



## ***RETL 242: HRSM PROFESSIONAL COMMUNICATIONS***

### **ONLINE SYLLABUS (3-Week Winter Session)**

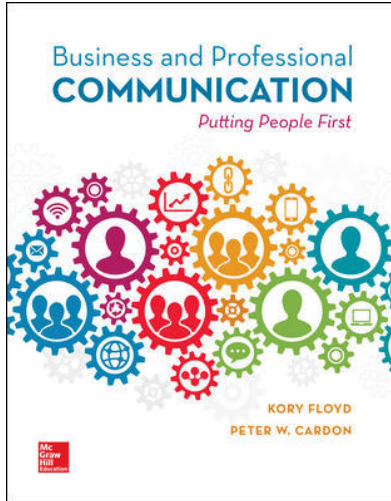
**WINTER SESSION 2020:** December 30, 2019 – January 19, 2020 (Fyi, the Winter Session is considered part of the Spring Semester, and therefore, the credits count for that semester.)

100% Asynchronous Online Delivery. This course cannot be audited.

<b>Instructor:</b>	Reenea R. Harrison, Ph.D.
<b>Office:</b>	Close-Hipp Building, 7 <sup>th</sup> Floor, Department of Retailing College of Hospitality, Retail and Sport Management
<b>Phone:</b>	803-777-1264
<b>E-mail:</b>	rharrison@hrsm.sc.edu
<b>Virtual Office Hours:</b>	Mondays from 10:00 a.m. to 12:00 noon via email or telephone

### **REQUIRED TEXTBOOK**

Floyd, K. W., & Cardon, P. W. (2020). *Business and professional communication: putting people first* (1st ed.). New York: McGraw-Hill Education.



ISBN10: 1260514498

ISBN13: 9781260514490

NOTE: This textbook is also available in an online version. Please do not purchase the "Connect" supplement; purchase or rent only the textbook.

## **RETL 242: HRSM PROFESSIONAL COMMUNICATIONS**

(Credits: 3) Theory, processes, and applications of business communications. Prerequisites: ENGL 101 and 102 (students must earn a "C" or better in each prerequisite) FS: 11/1/2017

## **COURSE OVERVIEW**

*HRSM Professional Communications* is a required course for students in the College of Hospitality, Retail, and Sport Management. In the course, students will explore the theory and processes in business communications by analyzing the principles of business communication, composing effective communications, such as emails, meeting agendas and minutes, resumes and cover letters, and delivering both oral and written presentations. This section is taught online 100% asynchronous. HRSM majors are required to complete the course with a grade of "C" or higher to pass it. RETL 242 online will be taught using instructor recordings, textbook readings, journal and/or magazine articles, PowerPoint slides, YouTube videos and class participation in discussion boards. **Because this is a fast-moving class, students are expected to stay on top of all**

**assignments. One late or missed assignment could throw you off track for the rest of the term.** Everything concerning this class, including whether or not each student participates in discussion boards, etc. will be considered when assigning the final grade for the course.

## **MEETING TIMES**

Although some sections of RETL 242 meet face-to-face, this section is entirely online 100% asynchronous and does not meet in person at any time during the term. Therefore, students may complete the assignments at a time convenient to them as long as they adhere to the deadlines published in the course syllabus and also posted online in Blackboard. Do not get behind in completing your readings and other assignments as three weeks pass quickly.

## **LEARNING OUTCOMES**

At the successful completion of this course, students will be able to:

1. Summarize, interpret, and analyze the principles of business communication.
2. Develop and compose effective business correspondence, including emails, social media messages, voicemail messages, meeting agendas, meeting minutes, and reports.
3. Develop and compose effective resumes and cover letters.
4. Design, deliver, and assess compelling presentations with the assistance of applicable technology.
5. Demonstrate professional behavior and teamwork through discussion board posts and also through effective communication, attitudes and skills necessary to function as team members and leaders.

## **PROVISIONS FOR STUDENT-PROFESSOR, STUDENT-STUDENT, AND STUDENT-CONTENT INTERACTIONS**

Student-Professor Interactions: Students will watch the professor's introductory video, module lectures, and guided listening videos for each module. The professor will send email to students outlining the goals, objectives, and tasks for each module (information is also provided in the Syllabus and Blackboard modules). Students will interact with the professor through Discussion Forums (topics prompted by the professor, students reflect and respond, and professor comments on postings). Professor will provide meaningful feedback on student Discussion Forum postings, reports, and quizzes. Students may opt to interact live with professor during posted virtual office hours maintained through Skype.

Student-Student Interactions: Students will post their own, and read and respond to each other's self-introductions and also through topic-related Discussion Forum postings. Students will provide comments to each other's postings to facilitate ongoing conversations. Participation in Discussion Forum interactions is a graded requirement. Students may also post in the "Course Café," a student forum on Blackboard where students may post any course-related questions, insights, or commentary.

Student-Content Interactions: Students will engage with course content by completing daily reading assignments, viewing chapter PowerPoints, viewing YouTube videos, writing reflective content-based Discussion Forum postings and providing meaningful commentary in response to other students' postings, and graded quizzes.

## **MUTUAL RESPONSIBILITIES**

Recognizing that a meaningful education involves a combination of experiences, it is my responsibility to foster an environment in which you have the opportunity to become a lifelong learner. Toward that end, I will create an atmosphere for active learning, hold high expectations for you, and foster opportunities for you to connect knowledge and skills from multiple sources and experiences over time. You need to apply the highest academic standards to this course (including reading/viewing assigned materials, timely completion of assignments, and maintaining academic integrity), participate meaningfully in discussion boards and activities, and treat others with dignity and respect.

**In addition to reading all assigned chapters in the textbook, you are required to view the assigned chapter PowerPoint presentations and the assigned You Tube videos posted to Blackboard under Course Documents.**

## COURSE MATERIALS

Required Textbook + PowerPoint Presentations + You Tube Videos + Computer with Internet Access

- Students must read every assigned chapter in the required textbook (*The Fundamentals of Fashion Management*).
- Students must view all assigned chapter PowerPoint presentations (transcripts provided).
- Students must view all assigned You Tube videos (closed captions provided).
- Students must have access to a computer with reliable Internet access to check Blackboard daily, check class discussion board posts daily, communicate online, and post assignments as scheduled.

## COPYRIGHT STATEMENT

I will cite and/or reference any materials that I use in this course that I do not create. You, as students, are expected to not distribute any of these materials, resources, quizzes, tests, homework assignments, etc. (whether graded or ungraded).

## AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

This course has been developed to meet University standards for ADA compliance. All posted documents have been processed for accessibility. Students with disabilities or other issues that may impact performance in this course are encouraged to discuss their needs, preferably during the first week of the course. Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the Student Disability Resource Center in LeConte Room 112A, 777-6142, or by visiting this website, [https://www.sc.edu/about/offices\\_and\\_divisions/student\\_disability\\_resource\\_center/register\\_with\\_us/index.php](https://www.sc.edu/about/offices_and_divisions/student_disability_resource_center/register_with_us/index.php) and (2) Discuss with the instructor the type of academic or physical accommodations you need. The professor will work with the Student Disability Resource Center to make any additional accommodations appropriate to that student's needs.

## ACADEMIC INTEGRITY

Zero Tolerance Policy – 1) cheating, 2) plagiarism, 3) falsification of records, 4) accepting assistance from others in taking an exam or preparing a project, 5) giving assistance to others in taking an exam or preparing a project, and 6) engaging in any other form of academic dishonesty, will be

dealt with according to guidelines provided in the current student handbook, including a professional penalty of "F" for the course and mandatory reporting of the offense to the Office of Student Conduct. (*Yes, I really do report*). Below are some websites for you to visit to learn more about the University policies:

[Carolinian Creed \(http://www.sa.sc.edu/creed\)](http://www.sa.sc.edu/creed)

[Academic Responsibility \(http://www.sc.edu/policies/staf625.pdf\)](http://www.sc.edu/policies/staf625.pdf)

[Office of Academic Integrity \(https://www.sa.sc.edu/academicintegrity/\)](https://www.sa.sc.edu/academicintegrity/)

[Network Guidelines for Responsible Computing](http://www.sc.edu/about/offices_and_divisions/university_technology_services/policies_procedures/networkguideline.php)

[\(http://www.sc.edu/about/offices\\_and\\_divisions/university\\_technology\\_services/policies\\_procedures/networkguideline.php\)](http://www.sc.edu/about/offices_and_divisions/university_technology_services/policies_procedures/networkguideline.php)

University policy regarding academic responsibility ([Student Affairs Policy STAF 6.25 \(http://www.sc.edu/policies/staf625.pdf\)](http://www.sc.edu/policies/staf625.pdf)) states "It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline."

## **PLAGIARISM**

Using the words or ideas of another as if they were one's own is a serious form of academic dishonesty. If another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper citation.

## **DIVERSITY & INCLUSION**

The University of South Carolina is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolinian Creed. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are expected at all times to apply the highest academic standards to this course and to treat others with dignity and respect. Racism, sexism, anti-Semitism, or any other negative "ism" will not be tolerated in this course, including during online discussions and during discussion group assignments/activities. If you believe that you have experienced any of these "ism's" relative to doing the work for this class, please notify me or the Retailing Department Chair immediately so that proper steps can be taken to correct the situation.

## **THE CAROLINIAN CREED**

The community of scholars at the University of South Carolina is dedicated to personal and academic excellence. Choosing to join the community obligates each member to a code of civilized behavior.

*As a Carolinian...*

- *I will practice personal and academic integrity;*
- *I will respect the dignity of all persons;*
- *I will respect the rights and property of others;*

- *I will discourage bigotry, while striving to learn from differences in people, ideas, and opinions;*
- *I will demonstrate concern for others, their feelings, and their needs for conditions which support their work and development.*

Allegiance to these ideals requires each Carolinian to refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.

Please read and review this additional information if you are not already familiar with it:

Academic Responsibility	<a href="http://www.sc.edu/policies/staf625.pdf">http://www.sc.edu/policies/staf625.pdf</a>
Academic Success	<p>If you are having trouble with this course or its material, you should contact the instructor to discuss the issues. As a student of this course you also can get help from the Student Success Center (SSC), which provides a variety of services to assist University of South Carolina Undergraduate students on their path to success. At any time, you may call the Student Success Hotline at 777-1000 to learn more, or go on-line to schedule an appointment with a staff member. The SSC is located on the mezzanine level of the Thomas Cooper Library, with satellite locations in Columbia Hall, Bates House, and Patterson Hall. These services are free and available to all students enrolled in this course.</p> <p>Additional information can be found at:  <a href="http://www.sa.sc.edu/ssc/">Student Success Center http://www.sa.sc.edu/ssc/</a></p>
Career Center	<p>The UofSC Career Center is dedicated to supporting your needs at all stages of the process, whether you are still making decisions about your future direction, looking for hands-on experiences, or are ready for the next steps that will prepare you to live out your career goals. Handshake is the Career Center's online career management platform. <b>Retailing majors are required to establish a Handshake account and use it to seek approval for your required practicum and internship. Set up a Handshake account at: <a href="https://sc.joinhandshake.com/">https://sc.joinhandshake.com/</a>.</b></p> <p>Additional information can be found at:  <a href="https://sc.edu/about/offices_and_divisions/career_center/index.php">https://sc.edu/about/offices_and_divisions/career_center/index.php</a></p>
Carolina Creed	<a href="http://www.sa.sc.edu/creed/">http://www.sa.sc.edu/creed/</a>
Counseling and Psychiatry	<p>University of South Carolina's Counseling and Psychiatry (CAP) provides assessment, med management and/or short term, time-limited therapy to students who are experiencing developmental, psychosocial, academic, career, and/or mental health concerns.</p> <p>Additional information can be found at:</p>

	<p><a href="https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/scope-of-care/index.php">https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/scope-of-care/index.php</a></p>
Guidelines for Responsible Computing	<ul style="list-style-type: none"> <li>•Use of University computing resources is restricted to authorized users.</li> <li>•Safeguard your own privacy and respect the privacy of others.</li> <li>•Harassment is illegal no matter what form of communication is used. It is against the law and against University policy to send harassing messages.</li> <li>•Other laws governing traditional communication (i.e., obscenity, libel, copyright) apply to online communication.</li> <li>•Computing is a shared resource. Make reasonable use so as not to infringe on the use of others.</li> </ul> <p>Additional information can be found at: <a href="http://uts.sc.edu/network/guidelines.shtml">http://uts.sc.edu/network/guidelines.shtml</a></p>
Honor Code	<p><a href="http://www.housing.sc.edu/academicintegrity/honorcode.html">http://www.housing.sc.edu/academicintegrity/honorcode.html</a></p>
Honor Code Violations	<p><a href="http://www.housing.sc.edu/academicintegrity/violations.html">http://www.housing.sc.edu/academicintegrity/violations.html</a></p>
Student Disability Resource Center	<p>Students who have been accepted to the university and require disability-related accommodations must submit documentation from a treating physician and must also submit an application with the Student Disability Resource Center for the coordination and approval of your accommodations.</p> <p>Additional information can be found at:  <a href="https://sc.edu/about/offices_and_divisions/student_disability_resource_center/index.php">https://sc.edu/about/offices_and_divisions/student_disability_resource_center/index.php</a></p>
Student Success Center	<p>A comprehensive one-stop-shop for academic support services on campus. All of our programs and initiatives are free to undergraduate students at UOFSC.</p> <p>Additional information can be found at:  <a href="https://www.sc.edu/about/offices_and_divisions/student_success_center/">https://www.sc.edu/about/offices_and_divisions/student_success_center/</a></p>
Thomas Cooper Library	<p>The primary library for students at the University of South Carolina, Thomas Cooper Library houses seven levels of research materials, subject matter experts and partner organizations that complement your learning experience; located at 1322 Greene Street, Columbia, SC (29208). Be sure to check the library's <a href="#">hours</a> before you visit.</p> <p>Additional information can be found at:  <a href="https://sc.edu/about/offices_and_divisions/university_libraries/about/locations/tcl/index.php">https://sc.edu/about/offices_and_divisions/university_libraries/about/locations/tcl/index.php</a></p>
Writing Center Services	<p>Writing Center Services are available to all UofSC students, faculty, and staff who need help with a writing project at any stage of development.</p> <p>Additional information can be found at: <a href="http://artsandsciences.sc.edu/write/">http://artsandsciences.sc.edu/write/</a></p>

## **COURSE POLICIES**

### CLASS CONDUCT/NETIQUETTE

Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Some Netiquette Guidelines:

- Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Begin emails with a proper salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not courteous.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. Summer 2020 RETL 201) in the message and sign the email with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language (for example, "Ty," "Yw," or "LOL") is not acceptable.
- Use good taste when communicating. Do not use profanity or insensitive terminology.
- Re-read, think, and edit your message before you click "Send/Submit/Post."

Please remember when posting to be respectful and courteous to your colleagues, and limit your posts to discussions of this course and its assignments.

## **COURSE COMMUNICATION**

Use of UofSC e-mail: You are required to use your UofSC email account throughout this course. The instructor will use Blackboard to send regular email messages to students; the Blackboard system utilizes students' UofSC email addresses as the default. It is the student's responsibility to ensure that his/her email accounts work properly in order to receive email. Therefore, **students should make it a habit to check your UofSC email account daily. However, if you cannot access your UofSC email or prefer to have your personal email address linked to your UofSC email account, contact the Division of Information Technology (DoIT) Help Desk at (803) 777-1800, or visit the online service portal at (<https://shibboleth.sc.edu/idp/Authn/UserPassword>)** to ask how to have your email accounts linked. You also could ensure that the email you check regularly is set in Blackboard by trying the following:

- Click on the My UofSC tab along the top of the page in Blackboard
- In the Tools module, click on "Personal Information"
- Click on "Edit Personal Information"
- Scroll down to the listing for Email



- In the box will be listed what Blackboard has as your email address. If you wish to change it, delete the email address in the box and type in the email address you want to use.
- Click on the Submit button at the top or bottom of the page.
- **E-mail response (weekdays and weekends): Students are encouraged to contact the instructor via email if they have questions or concerns. Students can expect a response from the instructor within 48 hours on weekdays. However, if an email is sent to the instructor on a holiday, on a Friday after 4:00 p.m., or on a Saturday, the response time may increase.**
- **Subject line details: When emailing the instructor, always create a new subject line to reflect the topic of your email. Please begin your subject line with "Winter 2020 RETL 201" and then include additional information.**
- Professional communication guidelines: Students are expected to communicate with the instructor and with each other professionally at all times. All emails should include a new subject line, a formal greeting, an error-free message and a closing. Students may also post questions pertaining to the course on the Blackboard Course Cafe for colleagues to address. All discussion board posts should stay focused on the subject at hand and remain professional yet cordial.
- Syllabus information: Students should review the course Syllabus, which includes the course calendar, so they are fully aware of all course policies, assignments and requirements. Students should reference the Syllabus frequently to ensure they are keeping up with course policies, assignments and requirements.

#### LATE WORK & MAKE-UP WORK

**All assignments, quizzes, and exams must be submitted online through Blackboard by the deadline as posted on the course calendar. Unless otherwise noted, assignments are due by 11:59 p.m. EST on the due date, and because of the short time period in which this course transpires, late work and make-up work cannot be accepted.** All required coursework is posted online in Blackboard, and deadlines are available from the beginning of the semester, thereby allowing students to plan ahead and submit coursework from any location.

Please plan to complete your assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. Completing and submitting the assignments or quiz responses by the due date/time is the sole responsibility of the student. If you fail to successfully submit the assignment or quiz by the due date/time, then your score for that item will be recorded as "zero (0)."

You will be allowed to access and edit the written assignments an unlimited number of times until the due date/time. However, you may take each exam only one time, and it must be during the designated window of access time. If you are concerned about missing a deadline, you may want to do any of the following:

- Post your drafts online;
- Post your assignment the day before the deadline; or
- Begin exams as soon as they are made available online.

Be Careful: The clock on your computer may be different from the clock in Blackboard.

## FORMATTING

**All written assignments are required to be submitted using Microsoft Word.** Documents should be your own original work and proofread to avoid spelling and grammatical mistakes. Additionally, all written assignments will be evaluated based on “quality” and also on “quantity.”

Rubrics will be posted on Blackboard to help you prepare. In addition, **all written assignments should adhere to the following guidelines:**

1. **Line Spacing: one and a half;**
2. **Font: Use only Tahoma or Arial in 12-point size;**
3. **Title Page: Title of assignment centered on the page followed by student’s full name (no nicknames please) on next line, and then followed by submission date on the following line (three (3) lines total on Title Page);**
4. **Required Citation: Use APA style to cite all sources for quotations and other references; and**
5. **Correct spelling and grammar.**

## COURSE FORMAT

This is a 100% asynchronous online course. The course moves at a rapid pace, and you will have specific deadlines in which to complete readings, view videos, and complete assignments, online discussions, quizzes and the final exam. Online courses are not easier than face-to-face lecture courses, and to succeed, you must be self-motivated and well-organized.

Course materials are available via Blackboard (BB). Likewise, all assignments, You Tube videos, PowerPoint presentations, discussion boards, quizzes, and exams will be accessed in BB. In addition, all assignments, quizzes and exams must be submitted via Blackboard. Therefore, reliable Internet access is essential for successful completion of this course.

The typical course structure will consist of learning modules, which include:

- Short Instructor and You Tube Videos/Chapter PowerPoint Presentations
- Textbook Readings/Assignments
- Online Discussion Boards
- VoiceThreads
- Article Summaries using Padlet
- Professional Electronic Portfolio (E-Portfolio)
- PowerPoint Presentation
- Research Paper
- Case Studies
- Daily Journal
- Written/Electronic Exercises
- Quizzes/Final Exam

This is an entirely Web-based course. We will have no face-to-face class meetings, and you will complete your work asynchronously – which simply means that you will be working on it at different times than your colleagues. You can log in to the class on Blackboard to do your work at whatever time is convenient for you as long as you are meeting the stated deadlines.

It is important to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time. No work will be accepted late. You may NOT save up your assignments to complete toward the end of the term. One critical part of this class is regular interaction with other students and with me, your instructor. Each assignment sequence must be completed on schedule – you cannot work ahead or get behind and be successful in this course.

## **TECHNOLOGY REQUIREMENTS**

The PowerPoint presentations, links to YouTube videos, assignments, quizzes, final exam, and discussion boards are located on the Blackboard site for the course. To participate in learning activities, participate in discussion boards, and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear the assigned videos;
- Reliable Internet access and a UofSC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome and Mozilla Firefox are recommended browsers for Blackboard; Internet Explorer is NOT recommended);
- Microsoft Word as your word processing program;
- A Blackboard account; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to students free of charge and allows students to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. **To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software.** If you have further questions or need help with the software, please contact the [Division of Information Technology \(DoIT\) either by calling 803-777-1800, or online by visiting \(https://www.sc.edu/about/offices\\_and\\_divisions/division\\_of\\_information\\_technology/\)](https://www.sc.edu/about/offices_and_divisions/division_of_information_technology/).

## MINIMAL TECHNICAL SKILLS NEEDED

Minimal technical skills are needed in this online course. All work in this course must be completed and submitted online through Blackboard. Therefore, students must have consistent and reliable access to a computer and the Internet. The minimal technical skills students should have included the ability to:

- Organize and save electronic files;
- Use UofSC email and attached files;
- Check email and Blackboard daily;
- Check class discussion board posts daily;
- Check and post to Padlet weekly;
- Download and upload documents;
- Locate information with a web browser; and
- Use Blackboard, PowerPoint, and YouTube.

## TECHNICAL SUPPORT

For help with Blackboard issues, request Blackboard technical assistance at [Blackboard Help \(http://ondemand.blackboard.com/students.htm\)](http://ondemand.blackboard.com/students.htm). If you have problems with your computer, please contact the Division of Information Technology (DoIT) Help Desk at (803) 777-1800, or visit the [online service portal \(https://shibboleth.sc.edu/idp/Authn/UserPassword\)](https://shibboleth.sc.edu/idp/Authn/UserPassword). DoIT is open Monday – Friday from 8:00 a.m. – 6:00 p.m. Eastern Standard Time. If you are located in the Columbia, SC, area, the Carolina Tech Zone is available to offer in-person technical help to UofSC students. Located at 516 Main Street in Columbia, the Carolina Tech Zone is open Monday - Friday, 9 a.m. - 4 p.m. during the Summer Semester (closed Memorial Day and Independence Day). Also for students in the Columbia, SC, area, the Thomas Cooper Library at UofSC has computers for you to use in case you encounter computer issues/problems. However, if you are not located in the Columbia, SC, area, most regional UofSC campuses and public libraries have computers for public use.

## **COURSE REQUIREMENTS: ASSIGNMENTS AND EVALUATION**

The final grade for RETL 201 will be based on the assignments listed below. Points for assignments will be recorded on Blackboard under "Grade Center" for your convenience; please check the Grade Center regularly. **NOTE: Students should pay close attention to all assignment deadlines given in the course Syllabus and also posted on Blackboard under "Submit Assignments Here."** **No late assignments will be accepted.** More details, instructions and grading rubrics are posted on Blackboard under "Course Documents" and/or "Submit Assignments Here."

- **Syllabus Scavenger Hunt**

Review the syllabus and complete the Syllabus Scavenger Hunt in Blackboard by the posted deadline.

- **Online Discussion Board Assignments/Activities**

Three (3) guided discussion forums will be posted on Blackboard. Students will respond to each by posting an initial discussion with their assignments-based opinions on each weekly topic prompted by the instructor, and also a response post to one or more colleague's post(s). Students will utilize assigned readings, PowerPoints, and You Tube videos to inform their discussion. Respect and critical thinking will guide these online discussions. Students will earn up to fifteen (15) points for each pair of discussion posts for each week.

- **"What's News" Padlet Posts**

Students will summarize and post three (3) news articles, one (1) per week, about a newsworthy topic regarding their major, business, and/or technology using Padlet.

- **VoiceThread**

Students will post VoiceThreads using the "What's News" Padlet on topics regarding their major to write their VoiceThreads.

- **Case Studies**

Students will read weekly case studies in Blackboard and respond to the instructor's questions regarding them.

- **Resume and Cover Letter**

Based on the information in the textbook, in the PowerPoint, and on You Tube, write/update your resume, and write a cover letter to apply for a fictitious job, and do Managing Difficult Conversations Exercise in textbook.

- **Managing Your Online Image Exercise**

Based on the information in the textbook and in the PowerPoint, Google yourself then evaluate the items posted about you online. Do the Managing Your Online Image Exercise in Blackboard.

- **Listening Analysis Exercise**

Based on the information in the textbook and in the PowerPoint, analyze types of listening responses vs. barriers to effective listening, and explain how your analysis can help you become a better, more effective listener and communicator.

- **Research Paper**

Each student is required to research the topic, "the Effects of Diversity and Global Engagement on Business and Professional Communication," and submit a three to five-page paper on the topic. You are required to cite at least three (3) sources and use APA style when citing sources (use guidelines available at <https://apastyle.apa.org/>). WikiLeaks is not acceptable to be used as a source; however, you may use your RETL 242 textbook as one of your sources.

- **PowerPoint Presentation**

Each student is required to do a PowerPoint presentation, which must be 10 to 20 pages, on a topic related to his/her major. Citation is acceptable but not required for your PowerPoint.

- **Professional Electronic Portfolio (E-Portfolio)**

Each student is required to develop and maintain a professional electronic portfolio to be submitted online under "Submit Assignments Here" in Blackboard. A **professional electronic portfolio** is an organized collection of relevant documents and artifacts that showcase your talents and your most relevant skills, and charts your **professional** growth. Students will earn up to eighty (80) points.

**The professional e-portfolio should be done using PowerPoint and must include the following:**

**Required--**

1. Your **updated resume** which **must be done using MS Word**
2. Your **list of three to five professional references**, including their full names, position titles and contact information; **must be done using MS Word**
3. Your **skills and education** and how they relate to your career goals (may be included on your resume)

**May also be included--**

- More in-depth information about any prestigious scholarships you have been awarded
- Examples of your work which highlight your skills (not included on your resume)
- Photos of yourself at work (either an internship, a seasonal position, a part-time job or a full time job)
- More in-depth information about any prestigious and successful companies where you have worked
- Correspondence and/or certificates you have received documenting your successes and achievements at work and/or at school

- **This assignment is the beginning of a professional e-portfolio that can be used in the future for your job search and/or for students who decide to pursue Graduation with Leadership Distinction (GLD) at the UofSC.**

**CAUTION: No information from high school should be included on your resume or in your professional e-portfolio.**

- **Journal**

Each student will write and post a journal each day about their experiences and observations as a student taking this course.

- **Quizzes**

We will have three (3) online quizzes during the semester, one (1) quiz each week, up to fifty (50) points each. Each quiz will cover information in the textbook, in the chapter PowerPoint presentations, in the You Tube videos, and from discussion board forum assignments at that point in the semester. Students are also responsible for acquiring and knowing the information they miss during any days when they are absent as that information may appear on a quiz or on the final exam.

## **WEEKLY SCHEDULE**

All course deadlines are listed in Eastern Standard Time (EST). Blackboard will record all deadlines in this time zone. If you are in a different time zone, please plan accordingly.

Each module will begin on a Monday and will end on a Saturday.

In order to complete all the weekly assignments, you will spend about 18 hours per week on the course material for a total of approximately 108 hours of course-related activities using Blackboard, Padlet, discussion boards, videos, and PowerPoint presentations, and reading and reflecting on the assigned textbook chapters and journal articles. A list of weekly responsibilities/deadlines follows:

- Monday: Read assigned textbook chapters and journal articles; watch instructor's mini-lecture videos.
- Tuesday: Post and read "What's News" article summaries in Padlet; read and take notes on journal articles.
- Wednesday: View and take notes on matching PowerPoint presentations for the week.
- Thursday: Read case studies, and respond to case study questions; read instructor's discussion topic posted on discussion board in Blackboard; submit your initial discussion board post in BB.
- Friday: Read discussion board posts submitted in BB by colleagues; post your response to their posts in BB.
- Saturday: Take quiz; watch and take notes on assigned You Tube videos for the week.

## **SECURITY**

Coursework is secured in Blackboard with a username and password. Do not share your username and/or password with others. Do not access BB using unsecured wireless.

## **ASSESSMENT AND GRADING SCALE**

This course is required for graduation for all majors in the College of Hospitality, Retail and Sport Management at the University of South Carolina. The student must earn a minimum grade of "C" to pass this course. If the student earns a grade lower than a "C," he/she will be required to repeat the course which includes repeating all course requirements and paying any applicable tuition/fees. Assignments and final grades will be based on the scale below. Any grade .5 or above will be rounded up to the next highest point; any grade .49 or below will be rounded down to the next lowest point.

All grading criteria/rubrics will be posted on Blackboard. There are up to 500 total points possible broken down as follows:

- Three (3) total online Discussion Board posts; i.e. - one (1) initial post plus one (1) response post each week @ up to 15 points per week (points are earned only by doing each **pair** of posts) = up to 45 points;
- One (1) Syllabus Scavenger Hunt = up to 20 points;
- One (1) Resume & Cover Letter = up to 20 points;
- One (1) Listening Analysis Exercise = up to 20 points;
- One (1) Managing Your Online Image Exercise = up to 20 points;
- One (1) Professional Electronic Portfolio = up to 30 points;
- One (1) PowerPoint Presentation = up to 30 points;
- One (1) Research Paper = up to 30 points;
- Three (3) total "What's News" Padlet Posts @ up to 15 points each = up to 45 points;
- Three (3) Quizzes (including Final Exam) @ up to 20 points each = up to 60 points;
- Three (3) Case Studies @ up to 15 points each = up to 45 points;
- Three (3) VoiceThreads @ up to 15 each = up to 45;
- Eighteen (18) Daily Journals @ up to 5 each = up to 90 points

**If necessary, this assessment and grading scale for the semester may be updated or amended and re-posted in the Syllabus on Blackboard as needed.**

### **GRADING**

All grades will be posted on Blackboard. **The instructor's goal is to have all assignments and tests graded within three (3) days of the submission date.** Students are strongly encouraged to check their scores and cumulative points in Blackboard regularly.

Final grades are non-negotiable and are based on total number of points earned (see chart). Therefore, final numbers will not be "rounded up," so please do not ask.

<b>UNDERGRADUATE STUDENT Course Requirements</b>	<b>Possible Point Value</b>	<b>Possible Points</b>
Syllabus Scavenger Hunt	1 @ up to 20	up to 20
Listening Analysis Exercise	1 @ up to 20	up to 20
Resume & Cover Letter	1 @ up to 20	up to 20
Managing Your Online Image Exercise	1 @ up to 20	up to 20
Research Paper	1 @ up to 30	up to 30
Professional Electronic Portfolio	1 @ up to 30	up to 30
PowerPoint Presentation	1 @ up to 30	up to 30
Case Studies	3 @ up to 15 each	up to 45
"What's News" Padlet Posts	3 @ up to 15 each	up to 45
VoiceThreads	3 @ up to 15 each	up to 45
Discussion Board Posts	3 pairs @ up to 15 each	up to 45
Journals	18 @ up to 5 each	up to 90
Quizzes	3 @ up to 20 each	up to 60
<b>Total Possible Points:</b>		<b>500</b>

<b>UNDERGRADUATE Grading Scale</b>		
460+ pts.	=	A
440 – 459 pts.	=	B+
420 – 439 pts.	=	B
400 – 419 pts.	=	C+
380 – 399 pts.	=	C
360 – 369 pts.	=	D+
340 – 359 pts.	=	D
< 339 pts.	=	F

Although they are required viewing, points are not awarded for supplementary materials (i.e., PowerPoints and You Tube videos).



## **COMPLETING AND SUBMITTING ASSIGNMENTS**

- **Assignments**, including resume, cover letter, professional electronic portfolio, and other assignments, will close at the due date and time as noted in the course Syllabus and on Blackboard. Rubrics for each assignment will be posted on Blackboard.
- **Late Assignments**. Unless otherwise arranged in advance with the instructor, all assignments are due by 11:59 p.m. Eastern Standard Time (EST) on the specified due date or will be considered late. **Late assignments will suffer a point reduction of 10% per day.**
- **Special circumstances which are documented will be taken into consideration.** To discuss a special circumstance, you must email, call, or virtually visit me during my office hours to discuss your situation. When special consideration is given, all course assignments must be completed and submitted prior to the last day of class for credit. **Absolutely no assignments will be accepted after the last day of class.**

## **COURSE ACCOMODATIONS**

Students with disabilities or other issues that may impact academic performance are strongly encouraged to discuss their needs with the instructor during the first few days of the course. Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the Student Disability Resource Center online at [https://sc.edu/about/offices\\_and\\_divisions/student\\_disability\\_resource\\_center/index.php](https://sc.edu/about/offices_and_divisions/student_disability_resource_center/index.php), and (2) Discuss with the instructor the type of academic accommodations you need. This course will follow ADA standards. The professor will work with the Student Disability Resource Center to make any additional accommodations appropriate to that student's needs, if necessary.

## **COURSE CALENDAR (Three-Week Winter Schedule)**

### AMENDMENTS

Changes to the Syllabus are possible. The instructor will inform you of any minor adjustments, such as due dates and the reading and/or viewing list. In the unlikely event of a major issue, such as adjusting the grading scheme, student approval will be obtained before changes are made. If necessary, this calendar listing our class topics and assignments for the semester may be updated or amended and re-posted in the Syllabus on Blackboard as needed.

## **Winter 2020: 3-Week Online Winter Session**

December 30, 2019 – January 19, 2020

This intense course continues during New Year's Eve (Tuesday, December 31, 2019) and New Year's Day (Wednesday, January 1, 2020).

### **COURSE CALENDAR**

If necessary, this calendar listing our class topics and assignments for this term may be updated or amended and re-posted in the Syllabus on Blackboard as needed. Review this calendar often.

**MODULE 1 - CHAPTERS 1, 2, and 3 in TEXTBOOK**

<b>Day/ Date</b>	<b>Topic</b>	<b>WEEK #1 Tasks to be completed</b>	<b>Due tonight by 11:59 p.m.</b>	<b>Learning minutes</b>
1 Mon., 12/30	<b>Course Introduction</b>	<p>Confirm reliable Internet access, then review “Start Here” section in Blackboard.</p> <p>Read the Syllabus on Blackboard carefully; note the course calendar; contact instructor with any questions.</p> <p>Watch the instructor’s “Welcome and Introduction” video.</p> <p>Peruse Blackboard pages and content.</p> <p>Review this week’s schedule and calendar due dates.</p> <p>Read You Tube instructions; record and <b>post your introductory You Tube video; view your colleagues’ You Tube videos.</b></p> <p>Play online game, “The <b>Syllabus Scavenger Hunt.</b>”</p> <p>Review instructions in Blackboard, then write daily <b>journal</b>; post in Blackboard.</p>	<p align="center"><b>Online Introductory You Tube video (1 to 5 minutes long); Syllabus Scavenger Hunt; Daily Journal</b></p>	<p>45</p> <p>60</p> <p>20</p> <p>30</p> <p>20</p> <p>90</p> <p>30</p> <p>45</p>
2 Tue., 12/31 <b>(New Year’s Eve Holiday, but this online class is “in session” today.)</b>	<b>Chapter 1: Communicating for Professional Success; Chapter 2: Culture, Diversity, and Global Engagement; Chapter 3: Verbal and Nonverbal Messages</b>	<p>Read and take notes on Chapters 1, 2 and 3 in textbook.</p> <p>For all chapters, read and take notes on assigned articles; view and take notes on assigned You Tube videos.</p> <p>Review instructions in Blackboard, and write then post your “<b>What’s News</b>” article summary in Padlet; review your colleagues’ “<b>What’s News</b>” articles in Padlet.</p> <p>Read and review emails, announcements, and Course Café postings.</p> <p>Watch and take notes on instructor’s mini-lecture.</p> <p>Write daily <b>journal</b>; post in Blackboard.</p>	<p align="center"><b>“What’s News” summary; Journal</b></p>	<p>120</p> <p>90</p> <p>75</p> <p>30</p> <p>40</p> <p>40</p>
3 Wed., 1/1 <b>(New Year’s Day Holiday, but this online class is “in session” today.)</b>		<p>Read and take notes on assigned articles; view and take notes on assigned You Tube videos.</p> <p>View and take notes on Chapters 1, 2 and 3 PowerPoints.</p> <p>Read <b>VoiceThread</b> instructions in Blackboard, and do a <b>VoiceThread</b> regarding yesterday’s “What’s News” Padlet and this week’s three textbook chapters; review colleagues’ VoiceThreads.</p> <p>Read and review emails, announcements, and Course Café postings.</p> <p>Watch and take notes on instructor’s mini-lecture.</p> <p>Play Module 1 self-assessment game: Quizlet.</p> <p>Write daily <b>journal</b>; post in Blackboard.</p>	<p align="center"><b>VoiceThread; Journal</b></p>	<p>90</p> <p>90</p> <p>100</p> <p>30</p> <p>40</p> <p>30</p> <p>40</p>

4 Thu., 1/2		<p>Review instructions for <b>case studies</b> in Blackboard; read assigned case studies, and respond to questions posed by the instructor; post answers in Blackboard.</p> <p>Read and take notes on assigned articles; view and take notes on assigned You Tube videos.</p> <p>Watch and take notes on instructor's mini-lecture.</p> <p>Review instructions in Blackboard, and read instructor's initial <b>Guided Discussion Question #1 instructing students to post their resumes to Blackboard</b>; post your own <b>Initial Discussion Post #1 (your resume)</b> in Blackboard.</p> <p>Read and review emails, announcements, and Course Café postings.</p> <p>Write daily <b>journal</b>; post in Blackboard.</p>	<p><b>Initial Discussion Post #1 (Resume);</b></p> <p><b>Case Study responses;</b></p> <p><b>Journal</b></p>	<p>120</p> <p>90</p> <p>40</p> <p>45</p> <p>30</p> <p>40</p>
5 Fri., 1/3		<p>Review Discussion Board to see if any of your colleagues or your instructor responded to your post; read responses your colleagues received; <b>respond to any colleague who responded to your post, and/or respond to a colleague's post even if there is no response to your own initial post (you must respond to at least one post).</b></p> <p>Watch and take notes on instructor's mini-lecture.</p> <p>Read and review emails, announcements, and Course Café postings.</p> <p>Write daily <b>journal</b>; post in Blackboard.</p> <p>Review week's textbook chapters, PowerPoints, case studies, and You Tube videos to prep for Quiz #1.</p>	<p><b>Responsive Discussion Post #1;</b></p> <p><b>Journal</b></p>	<p>45</p> <p>40</p> <p>30</p> <p>40</p> <p>120</p>
6 Sat., 1/4	<b>Quiz #1</b>	<p>Take Quiz #1 under Submit Assignments Here in Blackboard.</p> <p>Read and take notes on assigned articles; view and take notes on assigned You Tube videos.</p> <p>Watch and take notes on instructor's mini-lecture.</p> <p>Read and review emails, announcements, and Course Café postings.</p> <p>Write daily <b>journal</b>; post in Blackboard.</p>	<p><b>Quiz #1;</b></p> <p><b>Journal</b></p>	<p>60</p> <p>90</p> <p>40</p> <p>30</p> <p>40</p>
	<b>Module 1 Learning Minutes</b>		<b>Module 1 Learning Minutes</b>	<b>2055</b>
		<b>MODULE 2 - CHAPTERS 4, 5, and 8 in TEXTBOOK</b>		
<b>Day</b>	<b>Topic</b>	<b>WEEK #2 Tasks to be completed</b>	<b>Due by 11:59 p.m.</b>	<b>Learning minutes</b>

<p>7 Mon., 1/6</p>	<p><b>Chapter 4: Listening and Learning; Chapter 5: Perspective Taking; Chapter 8: Career Communication</b></p>	<p>Review this week's schedule and calendar due dates. Read and take notes on Chapters 4, 5, and 8 in textbook. Read and take notes on assigned articles; view and take notes on assigned You Tube videos. Read and review emails, announcements, and Course Café postings. Watch and take notes on instructor's mini-lecture. Write daily <b>journal</b>; post in Blackboard.</p>	<p><b>Journal</b></p>	<p>20 120 90 30 40 40</p>
<p>8 Tue., 1/7</p>		<p>Review instructions in Blackboard; research and write paper on, "the Effects of Diversity and Global Engagement on Business and Professional Communication;" post in Blackboard. Read and take notes on assigned articles; view and take notes on assigned You Tube videos. Watch and take notes on instructor's mini-lecture. Write and post your "What's News" article summary in Padlet; review your colleagues' "What's News" articles in Padlet. Read and review emails, announcements, and Course Café postings. Write daily <b>journal</b>; post in Blackboard.</p>	<p><b>Research Paper; "What's News" summary; Journal</b></p>	<p>240 90 40 60 30 40</p>
<p>9 Wed., 1/8</p>		<p>Read and take notes on assigned articles; view and take notes on assigned You Tube videos. Watch and take notes on Chapters 4, 5, and 8 PowerPoints. Watch and take notes on instructor's mini-lecture. Make a VoiceThread regarding yesterday's "What's News" Padlet and this week's three textbook chapters; review colleagues' VoiceThreads. Read and review emails, announcements, and Course Café postings. Play Module 2 self-assessment game: Quizlet. Write daily <b>journal</b>; post in Blackboard.</p>	<p><b>Journal; VoiceThread</b></p>	<p>90 90 40 90 30 30 40</p>
<p>10 Thu., 1/9</p>		<p>Review instructions for <b>case studies</b> in Blackboard; read assigned case studies, and respond to questions posed by the instructor; post answers in Blackboard. Review instructions in Blackboard, and review critiques of your posted resume by your instructor and your colleagues; revise your resume then repost it; write cover letter to a potential employer. Read and take notes on assigned articles; view and take notes on assigned You Tube videos. Watch and take notes on instructor's mini-lecture. Read instructor's initial <b>Guided Discussion Question #2</b>; submit your own <b>Initial Discussion Post #2</b> in Blackboard. Read and review emails, announcements, and Course Café postings. Write daily <b>journal</b>; post in Blackboard.</p>	<p><b>Initial Discussion Post #2 (revised Resume plus Cover Letter); Case Study responses; Journal</b></p>	<p>120 120 90 40 20 30 40</p>

<p>11 Fri., 1/10</p>		<p>Review instructions in Blackboard, then do <b>Listening Analysis Exercise</b>; post in Blackboard.  Review Discussion Board to see if any of your colleagues or your instructor responded to your post; read responses your colleagues received; <b>respond to any colleague who responded to your post, and/or respond to a colleague's post even if there is no response to your own initial post (you must respond to at least one post).</b>  Watch and take notes on instructor's mini-lecture.  Read and review emails, announcements, and Course Café postings.  Write daily <b>journal</b>; post in Blackboard.  Review week's textbook chapters, PowerPoints, case studies, and You Tube videos to prep for Quiz #2.</p>	<p><b>Listening Analysis Exercise;  Responsive Discussion Post #2;  Journal</b></p>	<p>120   40 30 40 120</p>
<p>12 Sat., 1/11</p>	<p><b>Quiz #2</b></p>	<p>Take Quiz #2 under Submit Assignments Here in Blackboard.  Google yourself, and evaluate all items you see online about you; do the <b>Managing Your Online Image Exercise</b> in Blackboard.  Read and take notes on assigned articles; view and take notes on assigned You Tube videos.  Watch and take notes on instructor's mini-lecture.  Read and review emails, announcements, and Course Café postings.  Write daily <b>journal</b>; post in Blackboard.</p>	<p><b>Quiz #2;  Managing Your Online Image Exercise;  Journal</b></p>	<p>60 60 90 40 30 40</p>
				<p><b>Module 2 Learning Minutes</b>      <b>2340</b></p>

**MODULE 3 - CHAPTERS 9, 11, and 12 in TEXTBOOK**

<b>Day</b>	<b>Topic</b>	<b>WEEK #3 Tasks to be completed</b>	<b>Due by 11:59 p.m.</b>	<b>Learning minutes</b>
13 Mon., 1/13	<b>Chapter 9: Interviewing successfully; Chapter 11: Major Goals for Presentations; Chapter 12: Planning and Crafting Presentations</b>	Review this week's schedule and calendar due dates. Read and take notes on Chapters 9, 11, and 12 in textbook. Read and take notes on assigned articles; view and take notes on assigned You Tube videos. Read and review emails, announcements, and Course Café postings. Watch and take notes on instructor's mini-lecture. Write daily <b>journal</b> ; post in Blackboard.	<b>Journal</b>	20 120 90 30 40 40
14 Tue., 1/14		Review instructions in Blackboard, then gather materials, compose and post your <b>Professional Electronic Portfolio</b> in Blackboard. Read and take notes on assigned articles; view and take notes on assigned You Tube videos. Watch and take notes on instructor's mini-lecture. Write and post your "What's News" article summary in Padlet; review your colleagues' "What's News" articles in Padlet. Read and review emails, announcements, and Course Café postings. Write daily <b>journal</b> ; post in Blackboard.	<b>Professional Electronic Portfolio; "What's News" summary; Journal</b>	120 90 40 60 30 40
15 Wed., 1/15		Read and take notes on assigned articles; view and take notes on assigned You Tube videos. Watch and take notes on Chapters 9, 11, and 12 PowerPoints. Watch and take notes on instructor's mini-lecture. Make a VoiceThread regarding yesterday's "What's News" Padlet and this week's three textbook chapters; review colleagues' VoiceThreads. Read and review emails, announcements, and Course Café postings. Play Module 3 self-assessment game: Quizlet. Write daily <b>journal</b> ; post in Blackboard.	<b>VoiceThread; Journal</b>	90 90 40 90 30 30 40

16 Thu., 1/16		<p>Review instructions for <b>case studies</b> in Blackboard; read assigned case studies, and respond to questions posed by the instructor; post answers in Blackboard.</p> <p>Review instructions in Blackboard, then do <b>PowerPoint presentation</b> (10 to 20 slides) on a topic related to your major.</p> <p>Read and take notes on assigned articles; view and take notes on assigned You Tube videos.</p> <p>Watch and take notes on instructor's mini-lecture.</p> <p>Read instructor's initial <b>Guided Discussion Question #3</b>; submit your own <b>Initial Discussion Post #3</b> in Blackboard.</p> <p>Read and review emails, announcements, and Course Café postings.</p> <p>Write daily <b>journal</b>; post in Blackboard.</p>	<p><b>PowerPoint Presentation;</b> <b>Initial Discussion Post #3</b> <b>Case Study responses;</b> <b>Journal</b></p>	<p>120</p> <p>180</p> <p>90</p> <p>40</p> <p>20</p> <p>30</p> <p>40</p>
17 Fri., 1/17		<p>Review Discussion Board to see if any of your colleagues or your instructor responded to your post; read responses your colleagues received; <b>respond to any colleague who responded to your post, and/or respond to a colleague's post even if there is no response to your own initial post (you must respond to at least one post); ask instructor any questions you have that may pertain to the final exam; review the instructor's responses to your and your colleagues' questions.</b></p> <p>Watch and take notes on instructor's mini-lecture.</p> <p>Read and review emails, announcements, and Course Café postings.</p> <p>Write <b>final journal post</b>, regarding your impressions of the entire course, what you've learned, and any lingering questions you may have; post in Blackboard.</p> <p>Review week's textbook chapters, PowerPoints, case studies, and You Tube videos to prep for Quiz #3 (Final Exam).</p>	<p><b>Responsive Discussion Post #3;</b> <b>Final Journal</b></p>	<p>40</p> <p>40</p> <p>30</p> <p>60</p> <p>120</p>
18 Sat., 1/18	<b>Quiz #3 (Final Exam)</b>	<b>Take Quiz #3 (Final Exam)</b> under "Submit Assignments Here" in Blackboard (60 minutes).	<b>Quiz #3 (Final Exam); Journal</b>	
	<b>Module #3 Learning Minutes</b>		<b>Module #3 Learning Minutes</b>	<b>1940</b>
			<b>Total Learning Minutes (excluding Final Exam)</b>	<b>6335</b>