

## Course Syllabus

**Course Number:** BCOM 4350.004  
**Title:** Advanced Business Communication  
**Term:** Fall 2016  
**Room:** JSOM 2.901, Mondays and Wednesdays 11:30 a.m.-12:45 p.m.

### Contact Information

**Instructor:** Margaret Garnett Smallwood, MBA, Senior Lecturer II  
**Office Location:** JSOM 4.428 (4<sup>th</sup> floor, JSOM)  
**Office Hours:** Mondays and Wednesdays 2:30 p.m.- 4 p.m. or by appointment  
**Office Phone:** 972 883-5985  
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Email (Please use your UTD student email to email me):

[Margaret.smallwood@utdallas.edu](mailto:Margaret.smallwood@utdallas.edu)

**Contacting me:** The best way to reach me is by email or to leave a message on my cell phone. If your message is urgent, please say so and I will try to return it earlier. If you email me, please send the email using your UTD student email. The subject line must include your course name, number and section. This is for privacy reasons.

I have tried a number of methods to get students to focus and not use their cell phones, tablets or laptops in class, none of which have effective. Unfortunately, it's been necessary to adopt a strict no device policy. Devices are not permitted in class unless they are being used for class assignments or research. The first time you use your device in class for a non-class related reason, I will politely ask you to stop. The second time you use your device in class, I will ask you to step out of the class for the rest of the class period. The third time you use your device in class, you will be counted as absent for that day and any assignments turned in that day will be considered late. If you have an unusual or an emergency one-time situation where you must be available to be contacted by phone during class, please speak to me before class. **This policy will be enforced.**

### My Background:

I joined UTD in Fall 2013 on a full-time basis as a senior lecturer after working here as an adjunct since 2011. I have an extensive background in business and communications, having most recently worked as an assistant vice president for Chase and Bank of America (at separate times). My previous experience includes working as a journalist, public relations professional, technical writer, and marketing/communications executive at companies in financial services, high technology and healthcare industries. I also have entrepreneurial experience, from owning and managing a high-tech marketing/consulting firm for more than 10 years. I received my bachelor's of arts in communications studies from the University of California at Santa Barbara, and my MBA from UTD in August 2010. The emphasis of my MBA was international management and marketing. Before joining UTD as an adjunct in 2011, I taught at the Dallas County Community Colleges. On a personal note, I chose to make the transition from the corporate world to the university for one reason: I love teaching at UTD.

**Course Prerequisites, Co-requisites, and/or Other Restrictions:**

BCOM3310 or BCOM3311 and (MATH 1326 or MATH 2414 or MATH 2419).

**Course Description:**

This course builds on BCOM 3311/3310 by helping students work towards mastery of three critical communication competencies: business speaking, professional use of social media/technology in and for work, and the professional online presence. Students will gain experience engaging in many different kinds of oral communication for business, both individually and in teams.

**Student Learning Objectives/Outcomes:**

Students will master multi-media career development and job preparedness by creating a POP website. Students will master the ability to construct intra-firm communication documents by constructing an executive summary.

Students will master the ability to construct effective presentations for key external stakeholders by constructing a Senior Showcase presentation.

**Required Textbook and Materials:**

The required book is *Guide to Presentations*, 4<sup>th</sup> edition, by Lynne Russell and Mary Munter.

The required book can be found here: <http://goo.gl/54UsT> (You may purchase the hard copy at the UTD bookstore or rent the ebook.)

Each student will also be required to create a Google account, if you don't already have one. This is so you can upload your video introduction to YouTube. You can do this here:

<https://accounts.google.com/SignUp>

You will also need:

- Access to the Internet
- Access especially to eLearning on a daily basis
- Access to your UT Dallas email on a daily basis
- An easily accessible printer.

**Late Work, Missed Assignments and Extra Credit:**

You should expect to work hard in this course. Like all of your other JSOM courses, this is a rigorous class.

I am happy to review your assignments before they are due. I strongly encourage you to come by my office during my office hours or make an appointment with me if you are not available during my office hours. That will give me time to review the assignment and give you feedback, and give you time to make revisions.

You must submit ALL writing assignments in order to pass this course. Part of this class is learning to deliver writing assignments on time. All assignments need to be turned in at the beginning of class on the due date in hard copy (printed). No email assignments will be accepted. If you cannot be in class to turn in an assignment, turn the assignment in by class time on due date by slipping it under my office door. **I will not accept assignments that are emailed to me or that are late. All deadlines for submissions are clearly defined; therefore, no assignments or projects will be accepted late for any reason.**

I do not curve individual items, nor do I offer “extra credit” work or “special circumstances” to allow individual students a chance to raise their grade.

I strongly encourage you to come talk to me, email me, or text me if you have any questions or comments about any assignment or anything at all to do with this class. If a personal situation arises during the semester that may affect your classroom performance, please talk to me sooner rather than later. If you wait until the end of the semester, I won't be able to help you. I can work with you more effectively if you speak to me when the situation arises. I want to help you succeed but this is a challenging course.

**Assignments:**

75 pts – Small Talk Journal (3 entries/25pts each)

75 pts – Small Talk Reflection

50 pts—Video Introduction Script

100 pts—Video Introduction on YouTube

50 pts-- Project Revision

100 pts – Team Current Event or Workplace Situation Presentation

50 pts – Executive Summary of Reading (individual assignment). Due on day your team gives its group reading presentation

115 pts – Group Reading Presentation—Read your assigned chapter or outside reading and create a presentation on a topic that interests Millennials and that applies the chapter or reading information. This is not a presentation on the chapter or reading itself.

125 pts – Professional Online Portfolio (aka POP) , includes required update.

125 pts – JSOM Senior Showcase preso/Present Portfolio to class as a Senior Design Project

10 pts—In-class quizzes Chapters 5 and 6 (each quiz worth 5 pts)

50 pts - Participation based on team evaluations of Group Reading Presentation and Current Event Presentation (25 possible points for each presentation for a total of 50 possible points)

**875 possible points**

**Extra Credit: Any extra credit points will be offered to the entire class and will not be part of the 875 normal course points for the semester.**

**Team Evaluation Participation Points (50 points):**

Your teammates will complete an evaluation of your involvement in the Group Reading Presentation and Current Event Presentation. You will receive the full 50 points if each member of your team says you fully contributed (25 points per assignment). If you do not fully contribute, you will receive no points or a prorated number of points.

**Grading Policy:**

All work should also demonstrate the same professional and ethical standards expected of you in the workplace, including proofreading and editing carefully all work you submit in this class. Professionalism also means that you use appropriate source citation wherever and whenever necessary so that you avoid violations of copyright and academic honesty – even if those violations are inadvertent. By internalizing these skills now, you will give yourself an advantage as you head into the work place – not to mention keeping yourself out of trouble in school.

*Grading Scale*

I grade according to the grading scale:  
A+: 98 and above: 808 points and above  
A: 94-97.99- 775 points to 807 points  
A-: 90-93.99 – 742 points to 774 points  
Any decimals will be rounded up or down according to standard rounding practice.  
The B and C scales follow along the same lines.

### *Handwritten Assignments*

**Do not turn in handwritten assignments. If you submit a handwritten assignment, you will receive no credit for the assignment.**

### **Help with the Course:**

As I mentioned, I am happy to review your assignments with you before they are due. You are also strongly encouraged to use the BCC located in the JSOM New Addition 12.106. Visit <http://jindal.utdallas.edu/student-resources/business-communication-center/> to make an appointment, find resources for business writing, learn how to use APA to cite materials in your writing, find out how to check out a video camera, and learn how to strengthen your speaking and PowerPoint design. Keep in mind that there can be a wait when major assignments are due. Planning ahead and making an appointment will help you make more effective use of your time. **The BCC is a wonderful resource for JSOM students that I urge you to use.**

### **Attendance:**

I take attendance and I take it seriously. Attending class is like coming to work; it's required and expected. You are expected to attend each class, but life happens. You get three free absences. After that, attendance will affect your grade in that each additional, unexcused absence will result in 10 points off your final grade. It is your responsibility to make sure you are counted present in each class. An assignment sheet will be passed around during each class. Do not sign in a friend who is not present.

**However, if you miss a day identified on the syllabus as a mandatory attendance day, 40 points will be taken off your final point total for the course.**

### **UT Dallas Syllabus Policies and Procedures:**

Please use the following permanent address to read University policies and procedures concerning syllabi. <http://go.utdallas.edu/syllabus-policies>. Some of the policies and procedures are listed here as well.

### *Sharing Confidential Information*

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious

advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

## Campus Carry

The University's concealed handgun policy is posted on the campus carry website: <https://www.utdallas.edu/campuscarry/>

## Technical Support

If you experience any issues with your UT Dallas account, contact the UT Dallas Office of Information Technology Help Desk: [assist@utdallas.edu](mailto:assist@utdallas.edu) or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Helpdesk: <http://www.utdallas.edu/elearning/eLearningHelpdesk.html>.

## Field Trip Policies, Off-Campus Instruction and Course Activities

Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to *Texas Education Code*, Section 51.950, can be accessed at the UT Dallas Policy Navigator, <http://policy.utdallas.edu/utdbp3023>, and at <http://www.utdallas.edu/administration/insurance/travel>. Additional information is available from the office of the school dean.

## Student Conduct and Discipline

The University of Texas System (Regents' Rule 50101) and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas online catalogs (<http://catalog.utdallas.edu>).

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Code of Conduct, UTDSP5003 (<http://policy.utdallas.edu/utdsp5003>). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at <https://www.utdallas.edu/conduct/>.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

**Academic Dishonesty:** Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <https://www.utdallas.edu/conduct/dishonesty/>.

### Copyright Notice

It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at <http://policy.utdallas.edu/utdpp1043>) and the UT System's policy, UTS107 at <http://www.utsystem.edu/board-of-regents/policy-library/policies/uts107-use-copyrighted-materials>.

### Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a

free email account that is to be used in all communication with university personnel. The Office of Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <http://netid.utdallas.edu>.

### Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

### Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (<http://www.utdallas.edu/calendar>) and in the Academic Calendar (<http://www.utdallas.edu/academiccalendar>). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Office of Community Standards and Conduct request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

### AccessAbility Services

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with your professor and allow one week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, SSB 3.200. They can be reached by phone at 972-883-2098, or by email at [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu).

### Resources to Help You Succeed

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentssuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic

disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Math Lab** gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The **Peer Tutoring** program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through a potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

**Supplemental Instruction (SI)** provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

**Success Coaches** are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to [ssc@utdallas.edu](mailto:ssc@utdallas.edu).

### Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the



absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of *Texas Education Code 51.911(b)*, and the student and instructor will abide by the decision of the chief executive officer or designee.

**Schedule subject to change at professor's discretion.**

### **Advanced Business Communications Fall 16 Course Schedule**

<b>Date/Theme</b>	<b>What's Happening in Class</b>
<b>Mon., 8/22—Welcome!</b>	<ul style="list-style-type: none"> <li>• Introduction, review syllabus</li> <li>• Go over Team Current Event or Workplace Situation assignment</li> <li>• Watch Ted Talks video “Juan Enriquez: Your online life, permanent as a tattoo” in class</li> <li>• Questions, goals, expectations for class</li> </ul>
<b>Wed., 8/24</b>	<ul style="list-style-type: none"> <li>• Review Group Presentation Assignment guidelines</li> <li>• Watch Amy Cuddy Ted Talk</li> <li>• Review Small Talk assignments</li> <li>• <b>All students: Read Chapters 5 and 6 of the book for guidelines on how to create and deliver presentations fore quizzes on 8/29</b></li> </ul>
<b>Mon., 8/29</b>	<ul style="list-style-type: none"> <li>• <b>Read Chapters 5 and 6 of book before class</b></li> <li>• Take in-class quizzes on Chapters 5 and 6 of book</li> <li>• Class get-acquainted event</li> <li>• Form groups of four (9 groups total)</li> </ul>
<b>Wed., 8/31</b>	<ul style="list-style-type: none"> <li>• Form groups for Chapter Presentations and Articles Presentations (start 10/3) and Current Event/Workplace Situation Presentations (start 9/12)—9 groups total, 4 people per group</li> <li>• Assign groups Chapter Presentation and Article Presentations assignments</li> <li>• Assign Current Event presentation dates for groups</li> <li>• View YouTube video in class: “Presentation Tip-Use Your Voice More Effectively”</li> </ul>
<b>Mon., 9/5 No school due to Labor Day Holiday. Enjoy the holiday!</b>	
<b>Wed., 9/7</b>	<ul style="list-style-type: none"> <li>• <b>First Small Talk Journal Assignment due in hard copy at beginning of class</b></li> <li>• Go over Portfolio Assignment and Personal Pitch video assignments</li> <li>• Group in majors and watch POP advice videos from program</li> </ul>

	<p>directors</p> <ul style="list-style-type: none"> <li>• Review Revision Assignment</li> <li>• Watch Ted Talk video on Silver Spoons vs. Scrappers</li> </ul>
<b>Mon., 9/12</b>	<ul style="list-style-type: none"> <li>• Team 9 presents Current Event or Workplace Situation; team leads class discussion</li> <li>• View video on “Active Listening Exercises”</li> <li>• View TedTalk video “5 Ways to Listen Better”</li> <li>• Listening exercise in class</li> </ul>
<b>Wed., 9/14</b>	<ul style="list-style-type: none"> <li>• <b>Revision Assignment due in hard copy at beginning of class</b></li> <li>• Team 8 presents Current Event or Workplace Situation; team leads class discussion</li> <li>• Team 7 presents Current Event or Workplace Situation; team leads class discussion</li> <li>• Group work and/or portfolio development/Senior Design presentation after presentations are completed</li> </ul>
<b>Mon., 9/19</b>	<ul style="list-style-type: none"> <li>• Team 6 presents Current Event or Workplace Situation; team leads class discussion</li> <li>• Team 5 presents Current Event or Workplace Situation; team leads class discussion</li> <li>• In-class work on POPs and videos</li> <li>• Select POP partner</li> </ul>
<b>Wed., 9/21</b>	<ul style="list-style-type: none"> <li>• <b>Small Talk Journal Assignment #2 due in hard copy at beginning of class</b></li> <li>• Team 4 presents Current Event or Workplace Situation; team leads class discussion</li> <li>• Review video intro assignment</li> <li>• In-class work on POPs and videos</li> <li>• Select POP partner</li> </ul>
<b>Mon., 9/26</b>	<ul style="list-style-type: none"> <li>• Team 3 presents Current Event or Workplace Situation; team leads class discussion</li> <li>• Early POP check: Show professor work on portfolio so far</li> <li>• Group work and/or portfolio development/Senior Design presentation</li> </ul>
<b>Wed., 9/28</b>	<ul style="list-style-type: none"> <li>• <b>Video Script due in hard copy at beginning of class</b></li> <li>• Team 2 presents Current Event or Workplace Situation; team leads class discussion</li> <li>• Team 1 presents Current Event or Workplace Situation; team leads class discussion—Last Current Event</li> </ul>
<b>Mon., 10/3</b>	<ul style="list-style-type: none"> <li>• Midpoint portfolio check: Show professor work on POP so far: Last names beginning with A-F</li> <li>• Group Reading Presentations start: Team 9 presents on serious topic of their choosing (of interest to Millennials) that puts into practice material from Chapter 5—This is not a presentation on Chapter 5 itself</li> <li>• Students discuss content and evaluate group’s presentation—identify and express areas of improvement and strengths; Q&amp;A</li> </ul>
<b>Wed., 10/5</b>	<ul style="list-style-type: none"> <li>• Team 8 presents on serious topic of their choosing (of interest to</li> </ul>

	<p>Millennials) that puts into practice material from Chapter 6—This is not a presentation on Chapter 6 itself</p> <ul style="list-style-type: none"> <li>• Students discuss content and evaluate group’s presentation—identify and express areas of improvement and strengths; Q&amp;A</li> <li>• Midpoint portfolio check: Show professor work on POP so far: Last names beginning with G-J</li> </ul>
<b>Mon., 10/10</b>	<ul style="list-style-type: none"> <li>• Team 7 presents on topic of their choosing (of interest to Millennials) that puts into practice material from Chapter 1—This is not a presentation on Chapter 1 itself</li> <li>• Students discuss content and evaluate group’s presentation—identify and express areas of improvement and strengths; Q&amp;A</li> <li>• Midpoint portfolio check: Show professor work on POP so far: Last names beginning with K-N</li> </ul>
<b>Wed., 10/12</b>	<ul style="list-style-type: none"> <li>• <b>Video Introductions due by 10 a.m. (upload to Google drive doc)</b></li> <li>• Team 6 presents on topic of their choosing (of interest to Millennials) that puts into practice material from Chapter 2—This is not a presentation on Chapter 2 itself</li> <li>• Students discuss content and evaluate group’s presentation—identify and express areas of improvement and strengths; Q&amp;A</li> <li>• Midpoint portfolio check: Show professor work on POP so far; Last names beginning with O-R</li> </ul>
<b>Mon., 10/17</b>	<ul style="list-style-type: none"> <li>• <b>Small Talk #3 due in hard copy at beginning of class</b></li> <li>• Team 5 presents on serious topic of their choosing (of interest to Millennials) that puts into practice material from Chapter 3—This is not a presentation on Chapter 3 itself</li> <li>• Students discuss content and evaluate group’s presentation—identify and express areas of improvement and strengths; Q&amp;A</li> <li>• Midpoint portfolio check: Show professor work on portfolio so far; Last names beginning with S-V</li> </ul>
<b>Wed., 10/19</b>	<ul style="list-style-type: none"> <li>• Team 4 presents on serious topic of their choosing (of interest to Millennials) that puts into practice material from Chapter 4—This is not a presentation on Chapter 4 itself</li> <li>• Students discuss content and evaluate group’s presentation—identify and express areas of improvement and strengths; Q&amp;A</li> <li>• Midpoint portfolio check: Show professor work on portfolio so far; Last names beginning with W-Z</li> </ul>
<b>Mon., 10/24—</b>	<ul style="list-style-type: none"> <li>• <b>Due in class: Written report for professor of status of POP including software selection, three (minimum) work samples, two interests and other updates</b></li> <li>• Team 3 presents on topic of their choosing (of interest to Millennials) that puts into practice material from Amy Cuddy article and “Bosses Say Pick Up the Phone” articles in eLearning. This is not a presentation on the readings themselves.</li> <li>• Students discuss content and evaluate group’s presentation, identify and express areas of improvement and strengths; Q&amp;A</li> </ul>
<b>Wed., 10/26-- No class. I am presenting</b>	<ul style="list-style-type: none"> <li>• <b>Work on POPs or team presentations</b></li> </ul>

<b>at a conference</b>	
<b>Mon., 10/31</b>	<ul style="list-style-type: none"> <li>• Team 2 presents on topic of their choosing (of interest to Millennials) that puts into practice material from Tom Peters and Four Social Styles articles in eLearning. This is not a presentation on the readings themselves.</li> <li>• Students discuss content and evaluate group's presentation—identify and express areas of improvement and strengths; Q&amp;A</li> <li>• Watch “New Way to Work” Ted Talk</li> </ul>
<b>Wed., 11/2</b>	<ul style="list-style-type: none"> <li>• <b>Small Talk Reflection due in hard copy at beginning of class</b></li> <li>• Team 1 presents on topic of their choosing (of interest to Millennials) that puts into practice material from NonVerbal Communications article in eLearning. This is not a presentation on the reading itself.</li> <li>• Students discuss content and evaluate group's presentation—identify and express areas of improvement and strengths; Q&amp;A</li> <li>• POP presentation help in class</li> </ul>
<b>Mon., 11/7</b>	<ul style="list-style-type: none"> <li>• POP and POP presentation work session</li> <li>• Professor will review POPs and POP presentations in class</li> <li>• Class attendance still required, not optional</li> </ul>
<b>Wed., 11/9</b>	<p><b>Professional Online Portfolios due by 10 a.m. (upload to Google drive)</b></p> <ul style="list-style-type: none"> <li>• Watch POP presentations from previous semesters in class</li> <li>• POP presentation help in class</li> </ul>
<b>Mon., 11/14</b>	<b>No class. Come to class for help with POP presentations (voluntary)</b>
<b>Wed., 11/16</b>	<b>No class so that I can give feedback to all of you on your POPs.</b>
<b>Week of 11/21 No class due to Thanksgiving and Fall Break. Enjoy!</b>	
<b>Mon., 11/27 – POP Portfolio Presentations</b>	<b>Mandatory Attendance: Senior Design Portfolio Presentations</b>
<b>Wed., 11/29 – POP Portfolio Presentations</b>	<b>Mandatory Attendance: Senior Design Portfolio Presentations</b> <b>Last day of class</b>