

## SPRING 2025

<b>Meeting days:</b> Virtual	<b>Instructor title and name:</b> JC Hurtado-Prater
<b>Meeting times:</b> Virtual	<b>Phone:</b> 858-275-9315 (Text messages only, please)
<b>Meeting location:</b> Virtual	<b>E-mail:</b> jhurtado@pointloma.edu
<b>Final Exam:</b> Final Project Due Sunday, Mar 9, 2025	<b>Office location and hours:</b> FSB 139 By Appointment
<b>Additional info:</b> N/A	<b>Additional info:</b> N/A

### 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

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This course explores the principles of communication and interpersonal relations in organizations. Topics include intentional listening, non-verbal communication, constructive feedback, and conflict resolution. An emphasis is placed on utilizing communication theories and strategies to effectively communicate between individuals, across groups, and within organizations.

## COURSE LEARNING OUTCOMES

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1. Explain organizational communication and human relations principles, practices, and theories (PLO 1).
2. Analyze differences between internal and external stakeholder communication (PLO 1 & 5).
3. Create organizational alignment by developing systems and processes for organizational communication through human relations (PLO 1 & 2).
4. Demonstrate effective communication through written and verbal means (PLO 2).
5. Collaborate in teams to complete projects relating to internal and external organizational communication (PLO 2 & 4).

## EXPECTATIONS

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- Students are expected to think and act like leaders.
- Leaders/Students are required to be active and participate in all class discussions and exercises.
- Leaders/Students are required to be prepared and on time.
- Leaders/Students are required to be respectful to fellow leaders.

## COURSE CREDIT HOUR INFORMATION

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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 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## REQUIRED TEXT and REQUIRED READING

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**1. *Organizational Communication: Balancing Creativity and Constraint* (8th Edition) by Eric M. Eisenberg, Angela Trethewey,, Marianne LeGreco, H. L. Goodall Jr.**

ISBN-13: 978-1319052348 | ISBN-10: 1319052347

**2. *Human Relations: The Art and Science of Building Effective Relationships* 1st Edition (1st Edition) by Vivian McCann**

ISBN-13: 978-0131930643 | ISBN-10: 0131930648

OPTIONAL TEXT:

**3. *Everyone Communicates, Few Connect: What the Most Effective People Do Differently* (2010) by John C. Maxwell**

ISBN-13: 978-0785214250 | ISBN-10: 0785214259

## **ASSESSMENT AND GRADING**

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<b>Graded Event</b>	<b>Points</b>	<b>Notes</b>
Weekly Quizzes	100	
Weekly Group Assignments	230	
Weekly Reading Guide	240	
Group Project 1	150	
Group Project 2	150	
Team Evaluation Form 1	15	
Team Evaluation Form 2	15	
Reflection Paper 1	50	
Reflection Paper 2	50	
<b>TOTAL</b>	<b>1,000</b>	

### **GRADING SCALE**

A=93-100% A-=92-90%

B+=87-89% B=83-86% B-=80-82% C+=77-

79% C=73-76% C-=70-72% D+=67-69%

D=63-66% D-=60-62% F=0-59%

### **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

### **ARTIFICIAL INTELLIGENCE (AI) POLICY**

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI.

<https://chat.openai.com/>"

### **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**

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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**

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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.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

### **LOMA WRITING CENTER**

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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.

## **SEXUAL MISCONDUCT AND DISCRIMINATION**

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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).

## **SPIRITUAL CARE**

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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 for, desire to meet or share a prayer request please email [mvchaplain@pointloma.edu](mailto:mvchaplain@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**

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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!
- [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](mailto:GPSWritingCenter@pointloma.edu)

## **STATE AUTHORIZATION**

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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**

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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**

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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. Faculty should follow and students may appeal using the procedure in the university Catalog.

See the [Academic Honesty Policy](#) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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 assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

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### **COURSE MODALITY DEFINITIONS**

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- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
  - 2. Online:** Coursework is completed 100% online and asynchronously.
  - 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
  - 4. Hybrid:** Courses that meet face-to-face with required online components.
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### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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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**

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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 require 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**

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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.

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## COURSE SCHEDULE AND ASSIGNMENTS - SPECIFIC REQUIREMENTS/ASSIGNMENTS

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### 1. Group Project 1 (150 pts.)

In addition to the coursework and reading on organizational communication and human relations, it is important for you to walk away from this course with a solid understanding of both **internal** and **external** organizational communication. After your study of each, you may even decide you want to pursue a career in either one. As you will see, while both internal and external communication are vital to the life of an organization, they function differently and provide different forms of value to the organization.

**For Week 4, we will examine Internal Organizational Communication.** You will work collaboratively as a group to complete the following assignments. How you decide to complete the task is up to you.

The following assignments will be due at the end of Week 4, Sunday, 11:59pm.

1. Internal Organizational Communication Paper (Group Assignment)
2. Internal Organizational Communication Organizational Flow Chart (Group Assignment)
3. Internal Organizational Communication Industry Expert Interview | 15-30 minutes (Group Assignment)

### 2. Group Project 2 (150 pts.)

In addition to the coursework and reading on organizational communication and human relations, it is important for you to walk away from this course with a solid understanding of both **internal** and **external** organizational communication. After your study of each, you may even decide you want to pursue a career in either one. As you will see, while both internal and external communication are vital to the life of an organization, they function differently and provide different forms of value to the organization.

**For Week 8, we will examine External Organizational Communication.** You will work collaboratively as a group to complete the following assignments. How you decide to complete the task is up to you.

The following assignments will be due at the end of Week 8, Sunday, 11:59pm.

1. External Organizational Communication Paper (Group Assignment)
2. External Organizational Communication Organizational Flow Chart (Group Assignment)
3. External Organizational Communication Industry Expert Interview | 15-30 minutes (Group Assignment)

### 3. Quizzes: (100 pts.)

**In order to pass this class you must demonstrate competency with the material found in the text. You must pass with a significant score on the 6 chapter quizzes given over the text material.** Please note: Seldom are grades determined by one or two big point totals, positive or negative, but are an accumulation of the body of work over a semester. Such is the case in the working world – seldom does an extraordinary day or a disastrous one make or ruin a career – it is the discipline of doing the best over time that is valued.

#### 4. Weekly Group Assignments (230 pts.)

Each week, you will be asked to complete a group assignment. The purpose of the weekly group assignment is to ensure that you are (1) meeting with your group members weekly and (2) progressively working towards accomplishing your group projects, due Week 4 + Week 8.

#### 5. Weekly Reading Guides: (240 pts.)

The purpose of the Reading Guide is to help guide and focus your chapter readings each week. Typically, 4 of the questions will be concrete in nature (i.e. definitions of important terms). The final question will be more abstract (reflection, opinion, ideas, concepts, etc.).

Please use complete sentences and proper grammar when writing your answers to the following questions. If you use outside sources (ex. Website, online news agency, business blog, etc.) please include a reference at the end of the paper.

#### 6. Team Evaluation Forms: (30 pts.)

At the end of Weeks 4 and 8, individually rate each member of your project team, including yourself. Upload to canvas to receive credit.

#### 7. Reflection Papers: (100 pts.)

Assess your learning for both the first half and second half of the course.

### COURSE SCHEDULE AND ASSIGNMENTS

W K	Topics	Learnin g Activitie s (Reading s, External Videos, Articles, Podcasts )  (S) = Student to Student Interactio n	Discussion Boards  (S) = Student to Student Interaction	Homework (Quantitativ e, Papers)  (S) = Student to Student Interaction	Other (Case Studies, Simulations, Group Projects, Presentations)  (S) = Student to Student Interaction	Faculty Interaction {Faculty Recorded Content (eg. video or podcast, <u>Optional</u> Live Zoom for exam prep only)  (S) = Student to Student Interaction	Points (Total must equal 1000)	Stude nt Hours (Total range 112.5 to 120)
1	1. Defining Organizational Communication  2. Defining Humans Relations and the Role of Self  3. Connecting For Influence (Option al)	1. Eisenberg Chapters 1 + 2 Limited Reading (p. 4, p. 7, p. 51)  2. Hamilton	1. N/A	1. Weekly Reading Guide (5 questions)	1. Introduce Yourself to Peers + Sign Contract (Let Know Availability)	1. Professor Welcome Video / Brief Lecture  2. Professor Announcement on weekly objectives  3. Reply/respond to students	3. Weekly Group Assignme nt: 30  3: Weekly Reading Guide: 40	3

		Chapters 1 + 2 <b>Limited Reading</b> (p. 6, p. 37, p. 45)				4. Professor Announcement - Overview of homework/issues/feedback		
2	<p>1. Early and Systems Perspectives on Organization and Communication</p> <p>2. Personality, Stress + Human Relations</p> <p>3. Action, Energy and Connecting with Others (Optional)</p>	<p>1. Eisenberg Chapters 3 + 4</p> <p>2. Hamilton Chapter 3 + 4</p> <p>3. Maxwell Chapters 3 + 4 (Optional - Covered in Weekly Leadership Reflection Video)</p>	1. Weekly Group Meeting Through Communication Mode of Choice	<p>1. Weekly Reading Guide (5 questions)</p> <p>2. Weekly Quiz (5 questions, open book, open material, 60 minutes)</p>	1. Weekly Group Assignment on Internal Communication	<p>1. Professor Videos (1.5-2 hours of content)) / Introduce weekly objectives + lecture on weekly topics</p> <p>2. Professor Announcement on weekly objectives</p> <p>3. Reply/respond to students questions within 24 hours</p> <p>4. Professor to grade and provide meaningful feedback on HW</p> <p>5. Professor Announcement - Overview of homework/issues/feedback</p> <p>6. Available for office hours as requested</p>	<p>1. Group Interaction : 10</p> <p>2. Weekly Quiz: 20</p> <p>3. Weekly Group Assignment: 30</p> <p>4. Weekly Reading Guide: 40</p>	16
3	<p>1. Culture and Organizational Communication</p> <p>2. Perception + Human Relations</p> <p>3. Communication That Makes People Want to Listen (Optional)</p>	<p>1. Eisenberg Chapter 5</p> <p>2. Hamilton Chapter 5</p> <p>3. Maxwell Chapter 5 (Optional - Covered in Weekly Leadership Reflection Video)</p>	1. Weekly Group Meeting Through Communication Mode of Choice	<p>1. Weekly Reading Guide (5 questions)</p> <p>2. Weekly Quiz (5 questions, open book, open material, 60 minutes)</p>	1. Weekly Group Assignment on Internal Communication	<p>1. Professor Videos (1.5-2 hours of content)) / Introduce weekly objectives + lecture on weekly topics</p> <p>2. Professor Announcement on weekly objectives</p> <p>3. Reply/respond to students questions within 24 hours</p> <p>4. Professor to grade and provide meaningful feedback on HW</p> <p>5. Professor Announcement - Overview of</p>	<p>1. Group Interaction : 10</p> <p>2. Weekly Quiz: 20</p> <p>3. Weekly Group Assignment: 30</p> <p>4. Weekly Reading Guide: 40</p>	16

						homework/issues/feedback		
						6. Available for office hours as requested		
4	1. Internal Organizational Communication Group Project	1. Research Articles 2. Industry Interview	1. 3 Weekly Group Meetings Through Communication Mode of Choice	1. Team Project Interactions (Minimum 3 Official - Assignment due on Sunday) 2. Team Evaluations (Due Sunday) 3. 250-word reflection essay on lessons learned (Due Sunday)	N/A - Group Project Week	1. Professor Videos (1.5-2 hours of content) / Introduce weekly objectives + lecture on weekly topics 2. Professor Announcement on weekly objectives 3. Reply/respond to students questions within 24 hours 4. Professor to grade and provide meaningful feedback on HW 5. Professor Announcement - Overview of homework/issues/feedback 6. Available for office hours as requested .	1. Group Project: 150 2. Team Evaluation Form: 15 3: Reflection Paper: 50	16
5	1. Critical Approaches to Organizations + Communication 2. Social Influence + Human Relations 3. The Rule of Common Ground in Communication (Optional)	1. Eisenberg Chapter 6 2. Hamilton Chapter 6 3. Maxwell Chapter 6 (Optional - Covered in Weekly Leadership Reflection Video)	1. Weekly Group Meeting Through Communication Mode of Choice	1. Weekly Reading Guide (5 questions) 2. Weekly Quiz (10 questions, open book, open material, 60 minutes)	1. Weekly Group Assignment on External Communication	1. Professor Videos (1.5-2 hours of content) / Introduce weekly objectives + lecture on weekly topics 2. Professor Announcement on weekly objectives 3. Reply/respond to students questions within 24 hours 4. Professor to grade and provide meaningful feedback on HW 5. Professor Announcement - Overview of homework/issues/feedback 6. Available for office hours as requested	1. Group Interaction : 10 2. Weekly Quiz: 20 3. Weekly Group Assignment: 30 4: Weekly Reading Guide: 40	16
6	1. Identity, Teams, Networks and Collaboration 2. Understanding Prejudice and the	1. Eisenberg Chapters 7 + 8	1. Weekly Group Meeting Through Communication	1. Weekly Reading Guide (5 questions)	1. Weekly Group Assignment on External Communication	1. Professor Videos (1.5-2 hours of content) / Introduce weekly objectives + lecture on weekly topics	1. Group Interaction : 10 2. Weekly Quiz: 20	16

	<p>Role of Listening in Communication</p> <p>3. Keeping Communication Simple and Creating Experiences for Connection (Optional)</p>	<p>2. Hamilton Chapters 7 + 8</p> <p>3. Maxwell Chapters 7 + 8 (Optional - Covered in Weekly Leadership Reflection Video)</p>	<p>on Mode of Choice</p>	<p>2. Weekly Quiz (10 questions, open book, open material, 60 minutes)</p>		<p>2. Professor Announcement on weekly objectives</p> <p>3. Reply/respond to students questions within 24 hours</p> <p>4. Professor to grade and provide meaningful feedback on HW</p> <p>5. Professor Announcement - Overview of homework/issues/feedback</p> <p>6. Available for office hours as requested</p>	<p>3. Weekly Group Assignment: 30</p> <p>4. Weekly Reading Guide: 40</p>	
7	<p>1. Communicating Leadership + Alignment through Communication</p> <p>2. Verbal and NonVerbal Communication + Conflict Resolution</p> <p>3. Integrity and Communication that Inspires (Optional)</p>	<p>1. Eisenberg Chapters 9+ 10</p> <p>2. Hamilton Chapters 9 + 10</p> <p>3. Maxwell Chapters 9 + 10 (Optional - Covered in Weekly Leadership Reflection Video)</p>	<p>1. Weekly Group Meeting Through Communication Mode of Choice</p>	<p>1. Weekly Reading Guide (5 questions)</p> <p>2. Weekly Quiz (10 questions, open book, open material, 60 minutes)</p>	<p>1. Weekly Group Assignment on External Communication</p>	<p>1. Professor Videos (1.5-2 hours of content) / Introduce weekly objectives + lecture on weekly topics</p> <p>2. Professor Announcement on weekly objectives</p> <p>3. Reply/respond to students questions within 24 hours</p> <p>4. Professor to grade and provide meaningful feedback on HW</p> <p>5. Professor Announcement - Overview of homework/issues/feedback</p> <p>6. Available for office hours as requested</p>	<p>1. Group Interaction : 10</p> <p>2. Weekly Quiz: 20</p> <p>3. Weekly Group Assignment: 30</p> <p>4. Weekly Reading Guide: 40</p>	16
8	<p>1. External Communication Group Project</p>	<p>1. Research Articles</p> <p>2. Industry Interview</p>	<p>1. 3 Weekly Group Meetings Through Communication Mode of Choice .</p>	<p>1. Team Project Interactions (Minimum 3 Official - Assignment due on Friday)</p> <p>2. Team Evaluations (Due Friday)</p> <p>3. 250-word reflection essay on</p>	<p>N/A - Group Project Week</p>	<p>1. Professor Videos (1.5-2 hours of content) / Introduce weekly objectives + lecture on weekly topics</p> <p>2. Professor Announcement on weekly objectives</p> <p>3. Reply/respond to students questions within 24 hours</p> <p>4. Professor to grade and provide meaningful feedback on HW</p>	<p>1. Group Project; 150</p> <p>2. Team Evaluation Form: 15</p> <p>3: Reflection Paper: 50</p>	16

				lessons learned (Due Friday)		5. Professor Announcement - Overview of homework/issues/feedback  6. Available for office hours as requested		
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