classes tend to have decreased final grades ([source](#)).
  1. What does “required” mean? It means attendance is a factor in the determination of your final grade in this course. Attending class can only help, not hurt, you.
  2. You are allotted two “freebie” unexcused absences. This means you do not need to notify me of your absence, you will simply miss those days’ lectures and I will make note of it.
  3. For an **unexcused absence** of three or more class sessions, you will incur the following tiered penalty system that gradually gets more deleterious to your grade. The penalty schedule is as follows:
    - a. 1<sup>st</sup> Unexcused Absence = No Penalty (“Freebie”)
    - b. 2<sup>nd</sup> Unexcused Absence = No Penalty (“Freebie”)
    - c. 3<sup>rd</sup> Unexcused Absence = 1.5% Penalty (15-point penalty at end of semester)
    - d. 4<sup>th</sup> Unexcused Absence = 2.0% Penalty (20-point penalty at end of semester)
    - e. 5<sup>th</sup> Unexcused Absence = 2.5% Penalty (25-point penalty at end of semester)
    - f. 6<sup>th</sup> Unexcused Absence = 3.0% Penalty (30-point penalty at end of semester)
    - g. 7<sup>th</sup> Unexcused Absence = 3.5% Penalty (35-point penalty at end of semester)
    - h. 8<sup>th</sup> Unexcused Absence = 4.0% Penalty (40-point penalty at end of semester)
    - i. 9<sup>th</sup> Unexcused Absence = 4.5% Penalty (45-point penalty at end of semester)
    - j. 10<sup>th</sup> Unexcused Absence = 5.0% Penalty (50-point penalty at end of semester)
  4. If you are running late or plan to be late, email me (or teams chat/text is appropriate in this instance) ahead of time to ensure I count your attendance.
  5. If you do miss class, the best way to ensure your positive standing in the course is to email me with a documented excuse. Excused absences are due to university-sponsored events and university-required absences such as COVID-19 quarantines.
  6. Marking someone as present who is not present in class will be construed as scholastic dishonesty and will result in both you and the person you marked being referred to Judicial Affairs.
- ii. If you miss class, whether for an excused or unexcused reason, **I will not record class.**
  1. Instead, you may ask a classmate to record class **audio** for you. I will verify audio only.
  2. Email me ahead of time whom you have asked to record.
  3. By this policy, I will encourage you rely on classmates. Networks, and more importantly, friends are created in this manner. Our mode of instruction is face-to-face and it is shown that learning happens best in that manner. I do, however, understand that life happens, and students will want to ensure they do not miss instruction. I hope to accommodate your educational efforts in this manner.

## 6. Group Assignments

- a. Students will be placed into a group. The group is responsible for determining roles and a work schedule within the project deadlines.
- b. No additional team members will be added if someone drops or is removed or “fired” from the group.
- c. Groups cannot “fire” students without consulting their “supervisor” (the course instructor). The instructor reserves the right to remove or adjust the grade of a non-compliant team member. To request a review of a non-compliant team member, see the assignment sheet for the process.
- d. Students are encouraged to reach out to the instructor with concerns. The goal of teamwork is to improve team communication. Students must learn how to solve team-related problems.
- e. Group project deliverables are listed in section 2 of the syllabus.

### **Tips for Success**

The business communication program helps students to succeed as a communicator now and later. The course has been designed to improve students' communication skills. Students are encouraged to work on assignments sequentially (each assignment builds on the last one). Students also encouraged to:

1. Stay focused. Be proactive in academic studies and add deadlines on your calendar.
2. Be prepared. Read each assignment, follow the study guide, and focus on the class objectives.
3. Be professional. Treat everyone respectfully and fairly. Set high standards for reliability and ethics.
4. Ask for help. Be very active in class, participate in discussions and exercise communication skills.

### **Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

*“As a Comet, I pledge honesty, integrity, and service in all that I do.”*

### **Need additional coaching or advice? Use these JSOM-only resources**

1. Document and Presentation Coaching? See Business Communication Center.  
<https://jindal.utdallas.edu/student-resources/business-communication-center/>
2. Internship and Job Searching? See JSOM Career Management Center (CMC) The CMC (JSOM 12.110 offers career coaching, resume and cover-letter critiques, mock interviews, etc.  
<http://jindal.utdallas.edu/career-management-center/>

### **Academic Support Resources**

The information contained in the [Academic Support Resources](#) lists the University's academic support resources for all students. The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the instructor.*

*Any edits made will be documented below this line:*

•