



Fermanian School of Business  
BUS. 3013: Administrative Communication  
Spring 2021 ONLINE/HYBRID  
3 Units

Kim Hogelucht, Ph.D.  
Associate Dean & Professor of Business  
Point Loma Nazarene University  
Fermanian School of Business  
khogeluc@pointloma.edu  
858-349-6831

March 2, 2021

## MEMORANDUM

---

**TO:** PLNU Business Students

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

**DATE:** March 2, 2021

**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 includes: Tues. & Thurs. from 8:00 a.m.–9:15 a.m. Since this semester we are starting online (until further notice), the first few class periods (or more) may be completely via Zoom. Stay tuned. The final for this course is scheduled from 7:30 a.m. – 10:00 a.m. on Tuesday, June 8<sup>th</sup>.

**\*When operating in a hybrid format, the class will be split into TWO groups (Group A & B). Details on this very IMPORTANT aspect of the class will be provided in the “Class Schedule” portion of the syllabus.**

### Contact Information:

- Office: Fermanian School of Business, Room 123
- Office hours are on Thursdays from 11:00-12:00 p.m. If you'd like to meet, please email me the time you'd like to meet, and we will set it up (In-person or Google Meet). If you'd like to meet via Google Meets, the link to the meeting will be located within the calendar invite I send you (it is not a Zoom meeting), so you will need to go into your calendar and select “Dr. Hogelucht Office Hours” meeting and then click on the link embedded in the invite to join. ☺ If for some reason, you cannot connect with me, e-mail me right away, and I will figure out what is going on.
- E-mail: [khogeluc@pointloma.edu](mailto:khogeluc@pointloma.edu)
- Office Phone: 619.849.2685 / 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

---

### 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 write a business research proposal using proper APA format (PLO 3 & 5).
5. Compose and present individual mission, vision, values and goals informed by ethical values (PLO 4).

## TABLE OF CONTENTS

---

MEMO OF TRANSMITTAL.....	i
EXECUTIVE SUMMARY.....	ii
INTRODUCTION.....	2
Materials.....	2
Policies, Terms, and Conditions.....	2
Course Assignments and Grading.....	4
Description of Course Assignments.....	4
COURSE SCHEDULE.....	10
COURSE AGREEMENT.....	15

## SPRING 2021 BUSINESS 3013 COURSE SYLLABUS INTRODUCTION

---

Understanding this syllabus is vital to your success in the course. The following sections detail the required materials, terms and conditions, course assignments and grading, a descriptions of course assignments, and a class schedule. Please read everything thoroughly, and let me know if you have any questions.

### MATERIALS

Please purchase the required textbook and course packet:

- 1) Hogelucht, K. (2019). *The Art of Resume Writing, Interviewing, and Networking* (1<sup>st</sup> Ed.) San Bernardino, CA. ISBN-10: 108211412X
- 2) Bus. 3013 Course Packet form University Readers containing chapter or excerpts from:
  - Ober, S. (2009). *Contemporary Business Communication* (7<sup>th</sup> Ed.). Boston, MA: Houghton Mifflin.
  - Bus. 3013 course hand-outs and grade forms

You will also need access to the following:

- 1) Canvas to view course syllabus, assignments, videos, and rubrics.
- 2) Software: Microsoft Word, Excel, Power Point (also available in computer lab)

### POLICIES, TERMS AND CONDITIONS

All students are expected to adhere to the following terms and conditions throughout the duration of this course. Please sign and date the “Acceptance of Terms and Conditions Agreement (last page of syllabus) take a picture and submit it in 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 by Prof. Hogelucht). 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/or the student may be asked to leave the class. 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. (\*Note: be sure your cell phone is turned to **silence mode** and put away the beginning of **all** class periods. It is out of consideration that you avoid all interruptions to classmates during presentations and instructors during lectures).

**Written Work.** No late assignments are accepted. All written work is due at the **beginning** of the class period whether submitted in Canvas or turned in as a hard copy in class. 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. Assignments will be submitted in Canvas—unless otherwise instructed. Use spell check and proofread all assignments. Points are deducted for not stapling and for each error in spelling and/or grammar.

**Attendance.** Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

**Asynchronous Attendance/Participation Definition.** A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

***Hybrid 3-unit courses only:***

At Point Loma Nazarene University, attendance is required at all scheduled classes. Hybrid format means some class meetings will be face-to-face and some will be online. Attendance in the face-to-face classes is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week.

Face-to-face Portion of the Hybrid course

In blended or hybrid courses, if a student misses one face-to-face class then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses two face-to-face classes, the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

Online Portion of the Hybrid Course

If a student misses two online classes (fails to contribute to a discussion board) during the course, then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses three online classes (fails to contribute to a discussion board by the due date) during the course, then the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

1 missed F2F class = warning

2 missed F2F classes = de-enrollment

2 missed online classes = warning

3 missed online classes = de-enrollment

**Use of Technology.** In order to be successful in the online environment, 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 compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

**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 the [Office of Spiritual Development](#)

**Academic Accommodations.** While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses. If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

**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 results 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.

**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.

**Final Exam Policy.** Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

**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.

**State Authorization.** State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California. <https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

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

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

**Course Assignments and Grading.** The following is a list of course assignments and possible points for each assignment. Please refer to the class schedule for exact due dates.

<u>Assignment</u>	<u>Points Possible</u>	<u>Your Score</u>
1 <sup>st</sup> Day Check-In/Course Agreement	8	
Mission, Vision, Values, and Goals	30	
MVVG Discussion Board Feedback	10	
Resume Draft Workshop	10	
Midterm Exam	100	
Resume Assignment (5 parts)	100	
Routine Request Letter	20	
Informational Interview Paperwork/Presentation	100	
Informational Interview Discussion Board Feedback	50 (10 x 5)	
Group Research Proposal Topic	8	
Group Proposal Workshop/Progress Report	10	
APA Activity	8	
Research Proposal	50	
Interview Impromptu	10	
Mock Interview	30	
Website	50	
Class Participation (attitude, Zoom Class Attendance)	56 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 face to face, in light of the current COVID-19 situation, these can be done by phone, zoom, or Google Hangouts.
2. **Conduct the interviews.** Conduct the two 20 minute interviews 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. Provide a snapshot of the professionals' business cards and/or provide phone / email.
3. **On Thursday, Oct. 15th, 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).** 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 Video (DUE at the START of Class on Your Assigned Presentation Day.** The last part of the assignment involves the creation of an Informative PowerPoint (using Screencast-O-Matic) 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 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 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 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 “linked in.”

**Mock Interview (50 pts. – Rubric included in Canvas)** You will participate in a 15 minute interview with a business professional. This assignment requires you arrive 10 minutes before scheduled time, dress in your full suit, bring Resume, and a recording device. Great learning experience! Until further notice, this interview will be conducted remotely.

**Routine Request Letter (20 pts.)** Write professional routine request following the format covered in the online lecture.

**Group Research Proposal (50 pts. – APA format)** This assignment is designed to develop your skills at conducting research, collecting data, making recommendations, and working in a team. For this project, you will serve as a group of consultants who have been hired by a university to conduct research on professional business skills related to the job search process OR assist a non-profit organization with an issue. Based on your research, you are expected submit a typed, professional, error-free business proposal in Canvas. Geared for college students as your audience, a few possible topics include:

- What employers look for when interviewing job candidates
- What skills employers feel students lack
- How prepared students feel for the job search process
- The impact of appearance on credibility
- What a student can do to make a positive impression in an interview
- What employers know or feel about informational interviews
- Improving marketing or advertising of a non-profit organization
- Research and plan a fundraiser for a non-profit organization

Each research proposal must be thorough and grounded in credible research your topic and resources must be current. The report must be properly formatted and include all elements of a formal research proposal (as explained in class). Report should be submitted in Canvas on due date.

**Midterm Exam (100 pts. – Will Use 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 the final exam schedule.

## BUS 3013 Course Schedule (Hybrid Format)

Please Note:

- 1) ALL ZOOM CLASS MEETINGS ARE **SYNCHRONOUS** (SAME TIME AS CLASS MEETS) – ATTENDANCE WILL BE TAKEN
- 2) There are TWO Student Groups: A & B
  - Group **A** Meets In-Person on Tuesdays and Via Zoom on Thursdays (unless stated otherwise)
  - Group **B** Meets In-Person on Thursdays and Via ZOOM on Tuesdays (unless stated otherwise)
- 3) It is **IMPERATIVE** that you pay close attention to the schedule for the Group you are assigned.
- 4) When a topic or assignment applies to both groups, you will see both A & B listed.

DATE:	Student Group & Format	Student Group & Topic	Student Group & Work DUE:
Tues. 3/2/21	A: ZOOM (TBD)	A & B: Introduction to Course	A & B: First Day Check-In: Course Agreement & Questions DUE in Canvas by end-of-day (11:59 p.m.)
	B: ZOOM		
Thurs. 3/4/21	A: ZOOM	A & B: Communication in an Organization & Explain Mission, Vision, Values and Goals Assignment & APA Format	A & B: Read Ober Ch. 1 in Cognella Packet
	B: ZOOM (TBD)		
Tues. 3/9/21	A: In-Person	A & B: Listening, Working in Teams, Nonverbal Communication	A & B: APA Activity DUE in Canvas by 11:59 p.m.
	B: ZOOM		
Thurs. 3/11/21	A: No Class Mtg.	A: Work on MVVG Paper and Practice Presentation	A: Use time wisely to work on MVVG Paper/Presentation
	B: In-Person	B: Committee Simulation	B: Chair bring TWO copies of typed agenda to class
Tues. 3/16/21	A: In-Person	A: Committee Simulation	A: Chair bring TWO copies of typed agenda to class
	B: No Class Mtg.	B: Work on MVVG Paper and Practice Presentation	B: Use time wisely to work on MVVG Paper/Presentation
Thurs. 3/18/21	A: ZOOM	A: View Mission, Vision, Values, & Goals Presentations	A: MVVG Paper DUE in Canvas by Start of Class *Post reflection in Canvas. What you liked about the presentations and what could be improved upon. Be specific. Give examples. Reflection will be applied toward participation points. DUE at the end of class period. 250-350 word count.
	B: In-Person	B: Deliver MVVG Presentation in Class (No PowerPoint)	B: MVVG Paper DUE in Canvas by Start of Class Be on time to class, attentive

			(no laptops out), and ask questions if time allows.
Tues. 3/23/21	A: In-Person	A: Deliver MVVG Presentation in Class (No PowerPoint)	A: Be on time to class, attentive (no laptops out), and ask questions if time allows.
	B: ZOOM	B: View Mission, Vision, Values, & Goals Presentations	B: *Post reflection in Canvas. What you liked about the presentations and what could be improved upon. Be specific. Give examples. Reflection will be applied toward participation points. DUE at the end of class period. 250-350 word count.
Thurs. 3/25/21	A: ZOOM	A & B: Informational Interview Discussion	A & B: Read Hogelucht Ch. 3 & 5
	B: In-Person		
Tues. 3/30/21	A: In-Person	A & B: Organizing & Delivering a Professional Presentation	A & B: Read Ober Ch. 11 in Cognella Packet
	B: ZOOM		
Thurs. 4/1/21	A: ZOOM	A & B: Writing a Cover Letter & Resume Explain 5 Part Resume Assignment	A & B: Read Hogelucht, Ch. 1
	B: In-Person		
Tues. 4/6/21	A: In-Person	A & B: Resume Draft Workshop	A: Meet in Groups in Class: Bring hard copy of resume draft.
	B: ZOOM		B: Submit Draft of your own resume in Canvas Discussion Board by START of class. Join by Zoom at START of Class. Then, Provide Feedback to Assigned Classmates' Resume Drafts in Canvas by the end of the class period.
Thurs. 4/8/21	A: ZOOM	A & B: Website Development: Explain Website Final Project Review for Midterm	A: You will be on your laptop. 😊
	B: In-Person		B: Bring laptops to class.
Tues. 4/13/21	A: In-Person	A & B: Midterm Exam	A: Will take exam in classroom
	B: Online		B: Will Complete Exam Online in Canvas through Honorlock
Thurs. 4/15/21	A & B: Canvas/Online	A & B: Watch Pre-Recorded Lecture: Writing Routine Messages (Posted in Canvas)	A & B: Submit Routine Request Letter in Canvas by 11:59 p.m.
Tues. 4/20/21	A & B: Canvas/Online	A & B: Watch Pre-Recorded Lecture: Writing Persuasive & Bad News Messages	A & B: Five Part Resume Assignment DUE in Canvas by 11:59 p.m.

Thurs. 4/22/21	A: ZOOM	Explain Group Project	A & B: Form Groups & Discuss Topics
	B: In-Person		
Tues. 4/27/21	A: In-Person	A & B: Review Informational Interview Requirements.  Group Proposal Workshop  Use class time to work on project. Find articles and narrow down main bodies of literature. Give group members assignments for project	A: TWO Items DUE Today (each group member must submit these individually in Canvas to receive credit): 1) Group Topic DUE by the START of class in Canvas. 2) Submit Group Research Proposal Progress Report by end of class (11:59 p.m. in Canvas)
	B: ZOOM (begin with entire class via Zoom and then join group Zoom Meeting)		B: TWO Items DUE Today (each group member must submit these individually in Canvas to receive credit): 1) Group Topic DUE by the START of class in Canvas. 2) Submit Group Research Proposal Progress Report by end of class (11:59 p.m. in Canvas) * To meet in your group remotely, one member of the group needs to send out a Zoom Link to group members.
Thurs. 4/29/21	A: ZOOM	A & B: 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).	A: REQUIRED PAPERWORK DUE from <b><u>ALL</u></b> Class Members by START of Class in Canvas. Join via Zoom at START of class and watch in-class presentations. *Post reflection in Canvas. What you liked about each presentation and what could be improved upon. Be specific. Give examples. Reflection will be applied toward participation points. <b><u>DUE at the end of class period.</u></b> 250-350 word count.
	B: In-Person		B: REQUIRED PAPERWORK DUE from <b><u>ALL</u></b> Class Members by START of Class in Canvas. Arrive on time, be attentive, put laptop away, and ask questions if time allows.
Tues. 5/4/21	A: In-Person	A & B: CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	A: Arrive on time, be attentive, put laptop away, and ask questions if time allows.
	B: ZOOM		B: Join via Zoom at START of class and watch in-class presentations. *Post reflection in Canvas. What you liked about

			<p>each presentation and what could be improved upon. Be specific. Give examples. Reflection will be applied toward participation points. <b><u>DUE at the end of class period.</u></b> 250-350 word count.</p>
Thurs. 5/6/21	A: ZOOM	A & B: CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	<p>A: Join via Zoom at START of class and watch in-class presentations. *Post reflection in Canvas. What you liked about each presentation and what could be improved upon. Be specific. Give examples. Reflection will be applied toward participation points. <b><u>DUE at the end of class period.</u></b> 250-350 word count.</p>
	B: In-Person		<p>B: Arrive on time, be attentive, put laptop away, and ask questions if time allows.</p>
Tues. 5/11/21	A: In-Person	A & B: CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	<p>A: Arrive on time, be attentive, put laptop away, and ask questions if time allows.</p>
	B: ZOOM		<p>B: Join via Zoom at START of class and watch in-class presentations. *Post reflection in Canvas. What you liked about each presentation and what could be improved upon. Be specific. Give examples. Reflection will be applied toward participation points. <b><u>DUE at the end of class period.</u></b> 250-350 word count.</p>
Thurs. 5/13/21	A: ZOOM	A & B: CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	<p>A: Join via Zoom at START of class and watch in-class presentations. *Post reflection in Canvas. What you liked about each presentation and what could be improved upon. Be specific. Give examples. Reflection will be applied toward participation points. <b><u>DUE at the end of class period.</u></b> 250-350 word count.</p>
	B: In-Person		<p>B: Arrive on time, be attentive, put laptop away, and ask questions if time allows.</p>

Tues. 5/18/21	A & B: To-be-determined	A & B: Group Research Proposal Workshop Make arrangements to meet in your Group via Zoom or In-Person	A & B: Use class time to work on research proposal and finalize it. All members will need to submit the most up-to-date version of it next class period.
Thurs. 5/20/21	A: In-Person	A & B: Effective Employment Interviewing	A & B: Read Hogelucht, Ch. 2 Research Proposal DUE in Canvas by 11:59 p.m. (*Each group member is required to submit the most up-to-date-version of the proposal).
	B: ZOOM		
Tues. 5/25/21	A: ZOOM	A & B: Interview Impromptus (Students will participate in-person and via Zoom).	A & B: Come to class prepared to answer any of the 18 Commonly Asked Interview Question in Hogelucht text, Ch. 2. The “impromptu” part is that you don’t know which of the 18 question(s) you’ll be asked. Prepare stories to back your answers. 😊
	B: In-Person		
Thurs. 5/27/21	A: In-Person	A & B: Review Mock Interview Requirements	A & B: Refer to “To-Do” List
	B: ZOOM		
Tues. 6/1/21	A & B: To-be-determined	Mock Interview (TBD if remote or in person)	A & B: 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)
Thurs. 6/3/21	A: ZOOM	A & B: Review Website Requirements Guest Speaker: Nick Wolf (Handshake, LinkedIn, etc.)	A & B: Refer to website grade form as we review website requirements. Come with questions.
	B: In-Person		
Tues. 6/8/21 Final 7:30 – 10 a.m.	A & B: Canvas No class meeting	A & B: Use final time to finalize website and submit link in Canvas where indicated by end of final exam time.	Submit Website Link in Canvas by the official end time of your final (Tuesday, June 8 <sup>th</sup> by 10:00 a.m.)

HAVE A WONDERFUL SUMMER! 😊

**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**\_\_\_\_\_