



BUS205  
MANAGEMENT  
COMMUNICATION  
Fall 2023  
SECTIONS 040/043  
MAY 3-JUNE 19

Instructor: Sara Smit  
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Office Hours:  
Wednesdays 10-11 am  
ED527  
or by appointment

### Course Description

This course is designed to assist students to improve their skills and confidence as effective communicators in an organizational context. Students will explore the issues faced by organizations in communicating internally with employees and externally with diverse publics. The course will focus on both oral and written communication.

**Prerequisite: ACAD 100 or ENGL 100 or EPS 116. Note: Students may only receive credit for one of BUS 205, ADMN 205, and ADMN 265.**

### Learning Outcomes

Upon the successful completion of Management Communications 205, students will be able to:

- Understand how to communicate effectively in modern workplaces
- Write business letters, memos, reports, and emails in different tones to achieve a variety of purposes
- Reflect critically on their oral and written communication skills
- Communicate effectively with colleagues in a professional manner

### UR Courses

The Fall 2023 semester of BUS205 takes place on campus via in-person lectures. URCourses will be utilized for course announcements, submitting assignments, and other course content on an as-needed basis. Important course information will be communicated through the announcements section of UR courses.

**It is your responsibility to check UR courses regularly.**

### Class times:

M/W: 11:30-12:45  
(003/033)  
M/W: 1-2:15  
(002/032)  
M: 7-9:45 pm  
(004/034)

**Final exam:**  
Dec 9, 2-5 pm  
(location TBD)

**Important Dates:**  
Aug 30—First day of semester  
Sept 4—Labor Day, no classes  
Nov 15—Last day to drop with a W  
Dec 4—Last class  
Dec 9—Final exam

## Texts

There is one text for this course: *Management Communication* is an open source textbook and is **FREE**. The textbook is located on UR courses. Other access options follow below.

### *Management Communication*

PDF Version: <https://mcom320.net/pdf/fulltextbook.pdf>

Online Version: <https://mcom320.net/>

Thomas, L., Haupt, J., & Spackman, A. (2017). *Management Communication*. The Marriot School at Brigham Young University. <https://mcom320.net/>

## Recommended Resources

While not mandatory for this course, these straightforward books provide excellent writing tips and tools.

1. *HBR Guide to Better Business Writing* by Bryan A. Garner  
[https://www.amazon.ca/HBR-Guide-Better-Business-Writing/dp/142218403X/ref=sr\\_1\\_1?crid=2RY2POOPZAFZX&keywords=Garner+writing+guide&qid=1658951846&s=books&prefix=garner+writing+guid%2Cstripbooks%2C195&sr=1-1](https://www.amazon.ca/HBR-Guide-Better-Business-Writing/dp/142218403X/ref=sr_1_1?crid=2RY2POOPZAFZX&keywords=Garner+writing+guide&qid=1658951846&s=books&prefix=garner+writing+guid%2Cstripbooks%2C195&sr=1-1)
2. *The Elements of Style* by William Strunk  
(Free, open source) <https://www.gutenberg.org/files/37134/37134-h/37134-h.htm>
3. *On Writing* by Stephen King  
[https://www.amazon.ca/Writing-Stephen-King-2012-03-01/dp/B00NYI71B6/ref=sr\\_1\\_1?keywords=on+writing+stephen+king&qid=1658951911&s=books&prefix=On+Wri%2Cstripbooks%2C198&sr=1-1](https://www.amazon.ca/Writing-Stephen-King-2012-03-01/dp/B00NYI71B6/ref=sr_1_1?keywords=on+writing+stephen+king&qid=1658951911&s=books&prefix=On+Wri%2Cstripbooks%2C198&sr=1-1)

## Student Resources at UR

The UR Student Success Centre provides support for all students through their writing clinic at the Dr. William Riddell Centre (Room 230). You can contact them at 585-4076 or visit their website at <http://www.uregina.ca/sdc>.

International and Permanent Resident students may also benefit from the services provided by the UR Global Learning Centre. The Centre focuses on social engagement and academic services, including writing and language support and mental health services. They are located at CW 115 and you can contact them at 585-5082.

You can find more information at the following links:

- More info about services: <https://www.uregina.ca/international/global-learning-centre/index.html>
- Program & Event calendar: <https://www.uregina.ca/international/global-learning-centre/schedule.html>

- International Peer Advisor Program: <https://www.uregina.ca/international/global-learning-centre/peer-advisor.html>

### **Need for Accommodation**

The University of Regina wishes to support all students in achieving academic success while enjoying a full and rewarding university experience.

Student Accessibility upholds the University's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity. Students who require these services are encouraged to contact Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. For further information, please email [accessibility@uregina.ca](mailto:accessibility@uregina.ca) or call (306) 585-4491.

### **Academic Integrity**

Plagiarism and other forms of cheating are serious academic offenses which occur when student work contains the writing, data, or ideas of others without appropriate sources. **The use of AI engines like Chat GPT along with writing apps like Hemingway, Spinbot, and Grammarly are considered academic misconduct.** It is critical that any idea which is not your own receives the appropriate citation. Suspected cases of academic misconduct will be sent to the Associate Dean (Undergraduate Programs) for investigation.

It is your responsibility to educate yourself about how to correctly cite different sources including articles, textbooks, and websites. **Citations for this course must be in APA format.**

Information and resources regarding in-text citations and references can be found at the Purdue University writing lab: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

Information about the Hill School's Academic Integrity policy are located in Appendix A.

### **Late Assignments**

All assignments/discussions are due by 11:59 p.m. on the date stated in this syllabus. Assignments **must** be submitted via UR Courses; emailed assignments will not be accepted. Assignments will have **one mark** deducted for each day they are late. Assignments will not be accepted more than **one week** after the due date. Students who do not complete an assignment will receive no grade for that assignment. If you are experiencing difficulties, please contact me as soon as possible.

### **Attendance**

Formal attendance will not be taken in this course. It is your responsibility to obtain information about missed assignments, announcements, or material handouts for any missed class. Important information about the course is regularly posted in **UR Courses Announcements**. Your involvement in our weekly group breakout sessions will be tracked and will count towards your

participation grade. Not being prepared for breakout sessions and/or disrupting class and/or student presentations may result in a loss of participation marks.

### Communication Expectations

Please contact me via my UR courses email if you are encountering difficulties which may result in class absences, late assignments, or other issues.

**I will respond to emails within 24 hours. Emails sent on weekends will be answered on Mondays.**

This course focuses on professional writing and you are expected to use appropriate salutations and closings when emailing me. Please review your spelling, grammar, and sentence structure prior to hitting 'send'. Messages which do not conform to this expectation may be returned for correction.

**Good communication is essential for success in this course.**

### Evaluation

Assignment	Grade Percentage	Due Dates
General Participation	5%	Cumulative
Breakout-Room Participation	10%	Weekly
Weekly Journal	5%	Weekly
Assignment 1: Presentation Topic Email	10%	Week 4 (Sept 24)
Bonus Assignment: COIL Email of Interest	N/A	Week 5 (Oct 1)
Assignment 2: Dream Job Research Report	15%	Week 8 (Oct 22)
Assignment 3: Dream Job Cover Letter	15%	Week 11 (Nov 12)
Assignment 4A: Transferrable Skills PowerPoint and Speaker's Notes	10%	Week 13 (Nov 26)
Assignment 4B: Transferrable Skills Presentation	10%	Week 14
Final Exam	20%	Dec 9, 2-5 p.m., location TBD

Your grades are reflections of your mastery of the skills taught in this course and of your ability to complete assignments **correctly** and **on time**. Failure to complete all parts of an assignment might result in a lower grade than you desire. Effort will not be factored into your grade, as 'I

worked really hard on this assignment' is a subjective, unmeasurable statement. A rubric is used so that everyone's work is graded objectively, accurately, and according to the learning objectives for BUS205. It is important to review assignment rubrics prior to completing your assignments.

Final marks are confirmed by the Faculty of Business Administration.

**You MUST pass the final exam to pass the course.**

## Topic Outline/Calendars

There are two calendars below – please make sure to review the calendar for **your** assigned section and class time.

### M/W 11:30-12:45 (003/033) & 1-2:15 (002/032)

	Topic	Readings	Activities/Assignments
Week 1 Aug 30— Sept 3	➤ <b>Course Introduction</b>	➤ Review syllabus and other course material	<b>Class 1: 8/30</b> ➤ Syllabus review ➤ Journal
Week 2 Sept 4-10	➤ <b>Why Be a Skilled Communicator?</b>	➤ <i>Management Communication (MC)</i> Chapter 1	<b>Class 2: 9/4:</b> No Class <b>Class 3: 9/6:</b> Lecture
Week 3 Sept 11-17	➤ <b>Write—Look Good in Print</b> ➤ <b>Basic Formatting</b>	➤ <i>MC</i> Chapter 2 & 7	<b>Class 4: 9/11:</b> Lecture <b>Class 5: 9/13:</b> Journals/Breakout Rooms
Week 4 Sept 18-24	➤ <b>Plan: Think Before You Write</b> ➤ <b>Special Guest: Dr. Alexis McQuigge on academic integrity (9/18)</b>	➤ <i>MC</i> Chapter 3 ➤ “How Stephen King Teaches Writing” by Jessica Lahey (UR Courses)	<b>Class 6: 9/18:</b> Guest Speaker <b>Class 7: 9/20:</b> Lecture  <b>Assignment 1: Presentation Topic Email</b> (due via UR Courses by Sept 24)
Week 5 Sept 25-Oct 1	<b>Research: Find the Answers</b>	➤ <i>MC</i> Chapter 6	<b>Class 8 (9/25):</b> Lecture <b>Class 9 (9/27):</b> Journals & Breakout Rooms  <b>Bonus assignment email (10/1)</b>
Week 6 Oct 2-8	<b>Organize: Structure Matters</b> <b>Build: Create Clarity &amp; Coherence</b>	➤ <i>MC Chapter 4 &amp; 5</i>	<b>Class 10 (10/2):</b> Lecture <b>Class 11 (10/4):</b> Journals & Breakout Rooms
Week 7 Oct 9-15	<b>Reading Week!</b>		<b>No Class</b>
Week 8 Oct 16-22	<b>Revise – Zoom Out, Zoom In</b>	➤ <i>MC Chapter 8</i>	<b>Class 12 (10/16):</b> Lecture

			<b>Class 13 (10/18): Journals &amp; Breakout Rooms</b>  <b>Assignment 2: Dream Job Research</b> (due via UR Courses by October 22)
<b>Week 9</b> <b>Oct 23 - 29</b>	<b>Routine Correspondence</b>		<b>Class 14 (10/23): Lecture</b> <b>Class 15 (10/25): Journals &amp; Breakout Rooms</b>
<b>Week 10</b> <b>Oct 30-Nov 5</b>	<b>Being the Bearer of Bad News</b>		<b>Class 16 (10/30): Lecture</b> <b>Class 17 (11/1): Journals &amp; Breakout Rooms</b>
<b>Week 11</b> <b>Nov 6-12</b>	<b>Manage Your Personal Brand and Get the Job</b>	➤ <i>MC Chapter 13 &amp; 14</i>	<b>Class 18 (11/6): Lecture</b> <b>Class 19 (11/8): Journals &amp; Breakout Rooms</b>  <b>Assignment 3: Your Dream Job – Cover Letter</b> (due via UR Courses by Nov 12)
<b>Week 12</b> <b>Nov 13-19</b>	<b>Leadership, Management, &amp; Persuasion</b>	➤ <i>MC Chapter 9 &amp; 10</i>	<b>Class 20 (11/13): Lecture</b> <b>Class 21 (11/15): Journals &amp; Breakout Rooms, COIL presentations</b>
<b>Week 13</b> <b>Nov 20-26</b>	<b>Present: Stand and Deliver</b>	➤ <i>MC Chapter 11 &amp; 12</i>	<b>Class 22 (11/20): Lecture</b> <b>Class 23 (11/22): Journals &amp; Breakout Rooms</b>  <b>Assignment 4A: Presentation PowerPoint and Speaker's Notes</b> (due via UR Courses by Nov 26)
<b>Week 14</b> <b>Nov 27-Dec 3</b>	<b>Presentation Week: Assignment 4B (Presentations) will take place on 11/27 and 11/29, but everyone should be prepared to present on 11/27</b>		
<b>Week 15</b> <b>Dec 4-10</b>	<b>Exam Review</b>		<b>Last Day of Class: Monday December 4<sup>th</sup>!</b>

**Final Exam: Saturday December 9<sup>th</sup>, 2-5 p.m. (Location TBD)**

## Mondays 7-9:45 pm (004/034)

	Topic	Readings	Activities/Assignments
Week 1 August 30- Sept 3	No Class W1	➤ Review syllabus, UR Courses, and other course material	
Week 2 Sept 4-10	No Class W2 (Labor Day)		
Week 3 Sept 11-17	Course Introduction Why Be a Skilled Communicator?	➤ <i>Management Communication (MC) Chapter 1</i>	<b>Class 1: 9/11</b> ➤ Syllabus review ➤ Lecture ➤ Journal
Week 4 Sept 18-24	Write—Look Good in Print Basic Formatting Plan: Think Before You Write Special Guest: Dr. Alexis McQuigge on academic integrity (9/18)	➤ <i>MC Chapters 2, 3, &amp; 7</i> ➤ “How Stephen King Teaches Writing” by Jessica Lahey (UR Courses)	<b>Class 2: 9/18</b> ➤ Lecture ➤ Journals ➤ Breakout rooms  <b>Assignment 1: Presentation Topic Email</b> (due via UR Courses by Sept 24)
Week 5 Sept 25-Oct 1	Research: Find the Answers	➤ <i>Chapter 6</i>	<b>Class 3: 9/25</b> ➤ Lecture ➤ Journals ➤ Breakout rooms  <b>Bonus assignment email (10/1)</b>
Week 6 Oct 2-8	Organize: Structure Matters Build: Create Clarity & Coherence	➤ <i>MC Chapter 4 &amp; 5</i>	<b>Class 4: 10/2</b> ➤ Lecture ➤ Journals ➤ Breakout rooms
Week 7 Oct 9-15	Reading Week!		No Class
Week 8 Oct 16-22	Revise – Zoom Out, Zoom In	➤ <i>MC Chapter 8</i>	<b>Class 5 (10/16)</b> ➤ Lecture ➤ Journals ➤ Breakout rooms



			<b>Assignment 2: Dream Job Research</b> (due via UR Courses by October 22)
<b>Week 9</b> Oct 23 - 29	<b>Routine Correspondence</b>		<b>Class 6 (10/23):</b> ➤ Lecture ➤ Journals ➤ Breakout rooms
<b>Week 10</b> Oct 30-Nov 5	<b>Being the Bearer of Bad News</b>		<b>Class 7 (10/30):</b> ➤ Lecture ➤ Journals ➤ Breakout rooms  <b>Assignment 2: Dream Job Research</b> (due via UR Courses by May 28)
<b>Week 11</b> Nov 6-12	<b>Manage Your Personal Brand and Get the Job</b>	➤ <i>MC Chapter 13 &amp; 14</i>	<b>Class 8 (11/6):</b> ➤ Lecture ➤ Journals ➤ Breakout rooms  <b>Assignment 3: Your Dream Job – Cover Letter</b> (due via UR Courses by Nov 12)
<b>Week 12</b> Nov 13-19	<b>Leadership, Management, &amp; Persuasion</b>	➤ <i>MC Chapter 9 &amp; 10</i>	<b>Class 9 (11/13):</b> ➤ Lecture ➤ Journals ➤ Breakout rooms ➤ COIL presentations
<b>Week 13</b> Nov 20-26	<b>Present: Stand and Deliver</b>	➤ <i>MC Chapter 11 &amp; 12</i>	<b>Class 10 (11/20):</b> ➤ Lecture ➤ Journals ➤ Breakout rooms  <b>Assignment 4A: Presentation PowerPoint and Speaker's Notes</b> (due via UR Courses by Nov 26)
<b>Week 14</b> Nov 27-Dec 3	<b>Presentation Week: Everyone must be prepared to present (Assignment 4B) on 11/27</b>		

<b>Week 15</b> Dec 4-10	<b>Exam Review</b>		<b>Last Day of Class: Monday December 4<sup>th</sup>!</b>
<b>Final Exam: Saturday December 9<sup>th</sup>, 2-5 p.m. (Location TBD)</b>			

## Assignment Information

### General Participation (5%) and Breakout Room Participation (10%)

Students will contribute to our class in ways which include (but are not limited to):

- Questions/comments in response to lecture
- Interacting with peers/professor during small group sessions
- Presenting to the class (individually and in small groups)
- Demonstrating preparedness and class engagement
- Responding respectfully during group and individual presentations

Your participation grade is based on your involvement in our class and our breakout groups. I will provide information about upcoming breakout sessions in class and through the UR Courses announcements. Please come prepared to class so that you (and your groupmates) can get the most out of this experience. **If you are unprepared for your breakout group or are disruptive while others are speaking/presenting, you will not receive a participation grade for that week.**

### Weekly In-Class Journal (5%)

Each week, you will write informal journal entries **in class** based on prompts.

Your journal will be graded on a **PASS/FAIL** basis. There will be no make-up journal entries allowed for missed classes.

All journal entries must meet the specifications of their particular prompt. **You must submit all journal entries to receive credit unless discussed with Professor Smit.**

### Assignment 1: Presentation Topic Email (10%)

(Submit via assignments in UR courses by midnight on **September 24th**)

Write a clear and concise informational message to Professor Smit concerning your upcoming presentation. This email should contain the following information:

- Your hobby or interest
- Why it is meaningful to you
- The transferable skills you gain from this hobby/interest
- How these transferable skills might be useful in a **specific** workplace or career

Your email should also:

- Contain a salutation and a complimentary closing
- Use email format (TO, FROM, SUBJECT LINE)
- Be between 150-300 words (not including address lines, salutation, and closing)
- Be formatted as a single-spaced document with block margins and double spacing between paragraphs

Sources are not required for this assignment. If you choose to use sources, you must properly cite them using APA format.

Please use 12 pt. Times New Roman, 1-inch margins. Spelling, sentence structure, grammar, and punctuation matter. Provide specific, concrete details to support your statements. Please choose your words carefully and aim for conciseness.

**You must receive approval of your topic from Professor Smit to submit Assignment 4A and B. If you do not get approval, you will receive 0 on Assignment 4A/B.**

### Assignment 2: Dream Job Research Report (15%)

(Submit via assignments in UR courses by midnight Oct 22<sup>nd</sup>)

Imagine your ideal dream job – not necessarily what you are doing now, but the job that you are working towards or wish to have someday. You need not limit yourself by practicalities—be it space explorer, kitten and puppy care provider, movie mogul, roller derby champion, inventor, or private eye. A dream job is (by definition) something you have dreamed of and thus anything is possible. I urge you to use your enthusiasm and your imagination when choosing a dream job.

You are welcome to use the same dream job for all of your assignments. Conducting thorough research for this assignment will make your other assignments a little easier.

Once you have settled on a dream job, please identify four **high-quality** sources which expand your knowledge of this dream job. Your research should be conducted using search engines such as Google and Google Scholar and other resources like the UR library. Chapter 6 of *Management Communications* has some good information about search strategies, evaluating sources, and other aspects of conducting research.

#### **Part One (5%):**

Using the chart found in UR Courses under Week 7, you will provide a title (article name, website name) and a correct citation in APA format. You will then summarize the source in 2-3 concise sentences and discuss the source's significance in 2-3 course sentences. **The significance of the source should focus on why YOU chose this source, and how it illuminates your understanding of your dream job.**

**You must use the Dream Job Research template (found under Week 8 in UR Courses) for this assignment. You will receive 0 on Part One of this assignment if you do not use the appropriate table/template.**

#### **Part Two (10%):**

On a separate page following your chart, you will write a concise and professional letter to a former teacher or employer asking for a letter of reference to support your quest for your dream job.

This letter will contain:

- An appropriate greeting and salutation
- A brief mention of your past connection with them (remind them of your former relationship)
- A concise explanation of why you are writing them (what you want them to do)
- A concise explanation of why you want this letter of reference (how it will help you secure your dream job)
- Your email or letter will be in the appropriate format (see examples of letter and email styles on UR Courses)

**You are expected to have *at least 2 examples/anecdotes and concrete details in your letter.***

Your letter will be 250-400 words long. Please use 12 pt. Times New Roman, 1-inch margins. Spelling, sentence structure, grammar, and punctuation matter. Provide specific, concrete details to support your statements. Please choose your words carefully and aim for conciseness.

Assignment 2 must conclude with a References page which lists all of your sources in APA format.

**I highly recommend taking your final draft to the Student Success Centre for review prior to submission.**

### Assignment 3: Your Dream Job—Cover Letter (15%)

(Submit via assignments in UR courses by midnight on **November 12th**)

Using the dream job you chose in Assignment 2 and your imagination (where necessary), please write a cover letter to a prospective employer. You may find it useful to locate a real job posting for your dream job so that you can better identify the needs and expectations of your potential employer. This will make it simpler to tailor your cover letter to a specific position. Please note: using job postings for ideas, does not mean that you can take phrases and wording from these posts to use as your own. Your cover letter must be written in **your own** words.

In the real world, cover letters must be entirely truthful about qualifications for a job. However, some of you may not have much in the way of job experience yet. To provide maximum opportunity to practice and demonstrate your writing skills, you can base your cover letter on hypothetical qualifications. Because it is understood that your cover letter will be based on a hypothetical situation, you have permission to get creative when discussing your education and qualifications—aim high!

Refer to Chapter 14 in *Management Communications* for more information about cover letters and job searches.

The cover letter should be single-spaced with block formatting on **one** page only. **You should provide specific and concise details discussing why you would be a good candidate for the position. You must also provide at least one example/anecdote demonstrating your skills.** Avoid vagueness and generalities.

Please use 12 pt. Times New Roman, 1-inch margins. Spelling, sentence structure, grammar, and punctuation matter. Provide specific, concrete details to support your statements. Please choose your words carefully and aim for conciseness.

**I highly recommend taking your final draft of Assignment 4 to the Student Success Centre for review prior to submission.**

**Assignment 4A —Transferrable Skills PowerPoint (10%)**

(Submit via assignments in UR courses by midnight on **November 26th**)

Your PowerPoint will showcase your **approved** topic. **You cannot submit this assignment if your topic email (Assignment 1) has not been approved by Professor Smit.**

Your transferrable skill can be any talent, skill, or hobby that is important to you. You must be able to justify how you would transfer this skill into a workplace. Be creative in your thinking and your overall presentation.

For example: I have excellent sewing skills. I taught myself to sew using YouTube videos. This indicates that I have dedication to research and applying what I learn from my research. This might be useful in my work as a university professor.

Another example: I build birdhouses in my spare time. I have developed woodworking and organizational skills which would be useful working in a carpentry shop or which could be useful in any office environment which requires creativity, dedication, and attention-to-detail.

You may find this list of 76 transferrable skills from Columbus Tech helpful as you think about how you can connect your talent, skills, and hobbies to your future careers:

<http://www.columbustech.edu/career-connections/transferable-skills.htm>

Your slides should:

- Introduce yourself and your skill/talent/hobby
- Discuss why your skill/talent/hobby is meaningful to you
- Explain what aspects of this topic may be transferrable to a **specific** workplace (feel free to discuss its applicability to your dream job)
- Provide a brief conclusion (remember to thank your audience for listening!)
- Visuals for your slides should be unique and specific to you, your hobby, your transferable skills, and your future job – photos are ideal; photo stock images, clip art, and generic visuals should not be used and will result in a grade deduction

This PowerPoint assignment should be 4-6 slides in length. While slides should not be overly wordy, each slide must contain substantial information. Your cover page and references do not count towards the 4-6 slides. (not counting your cover page or references). You may use a 7<sup>th</sup> slide if you have extra photos to include in your presentation.

Your PowerPoint **must** include speaker's notes submitted as a word document. **Please submit these under Week 13 in UR Courses by November 26th.** These notes are meant to guide you through your presentation and demonstrate to me the thought and care that you put into your work. Your notes should be between 300-600 words. Your PowerPoint must also have **two** high quality references which are directly related to your topic.

**I highly recommend taking your final draft to the Student Success Centre for review prior to submission.**

**Assignment 4B—PowerPoint Presentation and Speaker's Notes (10%)**  
(Speaker's notes are due November 26th in UR Courses)

In-class presentations will take place in Week 14 on November 27<sup>th</sup> & 29<sup>th</sup>. Students who are not prepared to present on November 27<sup>th</sup> may receive 0 on this assignment.

**All students should be prepared to present on the first day of presentations.**

Students will give a 3-4 minute in-class presentation, demonstrating knowledge of the topic, audience awareness and engagement, and organized content and delivery. If your chosen topic is something that you can show to the class through a hands-on demonstration, feel free to take this approach.

**Your presentation and your PowerPoint are a linked project. You cannot present in-class if your PowerPoint has not been submitted. You cannot receive a grade for your PowerPoint unless you present in class.**

**Final Exam (20%)**

(June 23, 9 a.m-12 p.m., ED191)

This exam will require you to answer short answer and/or essay questions and/or respond to writing prompts to demonstrate what you have learned during the course. No textbooks or devices are permitted during the exam. **You must pass this exam to pass the course.**

**Voluntary Bonus Assignment (5% Bonus + 20% replacement assignment)**

Students will have the opportunity to participate in a collaborative online intercultural learning (COIL) experience with students from universities in Mexico and the United States.

Working in small groups over a period of four weeks, students will improve their writing, communication, and presentation skills while gaining knowledge of other cultures and the ability to collaborate with people from a diverse range of backgrounds.

Student Learning Outcomes:

1. Students will develop their empathetic abilities while working in teams with international peers.

2. Students will learn to appreciate cultural differences, show respect, tolerance and sensibility to cultural diversity, and appreciate international interactions and the importance they have in the world.
3. Students will develop a greater understanding of transferable skills and leadership and how they relate to the modern international workforce.

I will choose 2-4 students per section (depending on interest) to participate in the COIL initiative. In pairs, students will meet their international colleagues virtually on a weekly basis between October 16 and November 12<sup>th</sup>. Facebook will be used as a communication tool for group members and instructors. The COIL initiative requires weekly postings and will culminate in a video presentation that you will make with your partner and COIL group. You and your partner will present about your experiences to the rest of our class in Week 12.

Your COIL presentation will replace Assignment 4 A/B. You will also receive up to 5 additional marks for your work.

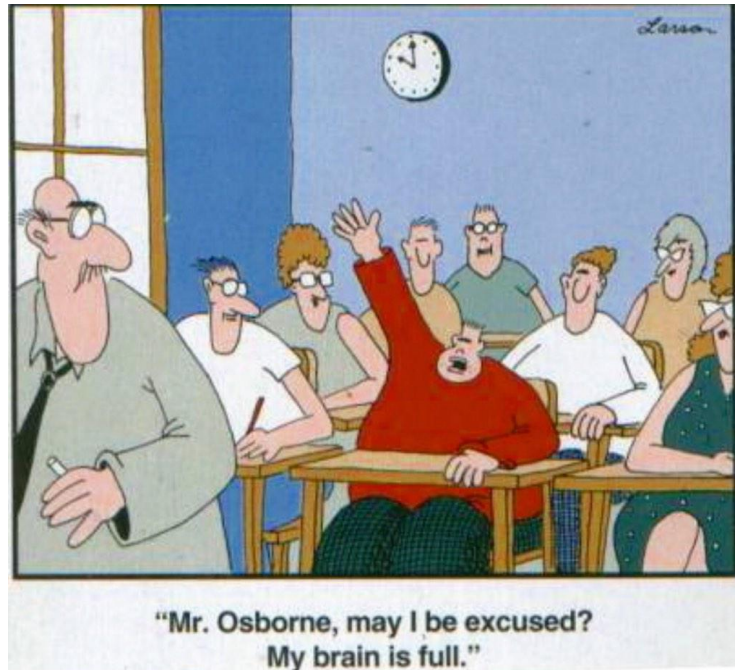
To be chosen for the COIL initiative, you must send me an email of interest (300-400 words) which covers the following topics:

- Why are you interested in COIL?
- What prior intercultural experiences do you have?
- What prior experiences do you have working in groups?
- What would you like to learn from this experience?
- What do you think you would contribute to the group experience?
- What are you hoping to learn from COIL?

**To be successful in COIL, you must be effective at working independently and in groups. You must be able to collaborate with your group members on a weekly basis during the 4-week COIL (approximately 1 hour per week with group and additional meeting times with your partner). If you miss meetings with your partner and group, you may receive 0 for this assignment.**

**If interested, please send me your email of interest by October 11<sup>th</sup>.**





**QUESTIONS???**

**Feel free to contact me via my UR Courses email.**

## Appendix A

### **Important Information about Academic Integrity**

Academic integrity is expected of all students taking business courses at all times. The Hill and Levene Student Code of Professional & Ethical Conduct (which all students are expected to sign) includes three commitments concerning academic integrity. Each of these commitments is discussed further below:

***“Every exam or quiz that I write will be done with honesty and integrity, following all University and instructor requirements”*** (Hill and Levene Schools of Business, n.d., p. 1). Students must ensure that what is submitted in an exam or quiz is entirely their own work in accordance with the rules of the exam/quiz. Not doing so is cheating. Examples of exam cheating include: copying (or attempting to copy) the work of another student; bringing any kind of unauthorized material or device into an exam/quiz; communicating with another student during an exam; or helping another student cheat (see University of Regina, 2022, p. 49).

***“Every assignment that I submit for University of Regina classes will be my own work, or in the case of group submissions, the work of my group members”*** (Hill and Levene Schools of Business, n.d., p. 1)

Cheating on an assignment is a situation where a student receives or gives unauthorized information/help to aid in its completion. Examples can include copying the work of another student in an assignment; using an existing solution to an assignment question (or similar question) as a basis for answering an assignment question; or collaborating with another student in completing an assignment where collaboration is not specifically allowed (see University of Regina, 2022, pp. 49-50).

***“Every paper, report, reflection, journal, or other similar work that I submit will properly acknowledge the source of ideas contained therein”*** (Hill and Levene Schools of Business, n.d., p. 1). This commitment concerns the avoidance of plagiarism. Plagiarism is a risk in the specific situation where students are allowed/expected to use other sources in a term paper or similar assignment; plagiarism occurs when a student has failed to acknowledge those sources using an appropriate method of citation. To avoid plagiarism, students must ensure that every item of information that has been paraphrased or quoted from another source includes acknowledgement of that source using within-text citation; full information about the source should be also provided in the document (typically the full information is contained in a reference list at the end of the document). In addition, any passage that has been taken word-for-word from another source (i.e., quoted) must be enclosed in quotation marks. In the case where the quoted material is lengthy, an indented block quotation form can be used as a substitute for quotation marks.

Additional examples of academic misconduct can be found in the University of Regina Undergraduate Calendar under the heading **Acts of Academic Misconduct**. As academic misconduct is a serious offence, the penalties are severe. A first offence typically results in a zero on the exam or assignment, and further instances of academic misconduct can result in a zero or XF in the course and/or suspension or expulsion.

## References

Hill and Levene Schools of Business (n.d.) *Hill and Levene Student Code of Professional &*

*Ethical Conduct*. <https://www.uregina.ca/business/hill/current-students/student-conduct.html>

University of Regina (2022). *University of Regina 2022-23 Undergraduate Calendar*. Available online here.