

# Course Syllabus

 Edit

## BUS 301: Oral/Interpersonal Communication for the Business Professional

### Section 1: Course Information

This section expands on the following topics:

- 1.1: Instructor Information
- 1.2: Course Information
- 1.3: Textbook & Course Materials
- 1.4: Course Technology
- 1.5: Campus COVID Policies

#### 1.1: Instructor Information



- Name: Mary Jae Kleckner, Ph. D.
- **Virtual Office Hours** [\\_ \(https://wisconsin.edu.zoom.us/j/96264948054?pwd=TDhyem1hMjNPV3VoUDNZTkdoOjZ3dz09\)](https://wisconsin.edu.zoom.us/j/96264948054?pwd=TDhyem1hMjNPV3VoUDNZTkdoOjZ3dz09) <-- Click link to enter waiting room.  
Mondays & Wednesdays 12:00–2:00 pm  
(Alternate office hour times available on request.)
- E-mail: [mary.kleckner@uwsp.edu](mailto:mary.kleckner@uwsp.edu)  
[\\_ \(mailto:mary.kleckner@uwsp.edu\)](mailto:mary.kleckner@uwsp.edu) \*

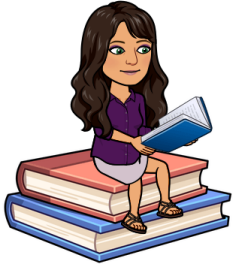
\* If you require a response within 24 hours, make sure your email's subject line 1) includes "BUS 301" and your specific section number/meeting time, and 2) succinctly indicates your specific area of concern (assignment, event, etc.)

#### 1.2: Course Information

**BUS 301: Oral Communication for the Business Professional** meets in CCC 214 on Tuesdays and Thursdays at the following times:

- 11:00 am - 12:15 pm (Section 2C)
  - 12:30 - 1:45 pm (Section 3C)
  - 2:00 - 3:15 pm (Section 4C)
- 

## 1.3: Textbook & Course Materials



Most of the course texts listed below are available in the University Bookstore through the Text Rental program. You can download a free pdf copy of the *Handbook for Early Career Success* by clicking on the title. Hard copies are available for about \$6 on [Amazon.com](https://www.amazon.com/Handbook-Early-Career-Success-Stephen/dp/1598588095/ref=sr_1_1) ([https://www.amazon.com/Handbook-Early-Career-Success-Stephen/dp/1598588095/ref=sr\\_1\\_1](https://www.amazon.com/Handbook-Early-Career-Success-Stephen/dp/1598588095/ref=sr_1_1)).

### Required:

- [Handbook for Early Career Success](https://uwstp.instructure.com/courses/439060/files/35868304/download?download_frd=1) ↓  
([https://uwstp.instructure.com/courses/439060/files/35868304/download?download\\_frd=1](https://uwstp.instructure.com/courses/439060/files/35868304/download?download_frd=1)) by Steven Lurie
  - *Networking for People who Hate Networking* (2<sup>nd</sup> Ed.) by Devora Zack
  - *HBR Guide to Persuasive Presentations* (12<sup>th</sup> Ed.) by Nancy Duarte
  - *The Team Handbook* (3<sup>rd</sup> Ed.) by Peter R. Scholtes, Brian L. Joiner, and Barbara J. Streibel
- 

## 1.4: Course Technology

We will extensively use Canvas, Zoom, and PowerPoint throughout the semester. We may incorporate other technology platforms into the BUS 301 coursework as well. Please take the following steps as early as possible, preferably before the semester begins:

1. Confirm your devices meet the [system requirements for Canvas](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66) (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>).
2. Confirm your devices meet the [system requirements for Zoom](https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux) (<https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux>).
3. Follow my course guidelines to [install a free student edition of Office 365](#).

Whenever you experience technical problems, feel free to let me know; however, try to resolve those issues through the resources below:

### UWSP IT Service Desk

- 346.4357 (on campus)

### Canvas

888.888.8884

- Phone:**
  - 877.832.8977 (off campus)
  - 833.828.9804
- Email/chat:**
  - [itsvdesk@uwsp.edu \(mailto:itsvdesk@uwsp.edu\)](mailto:itsvdesk@uwsp.edu)
  - [techhelp@uwsp.edu \(mailto:techhelp@uwsp.edu\)](mailto:techhelp@uwsp.edu)
  - [Information Technology home page \(https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx\)](https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx)
  - [Canvas Student Guide \(https://community.uwsp.edu/CanvasStudentGuide/10701\)](https://community.uwsp.edu/CanvasStudentGuide/10701)
- Web resources:**
  - [IT Service Desk \(https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx\)](https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx)
  - [IT instruction sheets and support videos \(https://www.uwsp.edu/online/Pages/Student-Support.aspx\)](https://www.uwsp.edu/online/Pages/Student-Support.aspx)
  - [Canvas Video Guide \(https://community.uwsp.edu/CanvasVideoGuide/3891\)](https://community.uwsp.edu/CanvasVideoGuide/3891)

**Monitor your Canvas courses and UWSP email regularly.** Don't rely solely on class reminders – check your email messages and log into your Canvas account at least 2-3 times a week.

**If you generally struggle to use the required technology for this or other courses...** consider meeting one-on-one with a UWSP technology tutor. To receive assistance through Technology Tutoring services, visit: <https://www.uwsp.edu/tlc/Pages/techTutoring.aspx>

**If you struggle to use Canvas efficiently...** please register for this self-paced [Student Training / Canvas Orientation course \(https://uws.instructure.com/enroll/FNRAL8\)](https://uws.instructure.com/enroll/FNRAL8) to avoid unnecessary frustration and confusion. Also refer to my [Canvas Resources page](#) for tips on navigating Canvas.

**If you need additional tools for online or hybrid courses,** visit: <https://www.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx>

## 1.5: Campus COVID Policies

For your health and safety, UW-Stevens Point:

- Requires all students, employees and visitors to any UW-Stevens Point campus or facility to wear face coverings when inside campus buildings. The mask is policy is in effect until Sept. 30. See the chancellor's updated mask mandate.
- Requires unvaccinated residence hall students to be tested twice during the first 10 days of arrival on campus, then every other week until at least Sept. 30.
- Strongly encourages unvaccinated students residing off campus to be tested regularly and complete

the daily symptom screening.

- Requires unvaccinated employees to have testing every other week and complete the daily symptom screening.
- Strongly encourages all students, faculty and staff to get vaccinated as soon as possible. While not required, vaccination is the surest way to protect yourself from serious illness.

required, vaccination is the safest way to protect yourself from serious illness.

Vaccines are available:

For students at Student Health Services in Delzell Hall:

- Walk-in Mondays and Thursdays, 1-3 p.m., Wednesdays, 9-11 a.m.
- By appointment at 715-346-4646

For students, UWSP employees and community members at DeBot Dining Center, Lower DeBot Conference Room:

- Monday, Aug. 30, 10:30 a.m.-2 p.m.
- Tuesday, Aug. 31, 11:30 am.-1 p.m.
- Thursday, Sept. 2, 10:30 a.m.-2 p.m.

The first dose of the Pfizer vaccine, fully approved by the FDA, as well as a limited number of the one-dose Johnson and Johnson vaccine will be available. Instructions will be given on how to contact vaccine providers for a second dose of the Pfizer vaccine.

Fully vaccinated students who upload their vaccination record to our secure online portal are eligible for prizes from UWSP and \$100 incentive from the Wisconsin Department of Health Services and also may be eligible for the UW System “Vax Up! 70 for 70” scholarship incentive.

If you have questions or concerns, see our COVID-19 site or contact UWSP Student Health Service at [health.services.office@uwsp.edu](mailto:health.services.office@uwsp.edu).

UW-Stevens Point continues to monitor COVID-19 transmission rates, which remain high in the five counties where we have facilities and will revisit our face covering policy as public health warrants. We continue to follow the guidance of local, state and federal health experts and UW System leaders.

Thank you for your taking responsibility for your own health and keeping our campus communities safe so we may continue to have in-person classes, events and activities this fall.

**Please Note:** Changes to course delivery may occur at any time during the term to address public health and safety concerns.

## Section 2: Learning Outcomes

This section expands on the following topics:

- 2.1: Course Goals
- 2.2: Course Learning Objectives
- 2.3: Academic Unit

---

### 2.1: Course Goals

The objective of this course is to help you expand your awareness and comfort zone during professional interactions, so you can become more deliberate and strategic in your communication approach.

---

## 2.2: Course Learning Objectives

Students who successfully complete BUS 301 will make progress in the following areas:

### **Connecting (Unit 1):** Weeks 1-5

- Develop strategies for overcoming communication obstacles and anxiety
- Anticipate and incorporate diverse perspectives into communication

### **Persuading (Unit 2):** Weeks 6-9\*

- Employ ethical, logical, and well-supported persuasive techniques
- Evaluate and construct reasoning in applied, business-specific contexts

### **Public Speaking (Unit 3):** Weeks 10-11

- Develop a smooth, succinct, professional, and engaging speaking style
- Create credible, engaging messages that appeal to audience interests

### **Collaborating (Unit 4):** Weeks 12-15

- Demonstrate effective collaboration skills in team settings and with diverse audiences
- Analyze and effectively manage interpersonal conflict in team settings and with diverse audiences

\*This course is part of a pilot program to integrate Critical Thinking across the Curriculum. Critical Thinking is purposeful, reflective reasoning about what conclusions to draw or actions to take. With diligent effort on their part, students will also attain this Critical Thinking Outcome this semester.

---

## 2.3: Academic Unit

### **SBE Mission**

The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.

The SBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation

- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

## Accreditation Commitment

SBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community.

# Section 3: Course Expectations and Policies

This section expands on the following topics:

- 3.1: Attendance
- 3.2: Late Work
- 3.3: Etiquette/Netiquette

---

## 3.1: Attendance

Physically (or virtually) showing up is sometimes enough to receive credit; however, mentally engaging in class material is always critical to *learning*. Many behaviors tell those around you whether you are actively engaged in what's going on. Central Wisconsin employers have identified several of them as critical to career success:

- Listen actively and attentively
- Consistently and comfortably ask for clarification or feedback
- Employ effective questioning techniques
- Accept constructive criticism without deflection or defensive behavior

**F2F classes:** To stay engaged and demonstrate these behaviors, please set your phone to vibrate and put it away\* (i.e., keep it *off* the table) during class unless I specifically tell you otherwise. Students who intently stare at their lap during class or otherwise demonstrate they are not mentally present *will* be marked absent. If their disengagement becomes distracting to others, I will ask them to leave.

**Virtual Classes:** To stay engaged and demonstrate these behaviors, please turn on your web cam during class and close all browser windows and computer applications that are unrelated to class. Students who black out their video or stare at their lap during our virtual class session will not get credit for attending unless you speak with me in advance about why such behaviors are necessary.

\* If you use an electronic device to accommodate a disability, you must provide documentation from the [Disability and Assistive Technology Center \(DATC\)](#). (<https://www.uwsp.edu/datc/Pages/apply-for-accommodations.aspx>). Scroll down to "Academic Support and Accommodations" for more information.

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent; however, you may ask a classmate to share notes.*** Any exceptions to the attendance policy should be confirmed in writing (via email).

- If you do not attend class during the first eight days of the regular 16 week term, you may be dropped from the class.
- If you must be absent during the semester, make arrangements with me in advance so we can discuss what will be a reasonable amount of time to make up the work you have missed.
- If you cannot reach me or your other instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or [DOS@uwsp.edu \(mailto:DOS@uwsp.edu\)](mailto:DOS@uwsp.edu).
- If you must miss class for religious reasons or military service, please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" as outlined by the [UWSP registrar](#). (<https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>)

Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit. If you decide to drop this class, please do so using [accessPoint](#) (<https://accesspoint.uwsp.edu/my.policy>).

---

## 3.2: Late Work

Assignment deadlines are typically coordinated with class activities, so completing them properly and submitting them on time is tied directly to the value of the activity and its relevance to the course. For the occasional case where life gets in the way, I handle all missed deadlines as follows:

1. Once *In-class Presentations* are scheduled, their **deadlines cannot be extended** under any circumstances.
2. For logistical reasons, deadlines for *Quizzes*, *Participation Assignments*, and *Peer Reviews* are also less flexible. Please scroll down to Section 5: Coursework Descriptions and Commentary for specific reasons and possible exceptions.
3. *For most other assignments*, you may request a deadline extension via email at least 24 hours before the deadline to receive an extension without penalty. **List "deadline extension request" and the assignment name in the subject line** to ensure your extension request will be approved in a timely manner.
4. *If a deadline is less than 24 hours away*, submit the assignment as soon after the deadline as possible. If you submit it before I finish grading that assignment for your section, you will still get credit. Expect a 25% reduction in your grade per 24-hour period. Late submissions do not receive

credit. Expect a 20% reduction in your grade per 24-hour period. Late submissions do not receive instructor feedback or resubmission opportunities.

5. *Assignments submitted more than three days (72 hours) past the deadline without prior approval will not receive any credit, feedback, or resubmission opportunity.* **NOTE:** Multiple missed deadlines will have an impact on your final grade. That impact **is not negotiable**, even if it costs you a passing grade in the course.

These policies are meant to help keep students on track... I prefer not to rely on them to coerce students. **If you need an extension, just submit your request [via email](mailto:mary.kleckner@uwsp.edu) (<mailto:mary.kleckner@uwsp.edu>) at least 24 hours in advance.**

---

### 3.3: Etiquette/Netiquette

I want to foster a productive and energizing learning environment. Your reaction to others' opinions and experiences, no matter how different or controversial they may be perceived, must be respectful and reflect the spirit of civil discourse. You are encouraged to comment, question, or critique an idea -- but you may not attack the individual expressing it (that would be an [ad hominem logical fallacy](https://www.txstate.edu/philosophy/resources/fallacy-definitions/Ad-Hominem.html) (<https://www.txstate.edu/philosophy/resources/fallacy-definitions/Ad-Hominem.html>)).

Working together, we can build a polite and respectful course community. The following classroom and online etiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion -- Give other students the opportunity to join in the discussion (we will cover this during Unit 1).
- Using humor is acceptable, but avoid offensive language. Present ideas appropriately.
- Avoid using slang -- it relies on shared cultural understanding and language comprehension that increases risk of misinterpretation.
- Never make fun of someone's ability to speak, read, or write.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions must be respected.
- Share tips with other students.
- Do not hesitate to ask for feedback.

Netiquette refers rules for behaving properly online.

- Be mindful of how your writing will be interpreted. For example, using all capital letters suggests shouting. Omitting capitalization and punctuation makes it impossible to tell where one thought ends and another begins.
- Popular emoticons such as ☺ or :-)) are sometimes helpful to convey your tone, but inappropriate or overuse can create confusion and erode professionalism.
- Wait, think, and edit before you click any "Send" or "Post" button.

For more tips, visit my course pages on [Videoconference Etiquette](#) and check out this tutorial on



## Workplace Civility.

### Email Etiquette

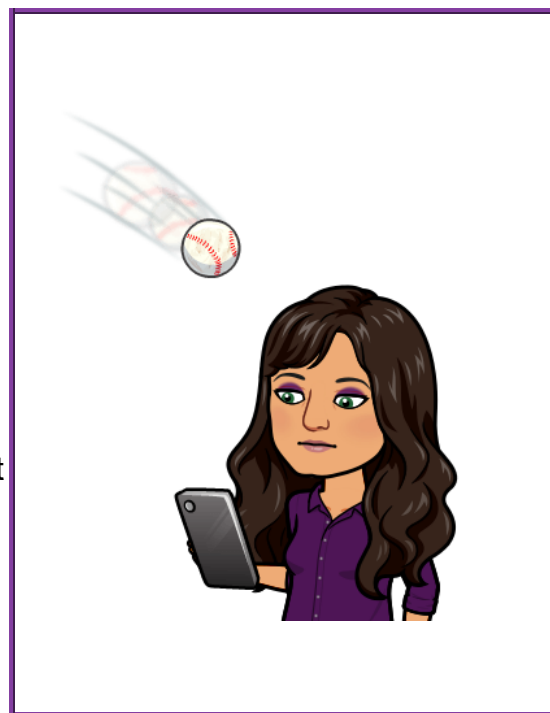
Remember faculty can receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name.

**IMPORTANT:** I will not respond to emails that ignore the conventions of grammar, spelling, punctuation, and capitalization. In other words, do not send me a text via email. I also will not open attachments sent without an accompanying message. Always submit assignments to Canvas or bring them to class as instructed. Never send them to me via email unless I specifically ask you to do so.

### Cell Phone Use

**Research indicates that having visual access to your cell phone diminishes your ability to learn.** Furthermore, checking your social media accounts, texts, and other messages during class is unprofessional and disrespectful to me and your classmates. **Once class begins, please turn off your phone and place it out of view unless I specifically ask you to take it out for a class activity... I will do the same.**

If I notice that you are using your phone during class I will first ask you to either share what you are researching or put it away. If you continue to use your phone, I will ask you to leave class and deduct any participation points you earned that day.



### Inclusivity

This course is intended to serve students from diverse backgrounds and perspectives. In addition, it aims to encourage them to view diversity as a resource that strengthens and benefits both teams and individuals. We must all work to present our ideas, information, and materials in a way that respects a variety of preferences and perspectives, including but not limited to gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

Thank you for following these guidelines, as they help create a positive learning community.

## Section 4: Grading

This section expands on the following topics:

- 4.1: Grading Scheme
  - 4.2: Grading Notes
  - 4.3: Points Available
- 

## 4.1: Grading Scheme

Your final grade in this course is based on the percentage of possible points you earn by the end of the semester:

Grade	Range	Grade	Range
A	100 % to 94.0%	C+	< 80.0 %to 77.0%
A-	< 94.0 %to 90.0%	C	< 77.0 %to 74.0%
B+	< 90.0 %to 87.0%	C-	< 74.0 %to 70.0%
B	< 87.0 %to 84.0%	D+	< 70.0 %to 67.0%
B-	< 84.0 %to 80.0%	D	< 67.0 %to 61.0%
		F	< 61.0 % to 0.0%

---

## 4.2: Grading Notes

I provide specific instructions for each assignment. Read them carefully, as you will be accountable for the criteria described in each assignment's instructions (and this syllabus). I am happy to answer questions about grading criteria, so be sure to ask me if you need clarification on the instructions.

Also keep the following in mind, as they will influence your grade in this course:

### 1. Do your own work.

The *minimum* penalty for academic misconduct in this class is a zero on the assignment. You are responsible for knowing what constitutes academic misconduct -- so please review my guidelines for [Avoiding Plagiarism](#) and Chapter 14 of the Wisconsin Administrative Code, [Student Academic Disciplinary Procedures](#)



<https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>. "I didn't know" will **not** be a valid excuse

For more information about university policies, review UW-Stevens Point's [Rights and Responsibilities](#) (<https://www.uwsp.edu/narkins/Pages/Rights-and-Responsibilities.aspx>)

## 2. Meet deadlines.

To keep things simple and organized, students must complete all assignments as instructed and submit them by the deadline in the Canvas calendar. If you need an exception or extension, you must make alternative arrangements with me at least 24 hours in advance to avoid a grade penalty. Review "Late Work" policies above for more specific information.

## 3. Document your sources properly.

All written assignments should follow the Publication manual of The American Psychological Association (6th ed.) guidelines for documentation. Expect to lose points for citations and references that do not meet APA formatting standards. See [Course Guidelines on Source Documentation](#) for more information and resources, and download my [APA Guidelines handout](#) ↓  
([https://uwstp.instructure.com/courses/439060/files/35868132/download?download\\_frd=1](https://uwstp.instructure.com/courses/439060/files/35868132/download?download_frd=1)) for specific formatting instructions and examples.

## 4. Proofread Carefully.



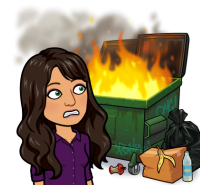
In addition to instructions I provide for each assignment, all written work (including presentation slides) must observe basic grammar, spelling, and punctuation rules. Review these [Proofreading Guidelines](#) to see which errors will cost you points. Written assignments that contain a distracting amount of spelling and grammatical errors will be returned *ungraded*. To receive credit, they must be revised and resubmitted within 7 days. Revisions can earn no higher than 75%.

## 5. Talk to me.



My contact information and office hours are posted at the top of this syllabus for a reason -- if you have questions or concerns, you are welcome to call or stop by during those times and talk them over with me. If they pertain to a specific assignment, please talk to me *before* the assignment is due. You are always welcome to email me if you prefer, but you may wait longer to receive a response.

If you are concerned about your overall performance in the course, please speak with me about your concerns in person – *especially* if you feel confused or overwhelmed. Effective communication works two ways, and I can't help if you don't ask. Don't let a small problem become a major crisis because we didn't talk.



## 6. Ask for help.

Please take the initiative to seek out Academic Support and Accommodations.



I am always happy to help if you feel confused or have questions about course materials and assignments; however, sometimes you may need additional help. If that applies to you, below are some places to find it.

### **If you require *Academic Assistance*:**

The [Mary K. Croft Tutoring-Learning Center](https://www.uwsp.edu/tlc/Pages/default.aspx) [\\_ \(https://www.uwsp.edu/tlc/Pages/default.aspx\)](https://www.uwsp.edu/tlc/Pages/default.aspx) located in room 018 of the Learning Resources Center offers a variety of academic support services, including:

- Writing and Reading Consultations if you are struggling with a tough writing or reading assignment
- Technology Tutoring Services if your computer skills aren't up to speed
- Academic Skills Specialists if you are struggling with study skills, time management, or other general academic challenges.

[The Writing Center](https://www.uwsp.edu/tlc/Pages/writing-center.aspx) [\\_ \(https://www.uwsp.edu/tlc/Pages/writing-center.aspx\)](https://www.uwsp.edu/tlc/Pages/writing-center.aspx) provides consultants who are successful UWSP students and can discuss any type of writing at any stage of the drafting process; including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing.

- Writing Center services are available virtually via Zoom.
- Consultation sessions are by appointment. Some short notice times may be available.
- Written work can be shared with consultants for feedback via [this online form](https://www.uwsp.edu/tlc/Pages/online-writing-lab-request.aspx) [\\_ \(https://www.uwsp.edu/tlc/Pages/online-writing-lab-request.aspx\)](https://www.uwsp.edu/tlc/Pages/online-writing-lab-request.aspx).
- All Writing Center services are FREE.

If you have questions or would like to make an appointment, please contact the TLC via email  [\(tlctutor@uwsp.edu \(mailto:tlctutor@uwsp.edu\) \)](mailto:tlctutor@uwsp.edu) or phone (715-346-3568).

### **If you require *Academic Accommodations*:**

Please speak with me the first day of class if you know or suspect that you have a recognized disability. Although course standards cannot be lowered, appropriate accommodations may be available to you under certain circumstances. **You must make an appointment with the [Disability and Assistive Technology Center](https://www.uwsp.edu/datc/Pages/apply-for-accommodations.aspx) [\\_ \(https://www.uwsp.edu/datc/Pages/apply-for-accommodations.aspx\)](https://www.uwsp.edu/datc/Pages/apply-for-accommodations.aspx) (DATC) as soon as possible to be eligible for accommodations.**

---

## 4.3: Points Available

Your course grade is based on the following distribution of points:

- Quizzes: 90 points (18%)
- Presentation Assessments: 180 points - 75 (15%) individual, 105 (21%) team)
- Reflective Assignments: 120 points (24%)

- Participation Assignments: 110 points (22%) (includes 20 ProEvents Credits)

Each course Unit contains the following proportion of points:

- Unit 1: Connecting 150 points (30%)
- Unit 2: Persuading 60 points (12%)
- Unit 3: Presenting 90 points (18%)
- Unit 4: Collaborating 200 points (40%)

**Total: 500 points**

## Section 5: Coursework Descriptions and Commentary

This section expands on the following topics:

- 5.1: Quizzes
- 5.2: Presentation Assessments
- 5.3: Peer Reviews
- 5.4: Participation Assignments
- 5.5: Team Submissions
- 5.6: Smiley/Pro Pointer Events
- 5.7: Extra Credit
- 5.8: Changes to Course Policies/Calendar
- 5.9: Permission to Use Your Work

---

### 5.1: Quizzes

Quizzes are intended to assess your comprehension and ability to analyze material we cover during each unit.

**Note about deadline extensions on quizzes:** Because all students must complete each quiz before I can post correct responses, I prefer to avoid deadline extensions on quizzes. So if your internet connection, work schedule, or other personal circumstances make your availability somewhat unpredictable, please do not wait until the last day to take your quizzes. If you have a documented

medical emergency or a military deployment that requires you to miss the quiz window, however, contact me as soon as you can to discuss an appropriate alternative deadline.

---

### 5.2: Presentation Assessments

## 5.2.1 PRESENTATION / ASSESSMENTS

You will deliver four presentations this semester:

- ONE *individual* presentation delivered live in front of the class.
- ONE *individual* presentation delivered and recorded via Zoom.
- ONE *team* presentation delivered live in front of the class.
- ONE *team* presentation delivered and recorded via Zoom.

Each Unit includes summative assessments that evaluate your ability to apply the material we cover during each unit to your presentation development, design, and delivery.

**Note about deadline extensions on live presentations:** Because the time we have for in-class presentations is limited (no more than 11 presenters per session) and cannot be rescheduled for a different class period (I arrange for someone from the Comm Arts department to record them), I approve deadline extensions for in-class presentations only under unexpected medical or military circumstances. Therefore, *please look at your schedule closely before scheduling your live presentation dates.*

---

## 5.3: Reflective Assessments & Peer Reviews

Some assessments require written reflection and introspection to have value. Assessments that require reflective writing must meet the standards outlined in the course [Reflective Writing Guidelines](#).

Local employers have expressed concerns about our graduates' ability to solicit, provide, and receive constructive feedback. Peer Reviews are specific assessments designed to help the SBE address this need in our regional employment market. Similar to participation assignments, all you must do to earn full credit is complete your assigned reviews thoroughly, thoughtfully, and *on time*. **Reviews that provide only sweeping generalizations and/or use vague phrasing/sentence fragments will NOT receive credit.** In addition, reviews that leave one or more comment fields blank in the Canvas rubric will receive only partial credit... **so please review the guidelines for each peer review assignment carefully to ensure you provide thorough, thoughtful feedback!**

**Note about deadline extensions on peer reviews:** Review feedback is time-sensitive. Even solid feedback becomes much less valuable if it is submitted after presenters have already modified their content or delivered their presentations. Therefore, I prefer to avoid giving deadline extensions on peer reviews. Again, if your internet connection, work schedule, or other personal circumstances make your availability somewhat unpredictable, please do not wait until the last minute to complete your reviews. If

you have a documented medical emergency or a military deployment that requires you to miss the review window, contact me as soon as you can to discuss an appropriate alternative deadline.

---

## 5.4: Participation Assignments

## 5.4: Participation/Assignments

Student engagement and participation are critical to the quality of our class sessions. The goal of these formative assessments are to prepare you for class: To earn full credit, all you need to do is submit them *completely, correctly, and on time*... **so please read the instructions carefully!**

You will be asked to complete participation assignments in Canvas by 11:59 pm the night before the corresponding class session meets. For some, you must bring a printed copy to your results to that class session to receive full credit, so you can refer to them during class discussion.

**Because these assignments are directly related to a particular class session, late submissions cannot be accepted; therefore, please read the instructions carefully** to ensure you receive full credit! Also note that if you complete them too early, their value may be diminished by the time lapse between your completion of the assignment and our coverage of the material in class.

---

## 5.5: Team Submissions

During the Collaboration Skills Unit (Unit 4), you will be assigned to a team to complete a team project. Although individual submissions will also be part of your grade, this project includes several assignments for which you receive a team grade as well. Some are participation assignments, while others are graded presentations and assessments. Your individual grade on the final team project will be partially based on your teammates' evaluation of your performance.

---

## 5.6: Smiley/Pro Pointer Events

Several UWSP departments and programs, including the School of Business & Economics, sponsor **Smiley Professional Events** (or **Pro Events**).

Pro Events connect you to:

- *Campus* (e.g., academic coaching, student clubs);
- *Community* (e.g., Rotary, Business Council); and
- *Careers* (e.g., internships, networking).

As an SBE student, you will be able to choose from a wide variety of speakers, workshops and special events. With over 300 events per year on the Pro Events calendar, you will have significant flexibility in selecting your events. Whatever you choose, Pro Events will help you to make the most out of your time as a student and to prepare for transitioning into a successful career.

Visit the Pro Events web site ([proevents.uwsp.edu](https://proevents.uwsp.edu)) for announcements of upcoming events. You can also follow us on social media.

- Facebook: [UWSP School of Business & Economics](https://www.facebook.com/uwspbusiness) (<https://www.facebook.com/uwspbusiness>)
- Twitter: [@UWSPBusiness](https://twitter.com/uwspbusiness) (<https://twitter.com/uwspbusiness>)

For this course, you must attend **two** official Pro Events. One event must be before the mid-semester cut-off of **October 22**; a second event must be before the end-of-semester cut-off (**December 10**). If you go to extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester. Attendance at each event will count for 10 points towards your final grade.

As we continue Pro Events during COVID, there will be a variety of ways to earn your credits:

- Attend virtual (Zoom) events in real time; receive attendance credit directly by signing in with your Point card.
- Watch recordings of past events; receive attendance credit after you submit report via Anderson Center Canvas page.
- Attend occasional live events on campus; receive attendance credit directly.
- Attend off-campus live events; take Events Attendance form and obtain signature.

Attendance at Pro Events will be confirmed with automatic emails to you and updated on the Pro Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events. If you have a question about Pro Events attendance, please email [proevents@uwsp.edu \(mailto:proevents@uwsp.edu\)](mailto:proevents@uwsp.edu).

**IMPORTANT:** If you have multiple courses or affiliations with Pro Events requirements, it is your responsibility to make sure you have attended enough events for each course/affiliation. If you have not attended enough events to cover all of your requirements, your attendance will be allocated to your courses in alpha-numeric order followed by any other affiliations.

After the mid-semester cut-off and the end of this semester's events, I will receive reports confirming your attendance. You do not need to do anything else.

Hint: if you are having trouble finding events that fit your schedule, check out the "Create Your Own Event" option (<https://www.uwsp.edu/busecon/Pages/Events/create.aspx> (<https://www.uwsp.edu/busecon/Pages/Events/create.aspx>)). You can meet with an expert from Career Advising, Financial Coaching or Academic Coaching. During "Kickstart Your Career," there's the special "Lunch with a Leader" program that allows you to set up a lunch with a local business expert to learn more about their industry, company and profession. Normally, the Anderson Center pays the cost of lunch for SBE students and their guests; during this COVID era, the lunches will be "virtual" (Zoom).

---

## 5.7: Extra Credit

Most extra credit opportunities are posted to their corresponding work plans with the other unit assignments. You can also look for "Easter Eggs" hidden in the course written materials. If you are the first student to locate a typo in one of my course materials, discreetly notify me [via email \(mailto:mary.kleckner@uwsp.edu\)](mailto:mary.kleckner@uwsp.edu). Write "Easter Egg" in the subject line, along with BUS 301 and your section number and provide the location and a brief description of the typo in the body of the email. One



section number, and provide the location and a brief description of the type in the body of the email. Once I verify the error, you will receive 1 extra credit point.

---

## 5.8: Changes to Course Policies/Calendar

Please note that I reserve the right to make changes to this course syllabus as we progress through the semester. Although I prefer to avoid altering our plan, sudden changes to plans happen in the workplace all of the time, so if circumstances arise that require me to adjust our work plan, consider it an opportunity to develop your agility -- that's something my contacts in industry say our graduates lack. You will be notified during class of any changes that arise. I will announce any deadline adjustments at least one week in advance.

---

## 5.9: Permission to Use Your Work

I may wish to use a sample of your work in future teaching or research activities. No examples will reveal your identity. If you prefer not to have samples of your work shared, send me an e-mail opting out of this request. Otherwise, your participation in the class will be taken as consent to have portions of your work used anonymously for teaching or research purposes.

