PLEASE NOTE THAT THIS SYLLABUS IS PROVISIONAL AND SUBJECT TO CHANGE AS THE SEMESTER PROGRAM IS FINALIZED

Business Communication and Protocol

INSTRUCTOR Dr. Dominic Standish dominic.standish@gmail.com or dominic-standish@uiowa.edu

Please refer to the University of Iowa policy on email use. E-mail will be responded to within 24 hours. University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu).

Tel: 319-335-0920

CIMBA Undergraduate Program

University of Iowa

C300 Pappajohn Business Building (PBB)

Directory information for Dr. Dominic Standish can be found here:

http://tippie.uiowa.edu/people/profile/profile.aspx?id=410221

CLASS MEETING TIMES Meeting days variable/time 13.45-15.35
Class location room 18 with mandatory in-person attendance, except for designated Zoom classes.

OFFICE HOURS 12.45-13.30 on days we have class, faculty office.

COURSE SITE To access the course site, log into Iowa Courses Online (ICON) using your Hawk ID and password.

COURSE SUPERVISOR Pamela Bourjaily, Assoc. Professor of Instruction; Director, Frank Center, C 347 PBB, 319-335-3459, pamela-bourjaily@uiowa.edu

Supervisory BCaP office hour, Tuesdays 3:30 - 4:30 p.m. and by appointment (phone or Zoom by arrangement)

ACADEMIC COURSE HOME Business Administration, Associate Dean of the Undergraduate Program, Charles Keene, 319-335-0924, charles-keene@uiowa.edu

Program Goals

The Tippie College of Business Undergraduate Program has learning goals that drive decisions about curriculum and assignments within courses.

#1: Graduates will use analytical, creative, and collaborative approaches to solving complex, ambiguous problems

#2: Graduates will demonstrate effective written, spoken, and visual communication

#3: Graduates will obtain global awareness and understanding

#4: Graduates will demonstrate ethical reasoning

#5: Graduates will obtain professional preparation

Course Description and Goals

Course objective: The course provides a foundation in business communication and protocol. The goal is to help you transition from communicating like a student to communicating like a professional within a workplace environment. Class assignments focus on audience analysis-- "Who is your audience? What do they need to know?" and prioritize message structuring and appropriate tone.

In addition to creating standard business documents and delivering an in-person presentation, you will practice communication with PowerPoint slide design and data visualization and through a web conferencing platform (Zoom). The course will help prepare you to engage effectively in a collaborative multi-modal digital communication environment.

Business protocol also requires learning how to create a high-functioning team. As diversity, equity, and inclusion (DEI) competencies are an expectation in the workplace, this course specifically engages in DEI exploration within the context that DEI practice is communication practice. DEI course assignments will occur both within the team context and in whole-class, student-led discussion.

An integral part of building a functional team is learning how to navigate ambiguity and problem-solve. Employers and Tippie Advisory Board members have specifically expressed the desire that new hires from Tippie take more initiative on projects and demonstrate more tolerance of ambiguity. The slide deck project gives you practice in developing those crucial workplace competencies.

Topics covered: composing standard business e-mail messages; organizing and reporting workplace research; developing presentation and team-building skills. Protocol coverage focuses on integrative skills (soft-skills aka "power skills") that companies expect new hires to possess, including diversity, equity and inclusion engagement and practice. The final *slide deck* assignment will also require you to conduct secondary research.

Learning outcomes

After course completion, students will be able to:

- *analyze audience* to figure out communication preferences
- *change and control writing/speaking style* depending on communication and audience requirements
- use *appropriate* and *positive* tone
- structure *organized* written messages
- *front-load* information
- write *effective* claim statements
- *differentiate* between descriptive statements and claim statements
- *evaluate online and research sources* and check for valid claims
- structure *organized* presentations with attention to storyline and contextual transitions
- speak in an *engaged and confident tone* without memorization
- *refrain from memorizing* and speak with a moderated speed of delivery without verbal "fillers"

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- consider skimmable and directional *visual design* in creating documents/slides
- use *preattentive attributes* in data visualization
- develop meaningful graphics free of *chartjunk*
- create *title messages* for all graphs and charts
- consider *diversity as a sharing* of different ways to be effective rather than as an accommodation to an otherwise preferred way of doing or being in any given environment
- practice *equity and inclusion* in a team setting

The course curriculum prioritizes and facilitates these critical thinking abilities:

- recognize the importance of *context*
- imagine and explore *alternatives*
- *synthesize* information
- *enhance* pattern recognition (find the best communication channel/identify the appropriate communication format)
- attend to appropriate detail (identify keywords; separate signal from noise in receiving information)

Course assignments include written messages and reports (in multi-modal formats, some of which may emphasize visual communication), oral presentations, DEI readings and discussion posts, and team-building exercises. The assignments with deliverables focus on conveying information or taking a position and backing it up with evidence; the DEI engagement and team-building exercises focus on learning how to create a high-functioning team and developing working knowledge of business protocol expectations on DEI practices in the workplace.

Media/System Requirements

Technical requirements for completing this class include:
- Student-provided personal computer with reliable Internet access.
- If you need assistive technologies that have different computer and technology requirements, then you will be responsible for making those arrangements. Please check with Student Disability Services to determine the requirements for specific technologies and for assistance if necessary.

Textbook/Materials

The required textbook for this course is available to you through ICON-Direct using the Unizin Engage link on the course ICON site.
- Title: **Business Communication and Character, 11th edition**
- ISBN: 978-0-357-71813-1
- Author: Amy Newman
- Publisher: Cengage
- Copyright Year: 2023

The cost of eTextbook access is $50.40 and the University will bill you automatically as a student enrolled in the course. You may opt out of this content, but the consequences of doing so may affect your outcomes in this course.
- You will lose access to any additional content your instructor might add to the eTextbook, such as links to other content, additional supplemental resources, highlights, annotations, and any study tips your instructor may add to guide your engagement and learning in the course.

- You risk falling behind in the course if you have not acquired alternate versions of the same materials by the first week of class.
- Faculty are not responsible for providing you with alternative materials or waiving course/class requirements.

BCaP faculty have selected the eTextbook option because it represents an 82% savings of the list price of $274.95 for the printed textbook. Providing inclusive access to the textbook ensures that everyone has the same edition of the textbook and has it ready to use in the first week of class.

Grading Criteria: Individual assignments

Individual assignments receive points based on the extent to which the assignment meets the communication aims set up in the assignment rubric. Each assignment is assessed on its own merits with points awarded for successful fulfillment of communication aims.

All points are earned; there is no assignment or class activity (including class engagement) for which a student starts with full points and then loses them. As this class is intended to prepare students for communicating in the workplace, BCaP professors will assess your work product (assignments) according to the following criteria:

Submitted work product is ready for client's eyes. Manager would be impressed by the quality of your work on the assignment and would assess the work as ready to be sent "up the chain of command" to his or her own supervisor. The work is clean, clear, complete, and concise and shows evidence of effort to ensure the information is easy to process for whomever is receiving it while still satisfying content requirements and expectations. (94 – 100% of points)

Work product is of high quality. Manager would be satisfied with your work on the assignment. It fulfills most (but not all) of the expectations outlined in the category above. (88 – 93% of points)

Work product is good but needs some revisions. Manager would ask you to revise or rewrite sections/slides before sending work product to a client or allowing those outside the department to receive/review the work product but would be confident you understood the nature of the assignment. (82 – 87% of points)

Work product needs correction. While some parts of the assignment meet expectations, Manager would note the inferior quality of work on other sections of the assignment and would urge you to seek help to improve your skills. Manager would likely ask you to begin those sections over from the beginning rather than attempt to revise the work you have already done. (75 – 82% of points)

Work product is not complete and/or requires multiple corrections. Manager would be unsatisfied with your work on the assignment. Manager might wonder if you understood the expectations of the assignment. (Below 75% of points)

Graded Item	Indiv points	Team points	% of Final Grade
E-mail message	35		8.75%
One-pager	50		12.5%
2 team presentations	75	40	28.75

3 Team formation/assessment documents	40		10%
Engagement/participation	40		10%
Slide deck assignments/"homework"	20		5%
Slide deck – 2 submissions	60	40	25%
Total Points:	320	80	100%

Grading Assessment: Final grades

Regarding BCaP final grades: The expectation is that final grades across all 23 sections of the course each semester will generally align with the suggested and expected grade distribution for Tippie core classes (see Appendix A). Final course grades will be assigned based on points earned and will be largely consistent with the recommended grade distribution for a core course in the undergraduate program: 20% A range grades; 40% B range grades; 30% C range grades; 10% D range grade. Students in the bottom 10% and who have not engaged in academic misconduct in the course do not receive D range grades if their points percentage is 70% or above.

There is no "rounding up" of decimal points in BCaP final grades. Final BCaP letter grades do include plus/minus grading. No student, even the student with the highest final grade point total across all sections, will receive a final grade of A+ unless that student's point total at the end of the semester is 98% of the total available points or higher. No student will receive a final grade of F unless one or more of the following conditions apply:

- academic misconduct in the course resulting in failure, as noted later in this document
- final point total percentage of 59% or less

The course supervisor reviews all final grades submitted by BCaP professors before approving them through MAUI. The course supervisor has access to all ICON sections and reviews assignments and point values across sections.

Course Work

E-mail message: The message will either be a routine workplace message or a "bad-news" message depending on instructor preference. The email is worth 35 points.

2 team presentations: The 1st presentation will be the first team activity and focuses on differences among team members being used as levers for team success. It is in-person and worth 50 points (30 individual; 20 team). The 2nd team presentation is the presentation of the final slide deck project to "senior management." It is worth 65 points (45 individual; 20 team) and will take place on Zoom.

One-pager: Each member of a team will write a one-pager overview of one of 12 selected entertainment media companies you will pitch to your team as a suitable candidate for the larger slide deck project. The assignment focuses on taking a position and writing effective claims in a skimmable format. The assignment is worth 50 points.

3 team formation/assessment documents: Each member of a team will submit 2 check-in documents during the semester (10 points each) and a team experience report at the end of the semester (20 points).

Course and classroom engagement/participation: (see also Course Engagement section under "Course-specific Policies and Guidelines") Engagement includes quantity/quality of classroom participation and preparation, including evidence of reading completion (may be assessed by unannounced quizzes; will also be assessed by responses to DEI discussion posts). Participation in class workshops and the quality of any homework and in-class exercises/activities are also assessed as part of classroom engagement. DEI discussion engagement will be assessed through classroom participation, including leading one of the DEI discussions, and/or through DEI discussion posts on ICON. Engagement is earned; no one starts with "full" points that are then "lost." Classroom engagement is worth 40 points.

Slide deck: The slide deck project is the "capstone" project of the BCaP course. There are two submissions of the slide deck: 1st submission is worth 40 points (20 individual; 20 team), and the 2nd submission is worth 60 points (40 individual; 20 team). Two prep assignments as designated in the syllabus framework are worth 20 points total (10 points each).

Total points: 400 (team points 80/400 = 20%)

At the discretion of your BCaP professor, extra-credit opportunities may be available. No section will offer opportunities for extra credit exceeding 1% of the total points available in the course—for this semester, the total of extra credit points any one student can earn will not exceed 4 points.

Any assignment uploaded electronically from the course website may be screened by the plagiarism software and assessed for plagiarism concerns by the course supervisor assistant. If the assistant sees a problematic plagiarism screening, they will flag it for the course supervisor, who will determine any points penalty for borrowed language and if an academic misconduct charge should be filed.

All assignments will be posted on the class ICON site. You are responsible for checking the ICON site at least twice weekly to stay current with any posted material for the class. Please do not hesitate to contact your professor or the course supervisor via e-mail or during office hours should you have questions about course materials and policies.

Course Calendar

There is a separate course document entitled "**Framework**" at the end of this syllabus document that delineates the course assignments and readings week by week throughout the semester as customized by your instructor. Please use that document as your course calendar.

Course-Specific Policies and Guidelines

<u>Class attendance</u>: Attendance at all class sessions is mandatory. Treat attendance in class as you would attendance at an internship or place of employment. It is a courtesy to stay away if you are sick, but you must receive authorization from the CIMBA Office Staff.

Students who miss class are responsible for checking the section ICON site and, once on a team, for consulting team members about any missed activities and expectations for the next class. It is *not* the job of the BCaP professor to catch you up with what you missed in class unless you have a medical absence of extended duration requiring coordinated action by the Office of the Registrar.

Missing class because of a scheduled midterm in another class is not an excused absence: Please note that according to University of Iowa policy, <u>a scheduled class takes precedence over an exam scheduled in another class</u>. If you have an exam conflict, it is your responsibility to notify the professor

who is scheduling the exam and arrange to take the exam at another time. Failure to follow this protocol will affect your class engagement.

Inclement Weather/Class Cancellation: Although it is our intent to offer every class at its assigned time, on rare occasions there are weather or other emergency events that require alternative arrangements be made for class delivery. If that happens, please stay alert for an email indicating how the class will be handled. These arrangements may include: 1) Cancelling the class completely – all reading and work that was due is expected to be completed and turned in on time through ICON; 2) Holding an online version of the class (i.e., via Zoom) – you will receive an email invitation to join the session remotely from a computer with an internet connection – headphones are recommended; 3) Using recorded videos and presenting other materials to you through ICON so we can cover the course materials asynchronously. **Class Recording Policy: There is no college policy stipulating that classes be recorded and available to students on ICON.**

In-person BCaP class sessions will not be live-streamed; all students are expected to attend class according to the delivery mode of the class (in-person instruction or synchronous Zoom). There are no individual class sessions that will be "hybrid."

<u>**Course engagement**</u>: This class encourages engagement in several modes—through oral presentations, discussion of required readings, and peer evaluation of presentations. Model professionally appropriate engagement: give respect to everyone in the class and devote sufficient preparation time for the readings and assignments. The national standard for colleges and universities is 2-3 hours out outside preparation work for each semester hour of class, or 6-9 hours for a 3 semester hour class. The University expects that students in a 3 s.h. course should allocate <u>at least</u> an additional 6 hours/week of outside work to the class. https://clas.uiowa.edu/faculty/student-workload-guidelines Plan your schedules to maximize your ability to meet classroom preparation time commitments.

The following will all be considered as part of course engagement:

- engagement in class discussion and on ICON Discussion boards

- performance on "ungraded" written assignments or supplementary quizzes

- evaluations of team members on your participation/attendance at scheduled team meetings

- volunteering to have work-in-progress workshopped in class

- following designated protocol for classroom behavior and e-mail communication as established by your BCaP professor.

BCaP students are expected to uphold equitable practices and behaviors within teams, which includes maintaining regular communication with teammates, respecting differences, and sharing the responsibility of completion and submission of team assignments. BCaP instructors reserve the right to remove individuals from teams during the semester if poor team dynamics become an issue. Any course engagement point reductions due to splitting teams or removing individuals from teams are at the instructor's discretion.

<u>**Late/Missed Assignments**</u>: Late assignments receive a 10% reduction if submitted within 48 hours of the missed deadline. Assignments submitted after that 48-hour window but within two weeks after the due date are subject to a 50% late penalty. An assignment two weeks late will not be accepted and therefore not graded. Assignments due at the end of the semester will be accepted with the penalties noted above until 5PM on the last day of the final exam period (April 7, 2023).

Missed in-class presentations may not automatically be made up. Students who miss a speech/presentation because of illness must present a note from CIMBA Office Staff.

<u>Plagiarism and academic honesty</u>: The work of each student should be the work of that student <u>and</u> be work completed for this course in this semester. Work completed in a previous semester or for another course, borrowed from yourself or another student, or taken from any other source without attribution will be considered plagiarized and subject to college penalties for academic misconduct. <u>Collaboration on individual assignments will also be considered academic misconduct.</u> Collaboration is expected and encouraged on team assignments, including the individually graded components of the slide deck as the slide deck is considered a team assignment.

The use of research, writing, or intellectual property from any source taken without providing appropriate documentation is plagiarism and will be regarded as academic misconduct. Do not cut and paste the exact language from a website for use in any of your assignments unless you do the following: supply quotation marks to indicate the language is not yours AND cite the source. If you do **not** do both (use quotation marks and cite the source) when you take exact language from any source you have plagiarized.

Plagiarism of any kind will result, at the minimum, in a zero on the assignment for all involved parties and a drop of a full letter grade for the final grade in the course. Particularly egregious cases of plagiarism may result in a possible failure of the course. The penalty for cheating on a reading quiz will be a zero on the quiz and a drop of a full letter grade for the final grade in the course. The penalty for unauthorized collaboration will be a zero on the assignment and a drop of a full letter grade for the final grade in the course. <u>Students who are reported for academic misconduct in this class will not later be allowed to withdraw from the class and may be required to submit all team assignments individually.</u>

Students with questions about how to provide sufficient documentation or what constitutes collaboration should consult with the instructor or course supervisor **before** submitting their assignment. Claiming you did not know what you did was plagiarism will not be considered a valid excuse for academic misconduct.

All written assignments will be uploaded electronically to ICON and may be subject to plagiarism and borrowed language screening. Assignments will be subject to a borrowed language penalty if they have phrases or sentence structures that are copied from any source, including the textbook or the assignment prompt. Depending on the extent of the borrowed language, the assignment will receive one of the following borrowed language designations:

Level 1:   Minimal appropriation of language from assignment prompt or from textbook/articles assigned in class. Lowest level of borrowed language most likely to occur in non-slide deck assignments.

   Points ceiling on total assignment of 89% of available points

Level 2:   Minimal borrowed language, but it does include at least one noticeable phrase taken from an outside source. Lowest level of borrowed language most likely to occur in the slide deck assignment.

   Points ceiling on total assignment of 82% of available points

Level 3:   Borrowed language is evident; more than one noticeable phrase taken from an outside source OR extensive borrowing from the assignment prompt or from textbook/articles assigned in class.

   Points ceiling on total assignment of 75% of available points

Level 4: Borrowed language is evident in multiple places in the assignment and/or is more extensive (i.e., multiple phrases taken from an outside source without use of quotations to indicate language is not your own)

Points ceiling on total assignment of 67% of available points

Level 5: Borrowed language is extensive and merits failure.

Points ceiling on total assignment of at most 59% of available points—lower points ceiling may apply depending on severity/extent of borrowed language.

*The points ceiling means that an assignment may receive no higher than the ceiling designated, although it may receive lower for reasons unrelated to the borrowed language (e.g. errors in grammar/usage; poor organization; imprecise word choices).

It is course policy that assignments generating Level 5 borrowed language penalties will also be subject to academic misconduct charges. Assignments generating Level 4 borrowed language penalties MAY be subject to academic misconduct charges depending on the number of Level 4 borrowed language instances in the assignment. Typically, more than one Level 4 occurrence in an assignment (e.g. more than one slide with Level 4 borrowed language in a slide deck) will trigger an academic misconduct investigation.

Plagiarism detected in the *slide deck* assignment in the second submission will have the penalty applied to ALL that individual's slides; the penalty will be applied for that individual to ALL 40 available individual points for the second submission. Please note that slide decks are not subject to plagiarism screening during the first submission process.

All incidents of plagiarism and academic misconduct will be reported to the Associate Dean of the Undergraduate Program (Charles Keene), and the student may be placed on disciplinary probation for the remainder of their undergraduate studies at the University of Iowa. Decisions on academic misconduct may be appealed to the Tippie College of Business Judicial Board, and then to the Associate Dean. The Honor Code for the Tippie College of Business will decide the appeal process. Please consult the Tippie College Honor Code and the Student Handbook for university regulations on academic honesty (http://tippie.uiowa.edu/honor-code.cfm). Course governance of the Tippie Honor Code will follow collegiate policies and guidelines noted in that section in the syllabus (following the course guidelines and policies).

Electronic communication: You are responsible for all official course correspondence sent to your University of Iowa e-mail address. You can expect to receive a response to your e-mails within 48 hours during the business week. If you have not received a response from your BCaP professor within 48 hours during the business week contact the BCaP supervisor, Pamela Bourjaily (pamela-bourjaily@uiowa.edu).

Given the class focus on appropriate business protocol, rudeness in an e-mail to your BCaP professor or to a class member and/or failure to respond to your professor's or team-member's course-related e-mail within 48 business hours will negatively affect course engagement and/or team participation grade components.

Electronic devices: Student use of electronic devices during class (smartwatches/smartphones, tablets, other personal electronic devices) may or may not be allowed depending on the class activity and professor preferences. Your professor should notify your section whether the default policy is to allow use of personal electronic devices unless specifically prohibited (policy A) OR to not allow use of personal electronic devices unless specially authorized to do so (policy B). Unauthorized use of personal electronic

devices during class will negatively affect the course engagement grade component. The CIMBA section of BCaP will follow policy B.

Student grievances: Student concerns about this course should first be discussed with your professor. For unresolved concerns, contact the BCaP course supervisor, Pamela Bourjaily (pamela-bourjaily@uiowa.edu). Concerns about the grading of a particular assignment must be brought to the attention of the course supervisor within two weeks of receiving the grade, or if the concern is that an assignment has not been graded, two weeks after the assignment was submitted. Should the concern continue to be unresolved, you may also contact the Associate Dean for the Undergraduate Program, Charles Keene (charles-keene@uiowa.edu) or the University Ombudsperson Office (https://uiowa.edu/ombuds/).

Collegiate and University Policies and Guidelines

The administrative home of this course is the Tippie College of Business, which governs academic matters relating to the course such as the add/drop deadlines, the second-grade-only option, issues concerning academic misconduct, and how credits are applied for various graduation requirements. Different colleges might have different policies.

The Tippie College of Business is committed to providing students with a diverse, inclusive, and equitable environment in which to pursue their educations. In addition, Students at Tippie adhere to an honor code that emphasizes the importance of honesty and integrity. Student concerns about this class or your performance in it can be discussed with the instructor or the Associate Dean for Undergraduate Programs. More details about these and other policies are available on the Tippie website.

The University of Iowa is committed to the protection of freedom of speech and the principles of academic and artistic freedom, to accommodating students with disabilities, and to accommodating absences due to religious holidays. In addition, students are expected to comply with the University's Code of Student Life. The University is also committed to non-discrimination and prohibits all forms of sexual harassment, sexual misconduct, and related retaliation. The University also provides resources for student mental health as well as for the basic needs and support of students. More information about these and other policies can be found on the Provost's Office's website. https://provost.uiowa.edu/student-course-policies

Appendix A: Tippie Undergraduate Grading Guidelines: These are guidelines ONLY and reference the college's expectations for the grade distribution across all sections of a core course like BCaP. These guidelines are <u>not</u> to be interpreted as a strict curve that will be applied to your individual section. For more clarification on BCaP final grade policies refer to the Grading Assessment: Final Grades section in the syllabus.

Grade	Core courses	Required courses	Elective courses
A	20%	30%	40%

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B	==40%==	40%	40%
C	==30%==	25%	15%
D	==10%==	5%	5%

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BCaP sections share the same policies, textbook, and general organizational structure. All sections have the same general kind of assignments and all do the same slide-deck capstone project. Within the general framework of the course, variations on individual assignments and assignment due dates depend on section type (regular or honors), class meeting structure, and professor's emphasis.

In week 2 your BCaP professor will assign you to your team for the semester. Just as in the workplace, you will handle smaller and larger projects-- some of them individual, some of them team-based-- requiring you to practice your developing business communication skills. Again, like in the workplace, sometimes assignments may overlap. You may have to go ahead on a longer-term project while also completing a smaller assignment with a more pressing deadline. Accountability on deadlines is part of showing credibility in the workplace and is key in business communication.

The BCaP team experience focuses on developing trust and having you practice how to use individual differences among team members as an advantage to create a high-functioning team. Creating a high-functioning team and practicing inclusive team procedures will enable you to work effectively on the team slide deck project, which models current business communication practice across several industry sectors and is the capstone project for the class.

The team project will include individual components as well as shared team components so that everyone on a team is held accountable for contributing to the work product. The shared points among team members will reflect how unified and consistent the teamwork product is and will most reward teams that work together and support each other in creating the finished work product.

Professors in each section may assign homework and/or quizzes at their discretion and may change the framework of assignments for the semester with one-week advance notice.

Except for Week 1, all reading assignments are due for class on the week they appear. The organizational framework of the semester with **due dates for all major assignments follows:**

Week 1 (Jan. 16 - 20) — Read *Business Communication and Character (BCC) Chapter 1, esp. sections 1-4 and 1-5; Chapter 6, esp. sections 6-1, 6-2, and 6-3*. Impromptu speaking and Effective Claim diagnostic assessment. Email instruction and introduction of DEI as communication practice. Assign Email #1**. ICON Discussion board posting #1 (DEI related—personal difference exploration) due 23:59 pm Jan. 18.**

Week 2 (Jan. 23 – 27) — DEI class discussion #1. Read *BCC Chapter 2, esp. sections 2-2 and 2-3; Chapter 4, section 4-4b;* **Teams announced.** Assign 1st team presentation. **ICON Discussion board posting #2 (DEI related-ableism/neural diversity) due 22:59 pm Fri. Jan. 27.**

Week 3 (Jan. 30 – Feb. 2) — DEI class discussion #2. Read *BCC, Chapter 4, sections 4-2 and 4-3; Chapter 12, sections 12-1, 12-2, 12-3 on team presentations.* **E-mail due 21:59 pm Thursday. Feb. 2.**

Week 4 (Feb. 6 - 10) — **1ˢᵗ team presentations in class.** *Read BCC, Chapter 3, sections 3-1, 3-2, 3-3, and 3-4.* Conduct overview of slide deck and introduce one-pager assignment. **ICON Discussion board posting #3 (DEI related- feminism) due 20:59 pm Fri. Feb. 10.**

Week 5 (Feb. 13 - 17) — DEI class discussion #3. *Read BCC, Chapters 5 and 7.* **Team check-in document #1 due 20:59 pm Wed. Feb. 15.** *Read Effective Claim document on ICON.* Instruction on claim statements, SAS (stand-alone-sense) headers, and summarizing. **One-pager due 20:59 PM Fri. Feb. 17.**

Week 6 (Feb. 22 - 24) — Discussion of plagiarism. *Read BCC, Chapter 10, sections 10-1, 10-2, 10-3 (esp. 10-3d and 10-3e), and 10-4.* Instruction on difference between summarizing and synthesizing. Conduct preliminary research for slide deck project—both as in-class activities and outside of class using library resource page as a guide. **ICON Discussion board posting #4 (DEI related- gender identity) due 20:59 pm Fri. Feb. 24.**

Week 7 (Feb. 27 – March 3) — *Read Chapter 10, section 10-5 and Chapter 11, sections 11-1 and 11--2.* Team choice of slide-deck target company. Conduct research for slide deck project—both as in-class activities and outside of class using library resource page as a guide. Instruction on concepts of storyline and developing a working thesis for slide deck**.** DEI class discussion #4.

Week 8 Travel week.

Week 9 (March 13 - 17) — Read *BCC, Chapter 9, sections, 9-1, 9-2, 9-4, and 9-5.* Continue slide deck research. Working storyline and thesis determined. Instruction on effective headers and on developing content below the header for individual slides. Executive Summary instruction and workshopping of PPT slide decks in class. Emphasis on analytical development of slide deck "story line" and relevance of slides to advancing the storyline, as well as on substantiation of headers (slide content below the header). **1ˢᵗ submission of slide deck due 11:59 pm Fri. March. 17.**

Week 10 (March. 20 - 23) — Read *BCC, Chapter 11, sections 11-3, 11-4. Review sections 11-1 and 11-2.* Visual design instruction, including "chartjunk" and concept diagram material**.** Teams receive 1ˢᵗ submission slide deck feedback. **ICON Discussion board posting #5 (DEI related- race and racial equity) due 10:59 pm Tuesd. March. 21. Individual slide deck assignment: #1 Due 11:59 pm Thursd. March. 23.**

Week 11 (March 27 – 31) — *Read BCC, Chapter 12, section 12-4.* DEI in-class discussion #5. Instruction on relevance of graphical material to text content below the header and check-in on relevance of new content slides to storyline. Introduction of Conclusion slide concept and of expectations for Title slide, Tables of Contents slide, and References slide. **Team check-in document #2 due 11:59 pm Tuesd. March. 28.** Team conferencing with instructor on first submission of slide decks, revised team storylines and headers, and team dynamics. Review of plagiarism and borrowed language definitions and applicability to 2ⁿᵈ slide deck submission. Assign 2ⁿᵈ team presentation assignment and review assignment expectations including senior management role. **Final submission of PPT slide decks uploaded to ICON course website by 11:59 pm Fri. March 31.**

Week 12 (April 3 - 7) — *Read BCC, Chapter 12, section 12-5.* Administer Effective Claim outcome assessment*.* Class instruction on virtual team presentation dynamics and on transitioning with positions to reinforce slide deck storyline during presentation. Instruction on how to handle being interrupted during presentations and on handling Q & A. Assign Team Experience report. **Individual slide deck assignment #2: Submit presentation slides due 11:59 pm April. 4.**

2ⁿᵈ team presentations via synchronous Zoom with each team presenting and assuming role of senior management for another team. Team Experience Report due by 1:59 pm on Fri. April. 7.

Attendance Policy

Attendance at all classes and CIMBA sanctioned activities is MANDATORY. All unexcused absences will have the following consequences:

    a. 1st absence will result in a loss of a 1/3 of a letter grade in that class

    b. 2nd (cumulative) absence will result in a loss of an entire letter grade in that class

    c. 3rd (cumulative) absence will result in a dismissal from the program.

Absences due to illness require a note from the CIMBA Office Staff. If a student is sick and cannot attend class, he/she must inform the CIMBA Staff immediately. Failure to do so will result in an unexcused absence.

Grievance Policy

Student concerns regarding this course should first be discussed with me, the faculty member teaching this course. If we can't resolve the complaint, you may contact the CIMBA Director, Stephanie Schnicker, <**stephanie-schnicker@uiowa.edu**>, 319-335-1041. The Director will review the details of the complaint and involve the Associate Dean of the Undergraduate Programs, as needed.

Academic Misconduct

The Tippie College of Business at the University of Iowa follows an honor code regarding academic misconduct. That code can be found at http://tippie.uiowa.edu/honorcode.cfm and includes cheating, plagiarism, unauthorized collaboration, obtaining an unfair advantage, forgery, facilitating academic dishonesty, and misrepresentation. Be sure you are familiar with this code. Students who exhibit academic dishonesty will receive a zero (0) for the assignment or examination involved and may receive an "F" for the class. All incidents of cheating will be reported to the CIMBA staff, as well as to the Senior Associate Dean of the Tippie College of Business. The decision of the professor may be appealed to a Judicial Board. The Honor Code for the Tippie College of Business will determine the appropriate appeal process.

Accommodating Students with Disabilities/Academic Accommodations

A student seeking academic accommodations such as a modification of seating, testing, timing, etc. should first register with Student Disability Services, then contact Stephanie Schnicker, <**stephanie-schnicker@uiowa.edu**> in the CIMBA Office to make further arrangements. See http://sds.studentlife.uiowa.edu for more information.

Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe

environment that enhances learning. Incidents of sexual harassment should be reported immediately. If you feel that you are being or have been harassed or you are not sure what constitutes sexual harassment, we encourage you to visit the University website, www.sexualharassment.uiowa.edu/index.php, and to seek assistance from the CIMBA Director, Stephanie Schnicker, <**stephanie-schnicker@uiowa.edu**>.