



Fermanian School of Business  
BUS 3013: Business Communication  
Spring 2026  
3 Units

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January 12, 2026

## MEMORANDUM

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**TO:** PLNU Business Students

**FROM:** Dr. Kim Hogelucht, Professor

**DATE:** January 12, 2026

**SUBJECT:** Business Communication Course

Welcome to Business 3013! This syllabus provides you with important information about this course, including behavioral expectations, grading expectations, assignment descriptions, and a course schedule. This syllabus utilizes a common informational report format. Please ask questions about anything that is unclear. To ensure your success in this course, you must read and understand what will be expected of you this semester. Please note that the scheduled class time is Mon. & Wed. from 1:30 p.m. – 2:45 p.m. in FSB 103. The final for this course is scheduled from 1:30 p.m. – 4:00 p.m. on Friday, May 8, 2026.

Contact Information:

- Office: Fermanian School of Business, Room 123
- Office hours are on Wednesdays from 12:20 p.m. – 1:20 p.m. or by appointment.
- E-mail: [khogeluc@pointloma.edu](mailto:khogeluc@pointloma.edu)
- Cell Phone: 858.349.6831

I am excited to help you develop your professional communication skills, so you may stand out in the job search process and within the business world. I look forward to working with you this semester!

## EXECUTIVE SUMMARY SPRING BUSINESS 3013 COURSE SYLLABUS

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### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### Fermanian School of Business Values & Mission

##### Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

#### Course Description

With an emphasis on speaking and writing in the business field, this course is designed to help students improve and polish their professional communication skills in the workplace. In this course, students learn the skills needed to secure employment and communicate effectively in a professional business setting. Specifically, students learn to create an impressive resume, write and deliver various professional reports, effectively interview for employment, compose professional routine and persuasive letters, conduct informational interviews, and create professional portfolios. Students exit the course with the professional communication skills needed to stand out in the business world and in the job search process.

#### BIG Ideas

- ✓ Students understand how to tap into a new career field of interest.
- ✓ Students understand how to leverage themselves as a brand by portraying their own strengths on paper, in person, and online.
- ✓ Students are prepared to help peers prepare for job search (i.e. assist with resume writing).
- ✓ Understand and develop necessary communication skills for professional settings.



#### FSB Program Learning Outcomes (PLOs):

1. Demonstrate general knowledge of theories and practices in the core areas of business.
2. Critically analyze and apply business knowledge to solve complex business situations.
3. Demonstrate effective business communication through both written and verbal means.
4. Formulate decisions informed by ethical attitudes and values.
5. Collaborate effectively in teams.

#### BUS. 3013 Course Learning Outcomes (CLOs):

As a member of this class, you will be able to:

1. Create and deliver a professional presentation (PLO 3).
2. Conduct informational and mock interviews with business professionals as preparation for the job search process (PLO 3).
3. Identify and prepare various professional business communication (PLO 3).
4. Collaborate with a team to analyze an ethical dilemma and write a recommendation using proper APA format (PLO 3 & 5).
5. Compose and present individual mission, vision, values and goals informed by ethical values (PLO 4).

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## SPRING BUS 3013 COURSE SYLLABUS INTRODUCTION

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Understanding this syllabus is vital to your success in the course. The following sections list the required materials, terms and conditions, course assignments and grading, and a class schedule.

### MATERIALS

Please purchase the required materials listed below:

- 1) Hogelucht, K. (2021). *The Art of Resume Writing, Interviewing, and Networking* (2nd Ed.) San Bernardino, CA. ISBN-13: 979-8528022628
- 2) Clifton Strengths Assessment (aka, Strengths Finder): <https://store.gallup.com/p/en-us/10108/top-5-cliftonstrengths>

You will have free access to:

- 1) Hosmer, L. R. T. (2008). *The Ethics of Management* (6<sup>th</sup> Ed). McGraw-Hill Irwin. ISBN: 978-0073405032 \*Book is out of print – \*PLNU students have free access.

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about **LomaBooks**, please go: [HERE](#)*

### POLICIES, TERMS AND CONDITIONS

All students are expected to adhere to the following terms and conditions throughout the duration of this course. Please agree to the “Acceptance of Terms and Conditions Agreement” via Canvas.

**Classroom Environment.** Respect for the person who is speaking in the front of the class is to be maintained at all times. Laptops and cell phones should be shut off and put away for the duration of the class period (unless otherwise instructed). If any distracting behavior is noted during class lectures, discussions, or presentations, the student will be contacted by the instructor. The second warning will result in either the student being asked to leave (which would count as an absence for the day) or the loss of the student’s participation points. If the instructor suspects any cheating on an assignment and/or exam, the student will receive a zero for that exam/assignment and reported to the Vice-Provost. Critical to a class such as this, where classmates are disclosing their own visions, values, goals, and skills, is an environment of trust and respect.

**Assignments.** No late assignments are accepted. All work is due at the **beginning** of the class period in Canvas (unless otherwise instructed). Points will be deducted if turned in late in the class period. Failure to turn in work during class period in which it is due will receive a zero. Work is to be typed in a Times New Roman 11 or 12 point font size with 1 inch margins. Please use spell check and proofread all assignments. Incompletes will only be assigned in extremely unusual circumstances.

**Attendance.** Regular and punctual attendance at all class sessions is considered essential for optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

**Use of Technology.** In order to be successful in your course, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use for any online or hybrid classes. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

**PLNU Recording Notification.** In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

**Spiritual Care.** Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

**PLNU Academic Accommodations Policy.** PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors can view a student's approved accommodations through Accommodate. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes. \*Students who need accommodations for a disability should contact the EAC as early as possible (i.e. prior to semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

**Language and Belonging.** Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language avoids using stereotypes or terminology that demean persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful language is important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. If you (or someone else) have experienced other forms of discrimination, please refer to reporting and resources at [www.pointloma.edu/nondiscrimination](http://www.pointloma.edu/nondiscrimination).

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**PLNU Academic Honesty Policy.** Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when, in reality, they are the result of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, not receive credit for the course. Please see [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information. Protect yourself from being suspected of plagiarism by citing ideas and exact words you’ve taken from other sources properly. Always include a Reference Page when sources are cited. Furthermore, always do your own work. APA citing format will be required in Bus. 3013.

**Artificial Intelligence (AI) Policy.** You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas; however, you are NOT allowed to use AI tools to generate content (text, video, audio, images) that will be included or quoted in any work submitted for this course. If you have any doubt about using AI, please gain permission from the instructor.

**PLNU Copyright Policy.** Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

**Sexual Misconduct and Discrimination.** In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix). If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

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**Loma Writing Center.** The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- **Appointment Calendar:** <https://plnu.mywconline.com/>
- **Website:** <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- **Email:** [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

**Final Exam Policy.** Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Class Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. Unless this is your situation, no requests for alternative final examinations will be granted.

**Course Credit Hour Information.** In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

**Grade Scale. Based on a +/- scale.**

<b>A</b>	<b>604-650</b>	<b>D+</b>	<b>435-454</b>
<b>A-</b>	<b>585-603</b>	<b>D</b>	<b>409-434</b>
<b>B+</b>	<b>565-584</b>	<b>D-</b>	<b>390-408</b>
<b>B</b>	<b>539-564</b>	<b>F</b>	<b>389 and below</b>
<b>B-</b>	<b>520-538</b>		
<b>C+</b>	<b>500-519</b>		
<b>C</b>	<b>474-499</b>		
<b>C-</b>	<b>455-473</b>		

**Course Assignments and Grading.** The following is a list of course assignments.

<b><u>Assignment</u></b>	<b><u>Points Possible</u></b>	
1 <sup>st</sup> Day Check-In/Course Agreement	5	
Academic Honesty Verification	5	
Research Article & Connection to Survey Finding	10	
Committee Simulation	15	
Mission, Vision, Values, and Goals Paper/Presentation	30	
Resume Draft Workshop	15	
Midterm Exam	100	
Resume Assignment (5 parts)	100	
Informational Interview Paperwork/Presentation	100	
APA Activity	10	
LinkedIn Activity	20	
Clifton Strengths Assessment & Coaching Session	30	
Ethical Dilemma	50	
Interview Impromptu	10	
Mock Interview	50	
Website	50	
Class Participation (attitude, attendance, and engagement)	50	Total = 650 pts. Possible

## **DESCRIPTION OF COURSE ASSIGNMENTS**

**Informational Interview Package (100 pts. – Rubric included in Canvas)** This written assignment designed to help you gain valuable information about your future career. This could possibly be one of the most meaningful assignments you do in your college career (I've heard this from so many students). Contacts made through this assignment could lead to an internship and/or future job.

The informational interview assignment involves **four parts**:

1. **Locate interviewees/schedule interviews. Start on this right away, today.** Schedule an interview with TWO professionals who are currently employed in the industry/profession you think you would ideally like to pursue. Shoot for the stars with this assignment. You may not interview close friends, family members, PLNU employees, or current employers (these are all fairly easy access for you/ you should do these interviews outside of this assignment). Instead, research your field and shoot for the top in your field. Students in the past have used the directory of PLNU contacts/alumni as a resource (I will give this to you), friends' parents and parents' friends, yellow pages, and lastly some students went directly to the organization they were interested in to inquire about a possible informational interview. While it is preferred that you conduct these in-person, in light of many hybrid work situations, these can be done by phone, zoom, or Google Hangouts.
2. **Conduct the interviews.** Conduct the two 20 – minute interviews in person (preferably at the professionals' workplaces) or by phone, Google hangouts, Zoom, or socially-distanced at the professionals' workplaces. Avoid meeting at unusual settings and at late hours. Check with me if you are questioning anything. Approach these interviews as if you were applying for a job. Consider carefully the image you want to project in both dress and style. Always lean toward the conservative side in dress.
3. **On March 30th, all class members are required to turn in the following (you will do this in Canvas):**
  - a. **One typed page (double-spaced) with three paragraphs highlighting:**
    - 1) How your career goal is clearer, has changed or been adapted because of what you learned from this assignment.
    - 2) What you learned about the process of conducting an interview?
    - 3) Advice you would give students doing this assignment in the future
  - b. **One copy of each of the thank you letters you e-mailed or sent to interviewees and a copy of the addressed, stamped envelope to each interviewee (if mailed through post office).** Each thank you should be different in that you should highlight something specific you learned from each person. You may type or write these. If you write them, make sure your writing is legible.
  - c. **Typed Contact Information for Each Professional (Name, Job title, Company, phone, and email) or business card.** With two notes made: 1) Are they on our "list" and 2) Can we add them to our "list" for future students to contact for an informational interview.
4. **Professional PowerPoint (DUE at the START of Class on Your Assigned Presentation Day).** The last part of the assignment involves the creation of an Informative PowerPoint about the industry or field you researched. The format for the Power Point is as follows:

#### **Informational Interview Presentation Video Format**

- I. **Introduction** (*Recommended 1 slide for each part of intro.*)
  - A. Attention-getter (interesting story, rhetorical question, etc.)
  - B. Area you are interested in/ career field
  - C. Preview of points covered in body (for each interview, mention name, title, and lesson learned from each person/ keep this brief as you'll go into detail in the body
- II. **Body** (*Recommended 3-4 slides for each interview—highlighting 4 parts*)
  - A. Career field/occupation #1
    1. Name of person interviewed
      - a. Job title
      - b. Rationale for Choosing Person

- c. How did you discover this professional (list, FBFI, parent’s friend, friend’s parent, website, went to business)
  - 2. Company
    - a. background information on company
    - b. description of workplace (describe the environment, decorations, attire, lighting, workspace—open or cubicles)
  - 3. Position Details
    - a. Describe briefly the skills needed for the position
    - b. Explain the job responsibilities of professional.
  - 4. Highlight one lesson you learned about this career field or position from your informational interview
    - a. State lesson clearly, i.e. “Every day is different”
    - b. Tell detailed/specific story to support lesson  
(\*You must dig deeper in the interview to get them to tell you these interesting stories, i.e. Tell me specifically how today is different from yesterday; what did you do each day?)
  - 5. Assessment
    - a. Would you want to work for this company? Why or why not?
    - b. Could you see yourself happy in this position? Why or why not? If yes, what are your next steps to make this a reality?
- B. Career Field/Occupation #2 (Please note: It’s O.K. to interview two people in the same career field/same occupation or you may interview people in three different career field).
  - 1. Name of person interviewed
    - a. Job title
    - b. Rationale for Choosing Person
    - c. How did you discover this professional (list, FBFI, parent’s friend, friend’s parent, website, went to business)
  - 2. Company
    - a. background information on company
    - b. description of workplace (describe the environment, decorations, attire, lighting, workspace—open or cubicles)
  - 3. Position Details
    - a. Describe briefly the skills needed for the position
    - b. Explain the job responsibilities of professional.
  - 4. Highlight one lesson you learned about this career field or position from your informational interview
    - a. State lesson clearly, i.e. “Every day is different”
    - b. Tell detailed/specific story to support lesson  
(\*You must dig deeper in the interview to get them to tell you these interesting stories, i.e. Tell me specifically how today is different from yesterday; what did you do each day?)
  - 5. Assessment
    - a. Would you want to work for this company? Why or why not?
    - b. Could you see yourself happy in this position? Why or why not? If yes, what are your next steps to make this a reality?

### III. Conclusion

- A. Provide summary including name/title and lesson learned from each person.
- B. Next steps (secure internship and/or how career goals have been reinforced or changed).
- C. Creative tie-back to your attention-getter

\*Please see Canvas for rubric, as well as Ch. 3 and Ch. 5 in Hogelucht text for information on how to set up the interviews, what to wear, and possible questions to ask.

**Cover Letter, Resume, Reference Page, Job Description & Business Card. (100 pts.- Rubric included in Canvas)** For this assignment you will be asked to print out an official job description, tailor a cover letter to fit job description, write your own professional resume, type up a page of three References, and create your own professional business card. Cover letter format and Resume formats will be covered in class.

**Professional Website (50 pts.)** *Menu Includes the following sections:*

**Home About Me Strengths Resume Testimonials Contact Me**

- 1) Home: Introduction to your website—could be a video introducing yourself—keep professional. This can be just a welcome to your website. If videotaping, keep it fairly short. A 30 second blurb including your name, welcome, top strengths that would make you an asset to any company, preview what’s included in website, thank the viewer for visiting your site. In presentation—explain background you picked and why you chose it.
- 2) About Me: Includes your professional picture, a background paragraph include your major, interests, MVVG Paper link. Include a few pictures or graphics to compliment text—keep professional.
- 3) Strengths: Provide a creative visual display of your top strengths according to Strengths Finder 2.0. The display should also include a brief description of each strength. Be sure to include the source, “Strengths Finder 2.0.” Also, attach your official Strengths Finder Report as a link.
- 4) Resume: Attach as a PDF document so editing marks do not show. Include complimentary graphic.
- 5) Testimonials: Need three from professional or academic sources (past or current employer, academic advisor, former professor, etc.). Include 2-3 sentence quote followed by recommender’s name and position. To be extra innovative, you could videotape each of these instead, store in YouTube, and link to website. Include complimentary graphics.
- 6) Contact Me: Provide contact information—link to your e-mail—if possible link to LinkedIn.

**Mock Interview (50 pts.)** You will participate in a 15-minute interview with a business professional. This assignment requires you arrive 10 minutes before scheduled time, dress business casual (collared shirt, jacket, dress pants, tie (men), and/or skirt/dress (women)), bring Resume, and a recording device. Great learning experience! Until further notice, this interview will be conducted remotely.

**Ethical Dilemma Report & Letter (50 pts. – APA format)** This group assignment is designed to develop your skills in analyzing and addressing an ethical dilemma (case study) considering economic outcomes, legal requirements, and ethical duties. This assignment is based on chapters 1-4 in the Hosmer book, as well as four mini pre-recorded lectures featuring Dr. Wiese.

Each group should create a well-written report following the guidelines explained in class, as well as utilizing the book and lectures as primary resources. The Hosmer book must be cited in the opening and included on a reference page (in proper APA format 7<sup>th</sup> Edition).

**Midterm Exam (100 pts. – Canvas Online/Honorlock)** You will be given one exam (a Midterm Exam) online through Honorlock. The exam is worth 100 pts. The exam will include multiple choice and short answer/essays. No requests for early examinations or alternative days will be approved. Please go to <http://www.pointloma.edu/experience/academics/class-schedules> to view final schedule.

**Clifton Strengths Assessment (30 pts.)** Complete Clifton Strengths Assessment – Submit Official Signature Themes Report in Canvas by START of class. Meet with Strengths Coach by Nov. 25<sup>th</sup>. Attendance will be confirmed with strengths coach. No late sessions will be allowed past the due date.

**BUS 3013 Course Schedule  
Spring 2026**

MODULE	DATE:	FORMAT:	TOPIC:	WORK DUE:
Introduction to Business Communication	Mon. 1/12/26	In-Person	Introduction to Course	Three Items DUE in Canvas by end-of-day (11:59 p.m.) 1. First Day Check-In: Course Agreement 2. Academic Honesty Verification Statement 3. Submit a pdf or link to each article, along with a paragraph answer (based on the articles) as to whether or not AI is helping or hindering communication skills.
Introduction to Business Communication	Wed. 1/14/26	In-Person	*Explain Mission, Vision, Values and Goals Assignment *Soft Skills Research Activity: Pair up with someone and use Google Scholar to find at least one article that addresses either question: 1) Are soft skills important to securing employment? OR 2) What is the impact of AI on soft skills?	Soft Skills Research Activity: DUE in Canvas by 11:59 p.m. - Submit a pdf or link to the article, along with a paragraph answer (based on the article) to the question you researched. *If time allows - Be prepared to have one group member to share the answer to your question based on the articles you used– Not a formal presentation.
	Mon. 1/19/26	No Class	Martin Luther King Jr. Day!	
Communication Styles & Self-Assessment	Wed. 1/21/26	In-Person	Listening, Working in Teams, Nonverbal Communication	Come prepared to take detailed notes during class.
Communication Styles & Self-Assessment	Mon. 1/26/26	In-Person	Explain Committee Simulation	Simulation Agenda DUE in Canvas by end-of-class period from ALL students.
	Wed. 1/28/26	Headshot Opportunity #1	HEADSHOT DAY #1!	All BUS 3013 Students are required to get a professional headshot taken.  Sign up through the google link posted in Module #3
Communication Styles & Self-Assessment	Wed. 1/28/26	In-Person	Deliver & View In-Class Committee Simulations	
	Fri. 1/30/26	Headshot Opportunity #2	HEADSHOT DAY #2!	All BUS 3013 Students are required to get a professional headshot taken.

Communication Styles & Self-Assessment	Mon. 2/2/26	In-Person	Mission, Vision, Values & Goals Presentations (No PowerPoint – Prepare notecards ahead of time.	Defining Your Personal Path: Mission, Vision, Values & Goals Paper DUE in Canvas by <b>START</b> of class.
Communication Styles & Self-Assessment	Wed. 2/4/26	In-Person	Continued MVVG Presentations	Be on time to class, attentive (no laptops out), and ask questions if time allows.
Communication Styles & Self-Assessment	Mon. 2/9/26	In-Person	Clifton Strengths Workshop	Clifton Strengths Assessment “Signature Themes Report” DUE by <b>START</b> of class in Canvas
Job Application Materials	Wed. 2/11/26	In-Person	View Video in Canvas, Module #2 entitled, “Nick Wolf: Using LinkedIn to Connect with Alumni”	Build Your Professional Network and Profile with LinkedIn: Add Professional Headshot from photoshoot, complimentary background picture, education, and skills. (DUE by 11:59 p.m.).
Job Application Materials	Mon. 2/16/26	In-Person	Writing a Cover Letter & Resume Explain 5 Part Resume Assignment	Read Hogelucht Ch. 1
Job Application Materials	Wed. 2/18/26	In-Person	Resume Draft Workshop	Bring hard copy (print-out) of Resume Draft to Class.
Job Application Materials	Mon. 2/23/26	Online	Website Development: Explain Website Final Project	Please bring charged laptop to class with you.  5-Part Resume Assignment DUE by 11:59 p.m. in Canvas
Interviews & Professional Presentations	Wed. 2/25/26	In-Person	Informational Interview Discussion	Hogelucht Ch. 3 & 5
Interviews & Professional Presentations	Mon. 3/2/26	In-Person	Organizing and Delivering a Professional Presentation	
	Wed. 3/4/26	In-Person	Midterm Exam	Please bring charged laptop to class. You will be taking the exam through Honorlock (during assigned class time).
	Mon. 3/9/26 – Fri. 3/13/26	No Class	SPRING BREAK!	
Interviews & Professional Presentations	Mon. 3/16/26	In-Person	Effective Employment Interviewing	Hogelucht Ch. 2
Interviews & Professional Presentations	Wed. 3/18/26	In-Person	Interview Impromptus	Prepare stories to back your answers to the 18 Commonly Asked Interview Questions located in Hogelucht text, Ch. 2. Back your answers with a

				specific story or example.
Interviews & Professional Presentations	Mon. 3/23/26	Online (No official class meeting)	MOCK INTERVIEWS	Revised Resume (based on my feedback), One-Page typed Self-Evaluation, and emailed thank you note DUE in Canvas by 11:59 p.m. (same day as mock interview)
Interviews & Professional Presentations	Wed. 3/25/26	In-Person	Review Informational Interview Assignment Requirements posted in Canvas, Module 2 <i>*Use class time to conduct interviews or organize paperwork for assignment.</i>	Please note that randomly selected class members will fill out peer evaluation forms for speakers each presentation day.
Interviews & Professional Presentations	Mon. 3/30/26	In-Person	BEGIN INFORMATIONAL INTERVIEW PRESENTATIONS:  *Assigned Presenters will present PowerPoint Presentation In-Person in the classroom. *Business Casual Attire *8-10 minute time frame (-1 pt. off for every 30 seconds over or under time)	REQUIRED PAPERWORK DUE from <b>ALL</b> Class Members by START of Class in Canvas.  Arrive on time, be attentive, put laptop away, and ask questions if time allows.
Interviews & Professional Presentations	Wed. 4/1/26	In-Person	CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	Arrive on time, be attentive, put laptop away, and ask questions if time allows.
	Mon. 4/6/26	No Class	EASTER BREAK!	
Interviews & Professional Presentations	Wed. 4/8/26	In-Person	CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	Arrive on time, be attentive, put laptop away, and ask questions if time allows.
Interviews & Professional Presentations	Mon. 4/13/26	In-Person	CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	Arrive on time, be attentive, put laptop away, and ask questions if time allows.
Interviews & Professional Presentations	Wed. 4/15/26	In-Person	CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	Arrive on time, be attentive, put laptop away, and ask questions if time allows.
Interviews & Professional Presentations	Mon. 4/20/26	In-Person	CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	Arrive on time, be attentive, put laptop away, and ask questions if time allows.

Team Communication & Collaboration	Wed. 4/22/26	In-Person	Explain Ethical Dilemma Group Assignment APA Format (7 <sup>th</sup> Ed).	View Ethics Videos 1-2 Read Hosmer Ch. 1-2 APA Activity DUE by 11:59 p.m.
Team Communication & Collaboration	Mon. 4/27/26	In-Person	Ethical Dilemma Workshop:  Meet in the classroom for directions on workshop.  Use class time to work on the Group Ethical Dilemma Report & Letter.	View Ethics Videos 3-4 Read Hosmer Ch. 3-4  Watch Pre-Recorded Lectures: Writing Routine Messages & Persuasive/Bad News Messages (Posted in Canvas). You will be writing a persuasive/bad news letter as part of your Ethical Dilemma Assignment due next class period.
Team Communication & Collaboration	Wed. 4/29/26	In-Person	Group Work / Meet to Finalize Ethical Dilemma Report & Letter  Review Website Requirements	Ethical Dilemma Report & Letter DUE in Canvas by 11:59 p.m. <b>Please note: Designate one group member to submit the most up-to-date version of the report in Canvas on behalf of the entire group.</b> Email Prof. Hogelucht peer evaluation scores for each member of your group for the Ethical Dilemma Project (0 to 10). 10 highest score possible. I will compute average for each group member and apply it to his/her paper grade. If you are okay with giving all group members perfect scores (10), no need to email me. I will automatically apply a 10 on your behalf if I do not hear from you.
	Fri. 5/8/26 Final 1:30 p.m.	In-Person	Website Tours	Submit Website Link in Canvas by the START of final exam time. Deliver Website Tour In-Class.
HAVE A WONDERFUL BREAK! 😊				

**Acceptance of Bus. 3013 Terms and Conditions Agreement**

**(Please Note: You will be asked to “sign” this agreement in Canvas on the first day of class)**

**I hereby understand the policies and requirements as outlined in the BUS. 3013 Syllabus. Please sign, date and return to instructor. Thank you.**

**Name (please print)**\_\_\_\_\_

**Signature**\_\_\_\_\_

**Date**\_\_\_\_\_