

Spring 2025

Meeting days: Thursdays	Instructor title and name: Nora Johnson
Meeting times: 6:00pm – 8:45pm	Phone: (619) 852-1598
Meeting location: Bldg. 29, Rm. 105	E-mail: njohnso3@pointloma.edu
Final Exam: Mock Interviews on Thurs. 5/8/25 at 6:00pm	Office location and hours: <i>By appointment</i>

PLNU Mission[®]

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business 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.

COURSE LEARNING OUTCOMES [®]

The student who successfully completes this course will be able to:

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

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Hogelucht, K. (2021). *The art of resume writing, interviewing, & networking* (2nd ed.).
 - [Link to purchase on Amazon](#) ISBN-13: 979-8528022628
2. Hosmer, L. R. (2007). *The ethics of management* (6th or 7th ed.). McGraw-Hill Education.
 - PDF linked in Canvas (PLNU students have free access to this source)
 - [Link to Purchase on Amazon](#) (if you prefer a hard copy) ISBN-13: 978-0073530543
3. PitchVantage
 - [Click here to access the purchase link](#). Must be purchased through the PLNU Bookstore.
 - Once purchased, use this link to Register: <https://bit.ly/plnunora>
 - PLNU Bookstore will send you an access code once you purchase the software.
4. Software: Microsoft Word and PowerPoint (available via PLNU ITS)
 - [Link for How to Access and Install Office 365](#). This guide provides step-by-step instructions for downloading and installing Office 365, including tips for signing in with your PLNU student account.
5. Various online articles and videos.

Note: Students are responsible for having the required textbooks and softwares prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

ASSESSMENT AND GRADING ☺

Grades will be based on the following distribution of points:

Course Assignments	Percent
Presentation Skills Practice (PitchVantage) <ul style="list-style-type: none">● Ice Breaker● Sales Pitch● Personal Pitch● New Hire Orientation & Training	10% 2.5% 2.5% 2.5% 2.5%
Engagement (Activities & In-Class Participation)	15%
Career Materials <ul style="list-style-type: none">● LinkedIn Curuation Assignments (5)● Resume/Cover Letter/Reference Page	20% 10% 10%
Midterm	10%
Projects <ul style="list-style-type: none">● Mission, Vision, Values, & Goals● Informational Interviews● Ethical Dilemma Group Project● Mock Interview	45% 10% 10% 15% 10%
Total	100%

Student grades for assignments will be submitted in a timely manner and made available in the Canvas gradebook, starting in Week Two of this course. Be sure to review the comments provided in the gradebook, as they are intended to help students improve their work. Final grades will be submitted by the deadlines outlined in the Academic Calendar.

The following grading scale will be used for all exams and final course grades:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 84 – 86% = B
- 81 – 83% = B-
- 78 – 80% = C+
- *75 – 77% = C
- 73 – 74% = C-
- 71 – 72% = D+
- 68 – 70% = D
- Below 68% = F

Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles. Course components are subject to change; however, students will be provided with ample explanation and advance notice if any adjustments are made. Course components that will be evaluated include, but are not limited to:

Presentation Skills Practice (PitchVantage)

Creating and delivering professional presentations takes practice. This semester, students will complete four virtual assignments to build their presentation skills. They will receive feedback from both their classmates and PitchVantage, a presentation simulation tool. After submitting their own presentations, students will review their classmates’ work and provide valuable feedback. Each assignment will focus on a different professional scenario they might encounter in the future. ***Presentation Skills Practice (PitchVantage) represents 10% of the overall course grade.***

Engagement (Activities & In-Class Participation)

Staying engaged in classroom activities is key to learning about business communication. Throughout the semester, there will be several in-class activities involving both individual work and group discussions, focused on the week’s topics or upcoming projects. Students are expected to stay actively engaged and contribute to class discussions. While participation will make up a small part of the grade, contributions should feel natural. Students who aren’t very active at first are expected to gradually become more comfortable and involved by the end of the semester, with encouragement to improve along the way. ***Engagement (Activities & In-Class Participation) represents 15% of the overall course grade.***

Career Materials

In this class, students will have the opportunity to create and refine important professional documents, such as a resume, cover letter, reference page, and LinkedIn profile. These materials will help students showcase their skills and experience as they prepare for future career opportunities. Throughout the semester, students will receive feedback and guidance to improve these documents, making sure they’re polished and aligned with their career goals. ***Career Materials represent 20% of the overall course grade.***

Projects

The projects portion of the class will focus on key professional skills and experiences that are essential for career development. Students will work on several projects designed to help them understand and apply important concepts in business communication. ***Projects represent 45% of the overall course grade.***

1. **Mission, Vision, Values, & Goals:** Students will develop a personal mission statement, vision, and set of core values to guide their professional journey. They will also set clear, achievable goals that align with their long-term aspirations.
2. **Informational Interviews:** Students will conduct informational interviews with professionals in their field of interest. This project will help students build networking skills and gain valuable insights into their chosen industry.
3. **Ethical Dilemma Group Project:** Students will use the Hosmer model to analyze an ethical case study. In groups, they will make an ethical decision and present their conclusion to the class. The group will also work together to write an ethical dilemma report in APA format. After the group presentation, each student will write a persuasive letter expressing their personal opinion on the matter, whether or not they agree with the group's decision. This project will give students the chance to explore business ethics, practice APA formatting, and develop teamwork and critical thinking skills by combining different perspectives into a final decision.
4. **Mock Interview:** Students will participate in a mock interview, allowing them to practice answering common interview questions and receive feedback on their performance. This will help them feel more prepared and confident for future job interviews.

INCOMPLETES AND LATE ASSIGNMENTS

Presentation Skills Practice (PitchVantage) assignments must be submitted by **Sunday at 11:59 PM PST of the week they are due**. Peer Feedback Responses must be submitted by **Thursday at 6:00 PM PST of the following week**. There will be no exceptions, as your peers depend on your posts and feedback.

The midterm, in-class presentations (e.g., Informational Interview Presentation, Ethical Dilemma Group Presentation), and Mock Interviews **must be completed on their scheduled dates**. These cannot be completed after the assigned deadlines under any circumstances.

Written assignments and submissions of your Career Materials are due by **Thursday at 6:00 PM PST** of the week they are due. Submissions for In-Class Activities are due by **Thursday at 11:59 PM PST**. However, all of these assignments have a *soft due date*, meaning that you can turn them in *up to one week after the due date* without penalty. I still ask that you let me know if you need or plan to submit an assignment late.

*Remember, this absolutely does **not** apply to Presentation Skills Practice (PitchVantage) submissions, the midterm, in-class presentations, and Mock Interviews.

*There are no re-submissions (unless otherwise specified in the assignment). If I grade an assignment within one week of the due date, you cannot submit a new version to be graded.

Assignments **will not** be accepted beyond one week after their due dates, nor will they be accepted after the last day of the term (May 9th, 2025). Also, be aware that you may not receive as much feedback from me or your classmates on written assignments or in-class activities if they are submitted after the due date. You will have many chances to receive feedback from your peers before the final submission of your assignments. If you miss these opportunities by using the soft due date, you will be responsible for addressing any content issues that could have been identified during the feedback session.

If you have questions about an assignment *after* it has been graded, I ask that you follow a 24/7 policy: wait to contact me until at least 24 hours after receiving your grade (this gives you time to reflect and check out any feedback), but do not wait longer than 7 days to reach out to me. Be aware that I may not respond if you contact

me about an assignment outside of this window. And, please ask specific questions when inquiring about a graded exam or assignment - this allows me to give a better, clearer response.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

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 or irrelevant 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 also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

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.

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. 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 or find a list of campus pastors at pointloma.edu/title-ix or as shown in the [PLNU Spiritual Care section of this syllabus](#).

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

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **[The GPS Writing Center](#) offers:**
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - **[Research Help Guide](#)** to help you start your research
 - The physical office is located on the third floor of the **[Mission Valley Regional Center](#)** off the student lounge
- **[Academic Writing Resources Course](#)**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **[Watch a quick video run-through](#)** and take time now to explore!
- **Grammarly**: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **[Tutoring](#)**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

STATE AUTHORIZATION (© FOR FULLY ONLINE COURSES ONLY)

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 on [State Authorization](#) to view which states allow online (distance education) outside of California.

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.

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.

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, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Adult Undergraduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

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 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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., ideally before the beginning of the semester) to ensure 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 special accommodations.

COURSE MODALITY DEFINITIONS

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU ATTENDANCE AND PARTICIPATION POLICY[®]

Face-to-Face BBA/BAOL Courses:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

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.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

Synchronous Attendance/Participation Definition: For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Online Asynchronous Attendance/Participation Definition: Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss
- course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

USE OF TECHNOLOGY[Ⓢ](required for online and hybrid delivery ONLY)

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. 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.

FINAL EXAMINATION POLICY[Ⓢ]

This course does not have a final exam. Instead, the final component will be a Mock Interview with a business professional.

COURSE SCHEDULE AND ASSIGNMENTS [Ⓢ]

Below is the course schedule, organized by week, with all scheduled assignments. Detailed descriptions and requirements for each assignment can be found in Canvas, where all submissions will also take place. Assignments are subject to change; however, students will be provided with ample explanation and advance notice if any adjustments are made.

Students must complete the Academic Honesty Verification Statement before gaining access to the course's Canvas content.

Week: Class Date	Topic	Assignments/In-Class Activities <i>(Check Canvas for Due Dates)</i>
WK 1: 1/16/25 <i>Light Week! No in-person class.</i>	Course Overview, Networking Platforms, and PitchVantage	<ul style="list-style-type: none"> ❖ Create Handshake Account ❖ Presentation Skills Practice (PitchVantage): Ice Breaker ❖ Watch LinkedIn Recorded Lecture ❖ LinkedIn Curation Assignment #1
WK 2: 1/23/25	Communication in Business Environment; Personal Mission, Vision, Values, and Goals Development	<ul style="list-style-type: none"> ❖ In-Class Activity: Creating Your Personal Mission, Vision, Values, and Goals <i>Paper due in Week 3!</i> ❖ Review Projects: <ul style="list-style-type: none"> ➤ Mission, Vision, Values, and Goals Paper ➤ Informational Interviews ➤ Ethical Dilemma Group Project ➤ Mock Interview

WK 3: 1/30/25 <i>In-person</i>	Developing a Unique Professional Identity; Nonverbal Communication	<ul style="list-style-type: none"> ❖ Submit Mission, Vision, Values, and Goals Paper ❖ LinkedIn Curation Assignment #2 ❖ Read Hogelucht Chapter 6 ❖ In-Class Activity: Elevator Pitch
WK 4: 2/6/25 <i>In-person</i>	How to Conduct an Informational Interview	<ul style="list-style-type: none"> ❖ Presentation Skills Practice (PitchVantage): Sales Pitch ❖ LinkedIn Curation Assignment #3 ❖ Read Hogelucht Chapters 3, 4 & 5 ❖ In-Class Activity: Informational Interview Preparation
WK 5: 2/13/25 <i>In-person</i>	Resumes, Cover Letters, Reference Pages	<ul style="list-style-type: none"> ❖ LinkedIn Curation Assignment #4 ❖ Review Resumes, Cover Letters, Reference Pages
WK 6: 2/20/25 <i>In-person</i>	Organizing & Delivering Professional Presentations	<ul style="list-style-type: none"> ❖ Draft of Your Resume for Peer Review ❖ Read Hogelucht Chapter 1
WK 7: 2/27/25 <i>In-person</i>	Networking, Career Materials Peer Reviews, and Midterm Review	<ul style="list-style-type: none"> ❖ Resume Peer Reviews ❖ LinkedIn Peer Reviews ❖ In-Class Activity: Evaluating Your Network
WK 8: 3/6/25 <i>In-person</i>	Midterm	<ul style="list-style-type: none"> ❖ Submit Final Resume/Cover Letter/Reference Page ❖ Midterm
Spring Break: 3/10/25-3/16/25 <i>No class!</i>	<i>Enjoy your break!</i>	<i>No assignments due.</i>
WK 9: 3/20/25 <i>In-person</i>	Watch Informational Interview Presentations	<ul style="list-style-type: none"> ❖ Informational Interview Presentations ❖ Submit Informational Interview Paperwork ❖ Presentation Skills Practice (PitchVantage): Personal Pitch ❖ Watch Ethical Dilemma Videos ❖ Review Hosmer Chapters 1-4 ❖ Review Cases before Week 10
WK 10: 3/27/25 <i>In-person</i>	Listening & Working in Teams; Persuasive Writing	<ul style="list-style-type: none"> ❖ In Class Activity: Writing a Persuasive Letter <i>Individual component of Ethical Dilemma Group Project</i> ❖ Class time given to work on the Ethical Dilemma Group Project (select case, determine a stance, assign tasks)
WK 11: 4/3/25 <i>In-Person</i>	Email Writing, AI Tools, APA Citation	<ul style="list-style-type: none"> ❖ In-Class Activity: Crafting Responses to Challenging Situations ❖ In-Class Activity: APA Citing
WK 12: 4/10/25 <i>In-Person</i>	Internal Company Communications (e.g.	<ul style="list-style-type: none"> ❖ In-Class Activity: Developing Internal Company Communication

	Memos, Status Reports, Shift Reports); Employee Training	❖ Presentation Skills Practice (PitchVantage): New Hire Orientation & Training
WK 13: 4/17/25 <i>No Class!</i>	<i>Enjoy Easter Break!</i>	<i>No assignments due.</i>
WK 14: 4/24/25 <i>In-Person</i>	Watch Ethical Dilemma Group Presentations	❖ Ethical Dilemma Group Presentations ❖ Submit Ethical Dilemma Group Paper ❖ Submit Ethical Dilemma Persuasive Letter
WK 15: 5/1/25 <i>In-Person</i>	Effective Employment Interviewing	❖ Read Hogelucht Chapter 2 ❖ In-Class Activity: Preparing for Mock Interview ❖ In-Class Activity: Research for Mock Interview Prep
WK 16: 5/8/25 <i>In-Person</i>	Mock Interviews	❖ Mock Interviews ❖ Submit Self-Evaluation Paperwork