

**ITT Technical Institute**  
**BU2620T**  
**Fundamentals of Business**  
**Communications**  
**Onsite Course**

**SYLLABUS**

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**Credit hours:** 4.5

**Contact/Instructional hours:** 54 (54 Theory Hours)

**Prerequisite(s) and/or Corequisite(s):**

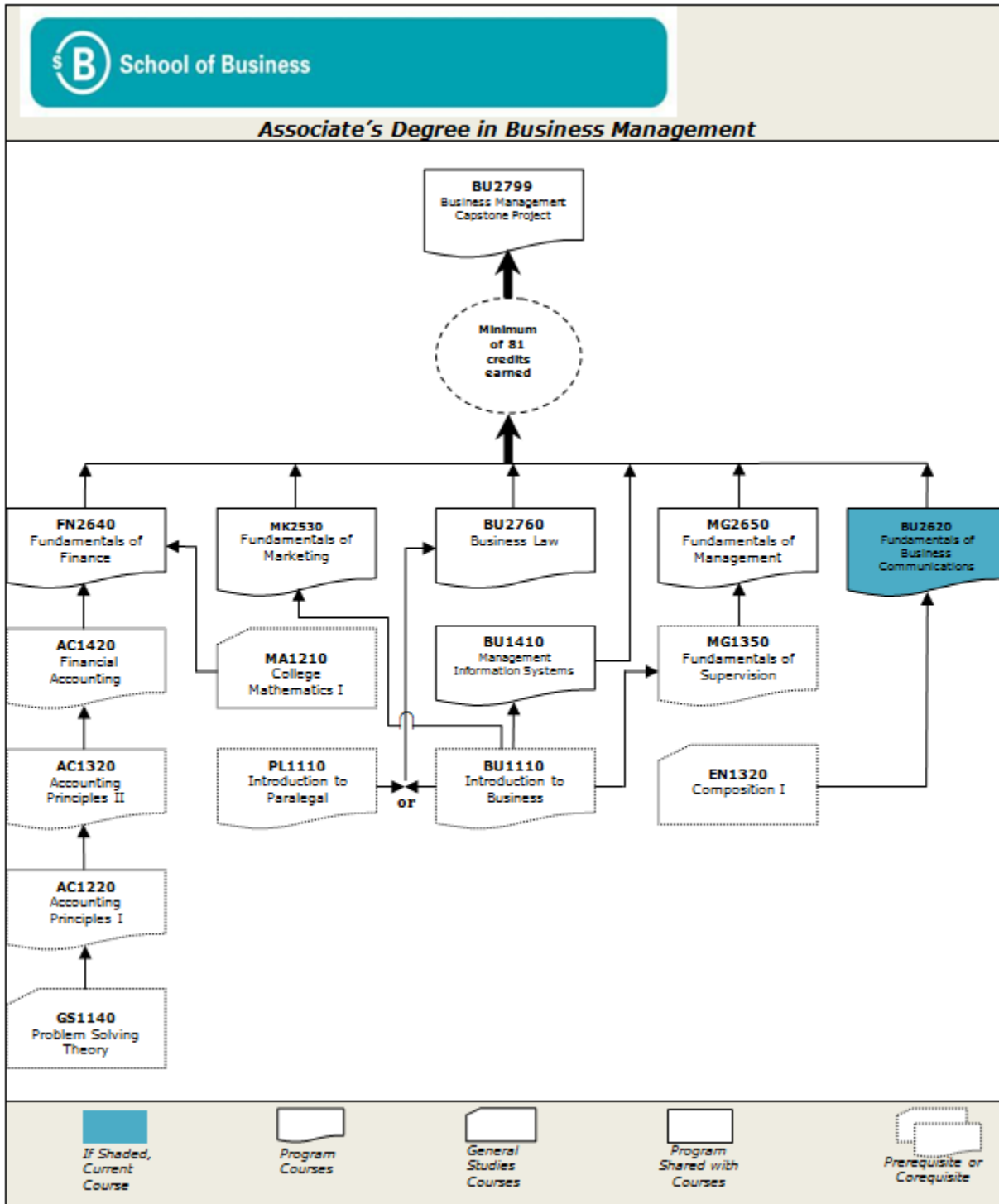
Prerequisites: EN1320T Composition I or equivalent

**Course Description:**

This course explores methods to create effective communications within the organization. Concentration is on collaborative communications, communicating bad-news messages and conducting persuasive presentations. Students practice with a variety of electronic and hard copy media and will give a professional presentation at the end of the course.

# Where Does This Course Belong?

The following diagram demonstrates how this course fits in the standard program:



**NOTE:** Refer to the catalog for the state-specific course and program information, if applicable.

This course is required for the Associate's Degree in Business Management program. This program covers the following core areas:

- Accounting
- Communications
- Marketing
- Supervision
- Management
- Business Operations

# Course Summary

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## Major Instructional Areas

1. Communication Process within Organizations
2. Communication Media
3. Communicating in Teams
4. Communicating with Internal and External Customers
5. Analysis of Communication
6. Multicultural Communication

## Course Objectives

1. Identify the key concepts associated with effective communication and analyze those attributes in the context of designing internal messages or messages for customers.
2. Create effective collaborative messages.
3. Analyze patterns of effective communication with people from different cultural backgrounds, with the goal of using such information to implement effective communication strategies for collaborative projects or customers.
4. Create effective business messages by analyzing and applying the process of planning, writing, and completing various styles and formats of messages, depending on the audience.
5. Design routine messages, bad-news messages, and persuasive messages using the three-step writing process, appropriate for internal audiences or customers.
6. Using the resources of the ITT Tech Virtual Library to research a specific culture, create a written business report that would be appropriate for that culture's audience.
7. Create effective business messages for internal and external customers.
8. Demonstrate appropriate use of a variety of electronic and hard-copy communication media.
9. Evaluate examples of written communication to determine if they are ethical and professional.
10. Give a professional presentation demonstrating effective use of audience analysis, visual aids, and effective communication.

## Learning Materials and References

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### Required Resources

|   |
|---|
| <b>Complete Textbook Package</b>  |
| Thill, J. V., & Bovée, C. L. (2013). <i>Excellence in business communication</i> (10 <sup>th</sup> ed.). Upper Saddle River, NJ: Pearson. |
| MyLab: <a href="http://www.MyBCommLab.com">www.MyBCommLab.com</a> *   |

\*Student access instructions for MyBCommLab are provided in a separate handout.

### Recommended Resources

#### Books and Professional Journals

- Business Communication Quarterly: <http://bcq.sagepub.com/>
- Journal of Business Communication: <http://job.sagepub.com/>

#### Professional Associations

- American Management Association: <http://www.amanet.org/>
- American Marketing Association: <http://www.marketingpower.com/Pages/default.aspx>

ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)

#### Books> Ebrary

- Comfort, J. & Franklin, P. (2011). *The mindful international manager: How to effectively work across cultures*. Philadelphia: Kogan.
- LeFever, L. (2012) *The art of explanation: Making your ideas, products and services easier to understand*. Hoboken, N.J.: Wiley & Sons.

**NOTE:** All links are subject to change without prior notice.

### Information Search

Use the following keywords to search for additional online resources that you can use to support your work on the course assignments:

- Business document design
- Communication process

- Electronic communication
- Business plan
- Business etiquette
- Cultural impacts on business
- Employment search
- Effective presentation design

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## Suggested Learning Approach

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In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

| DO  | DON'T  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Do take a proactive learning approach</li> <li>▪ Do share your thoughts on critical issues and potential problem solutions</li> <li>▪ Do plan your course work in advance</li> <li>▪ Do explore a variety of learning resources in addition to the textbook</li> <li>▪ Do offer relevant examples from your experience</li> <li>▪ Do make an effort to understand different points of view</li> <li>▪ Do connect concepts explored in this course to real-life professional situations and your own experiences</li> </ul> | <ul style="list-style-type: none"> <li>▪ Don't assume there is only one correct answer to a question</li> <li>▪ Don't be afraid to share your perspective on the issues analyzed in the course</li> <li>▪ Don't be negative about the points of view that are different from yours</li> <li>▪ Don't underestimate the impact of collaboration on your learning</li> <li>▪ Don't limit your course experience to reading the textbook</li> <li>▪ Don't postpone your work on the course deliverables – work on small assignment components every day</li> </ul> |

## Course Outline

|  |  |  |  |
|--|--|--|--|
| <p><b>Unit 1: EFFECTIVE BUSINESS COMMUNICATION</b></p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>• Explain the differences between past and current trends in business communication.</li> <li>• Evaluate effective communication practices for grammatical and structural format.</li> <li>• Demonstrate audience analysis techniques and apply to business cases.</li> <li>• Analyze communications for ethical and legal standards.</li> </ul> <p style="text-align: right;"><b>Total outside work:</b><br/>8.5 hours</p> |  |  |  |
| <b>READING ASSIGNMENT</b>  | <ul style="list-style-type: none"> <li>• Thill &amp; Bovée, Chapter 1</li> </ul> |  |  |
| <b>OUTSIDE WORK</b>  | <b>Activity</b>  |  | <b>Estimated Time</b>                              |
|  | Complete the reading assignment  |  | 1 hr.  |
|  | Work on Unit 1 Journal 1   |  | 3 hrs.   |
|  | Work on Unit 1 Exercise 1  |  | 1.5 hrs.   |
|  | Work on Unit 1 Assignment 1  |  | 3 hrs.   |
| <b>GRADED ACTIVITIES/ DELIVERABLES</b>   | <b>Grading Category</b>  | <b>Activity/Deliverable Title</b>                          | <b>Grade Allocation</b><br>(5% of all graded work) |
|  | Assignment   | Unit 1 Assignment 1: Communication Trends                  | 2%   |
|  | Journal  | Unit 1 Journal 1: Solving Communication Dilemmas at Toyota | 2%   |
|  | Exercise   | Unit 1 Exercise 1: Memo Makeover                           | 1%   |

|   |   |                                   |                         |
|---|---|-----------------------------------|-------------------------|
| <p><b>Unit 2: COMMUNICATING IN TEAMS AND DIVERSE CULTURES</b></p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>• Identify the benefits and disadvantages of working in teams in collaborative communication.</li> <li>• Analyze approaches to collaborative writing.</li> <li>• Synthesize business communication approaches for business case application.</li> <li>• Combine listening and nonverbal communication through role-play in business scenarios.</li> <li>• Resolve communication dilemmas in typical business situations.</li> <li>• Evaluate cultural variances in business communication and etiquette using research.</li> </ul> <p style="text-align: right;"><b>Total outside work:</b><br/>10.25 hours</p> |   |                                   |                         |
| <b>READING ASSIGNMENT</b>   | <ul style="list-style-type: none"> <li>• Thill &amp; Bovée, Chapters 2–3 (pp. 34–92)</li> </ul> |                                   |                         |
| <b>OUTSIDE WORK</b>   | <b>Activity</b>   |                                   | <b>Estimated Time</b>   |
|   | Complete the reading assignment   |                                   | 1 hr. 30 min.           |
|   | Work on Unit 2 Assignment 1   |                                   | 4 hrs. 30 min.          |
|   | Work on Unit 2 Journal 1  |                                   | 3 hrs.                  |
|   | Work on Unit 2 Exercise 1   |                                   | 45 min.                 |
|   | Work on Unit 2 Presentation 1   |                                   | 30 min.                 |
| <b>GRADED ACTIVITIES/ DELIVERABLES</b>  | <b>Grading Category</b>   | <b>Activity/Deliverable Title</b> | <b>Grade Allocation</b> |
|   |   |                                   |                         |



|  |              |   |                         |
|--|--------------|---|-------------------------|
|  |              |   | (7% of all graded work) |
|  | Assignment   | Unit 2 Assignment 1: Teams and Cultural Differences     | 2%                      |
|  | Journal      | Unit 2 Journal 1: Solving Communication Dilemmas at IBM | 2%                      |
|  | Exercise     | Unit 2 Exercise 1: Email and Letter Makeover            | 1%                      |
|  | Presentation | Unit 2 Presentation 1: Teams, Culture, and Etiquette    | 2%                      |

**Unit 3: APPLYING THE THREE-STEP WRITING PROCESS**

Upon completion of this unit, students are expected to:

- Explain the three-step writing process.
- Compare and contrast various communication media.
- Apply audience analysis techniques to a business case.
- Design a business message using effective process.
- Review messages for effectiveness, grammar, and audience analysis.
- Apply the three-step writing process to a business application.

**Total outside work:**  
9 hours

|  |  |   |   |
|--|--|---|---|
| <b>READING ASSIGNMENT</b>              | <ul style="list-style-type: none"> <li>• Thill &amp; Bovée, Chapters 4–6 (pp. 94–180)</li> </ul> |   |   |
| <b>OUTSIDE WORK</b>                    | <b>Activity</b>  |   | <b>Estimated Time</b>                               |
|  | Complete the reading assignment  |   | 2 hrs.  |
|  | Work on Unit 3 Assignment 1  |   | 2 hrs.  |
|  | Work on Unit 3 Journal 1   |   | 2 hrs.  |
|  | Work on Unit 3 Exercise 1  |   | 45 min.   |
|  | Work on Unit 3 Exercise 2  |   | 45 min.   |
| Study for Unit 3 Quiz 1                |  | 1 hr. 30 min.   |   |
| <b>GRADED ACTIVITIES/ DELIVERABLES</b> | <b>Grading Category</b>  | <b>Activity/Deliverable Title</b>   | <b>Grade Allocation</b><br>(10% of all graded work) |
|  | Assignment   | Unit 3 Assignment 1: Communication Log  | 2%  |
|  | Journal  | Unit 3 Journal 1: Solving Communication Dilemmas at Jefferson Rabb Web Design | 2%  |
|  | Exercise   | Unit 3 Exercise 1: Letter Writing   | 1%  |
|  |  | Unit 3 Exercise 2: Improve the Letter   | 1%  |
| Quiz                                   | Unit 3 Quiz 1  | 4%  |   |

| <b>Unit 4: CREATING MESSAGES FOR ELECTRONIC MEDIA</b>   |  |  |  |
|---|--|--|--|
| Upon completion of this unit, students are expected to:   |  |  |  |
| <ul style="list-style-type: none"> <li>• Compare and contrast the effectiveness of electronic media.</li> <li>• Construct an example of effective social media content.</li> <li>• Create guidelines for employees regarding social media in the workplace.</li> <li>• Apply the three-step writing process to business cases in blogging, email, and podcasting.</li> <li>• Critique electronic messages for content, language, and format.</li> </ul> |  |  | <b>Total outside work:</b><br>6 hours              |
| <b>READING ASSIGNMENT</b>   | <ul style="list-style-type: none"> <li>• Thill &amp; Bovée, Chapter 7 (pp. 182–222)</li> </ul> |  |  |
| <b>OUTSIDE WORK</b>   | <b>Activity</b>  |  | <b>Estimated Time</b>                              |
|   | Complete the reading assignment  |  | 1 hr. 30 min.                                      |
|   | Work on Unit 4 Assignment 1  |  | 1 hr. 30 min.                                      |
|   | Work on Unit 4 Journal 1   |  | 3 hrs.   |
| <b>GRADED ACTIVITIES/ DELIVERABLES</b>  | <b>Grading Category</b>  | <b>Activity/Deliverable Title</b>                                      | <b>Grade Allocation</b><br>(7% of all graded work) |
|   | Assignment   | Unit 4 Assignment 1: Electronic Messages Guide                         | 2%   |
|   | Journal  | Unit 4 Journal 1: Solving Communication Dilemmas at Southwest Airlines | 2%   |
|   | Exercise   | Unit 4 Exercise 1: Peer Review of a Letter                             | 1%   |
|   | Presentation   | Unit 4 Presentation 1: Electronic Media                                | 2%   |

| <b>Unit 5: WRITING ROUTINE AND POSITIVE MESSAGES</b>  |  |                                      |  |
|---|--|--------------------------------------|--|
| Upon completion of this unit, students are expected to:   |  |                                      |  |
| <ul style="list-style-type: none"> <li>• Discuss the writing strategy for routine and positive messages.</li> <li>• Design a letter for making a claim and requesting adjustments.</li> <li>• Critique and revise a routine message.</li> <li>• Create positive responses for various types of requests or concerns.</li> <li>• Apply communication techniques to a business case focusing on email, letter writing, and routine messages.</li> </ul> |  |                                      | <b>Total outside work:</b><br>6.25 hours           |
| <b>READING ASSIGNMENT</b>   | <ul style="list-style-type: none"> <li>• Thill &amp; Bovée, Chapter 8 (pp. 223–253)</li> </ul> |                                      |  |
| <b>OUTSIDE WORK</b>   | <b>Activity</b>  |                                      | <b>Estimated Time</b>                              |
|   | Complete the reading assignment  |                                      | 1 hr.  |
|   | Work on Unit 5 Assignment 1  |                                      | 1 hr. 30 min.                                      |
|   | Work on Unit 5 Journal 1   |                                      | 3 hrs.   |
|   | Work on Unit 5 Exercise 1  |                                      | 45 min.  |
| <b>GRADED ACTIVITIES/ DELIVERABLES</b>  | <b>Grading Category</b>  | <b>Activity/Deliverable Title</b>    | <b>Grade Allocation</b><br>(5% of all graded work) |
|   | Assignment   | Unit 5 Assignment 1: Press Releases  | 2%   |
|   | Journal  | Unit 5 Journal 1: Positive Responses | 2%   |

|          |  |    |
|----------|--|----|
| Exercise | Unit 5 Exercise 1: Improve the Email Message | 1% |
|----------|--|----|

**Unit 6: WRITING NEGATIVE MESSAGES**

Upon completion of this unit, students are expected to:

- Explain the differences between direct and indirect approaches to negative messages.
- Apply the three-step writing process to composing negative messages.
- Critique and revise a negative message.
- Construct and evaluate a typical crisis management communication in a business scenario.
- Devise effective negative messages in email, letter, and telephone format.

**Total  
outside  
work:**  
11.75 hours

|  |  |   |  |
|--|--|---|--|
| <b>READING ASSIGNMENT</b>                  | • Thill & Bovée, Chapter 9 (pp. 254–290) |   |  |
| <b>OUTSIDE WORK</b>                        | <b>Activity</b>                          |   | <b>Estimated Time</b>                              |
|  | Complete the reading assignment          |   | 1 hr.  |
|  | Work on Unit 6 Assignment 1              |   | 3 hrs.   |
|  | Work on Unit 6 Journal 1                 |   | 3 hrs.   |
|  | Work on Unit 6 Exercise 1                |   | 45 min.  |
|  |  | Work on Unit 6 Project Part 1                       | 4 hrs.   |
| <b>GRADED ACTIVITIES/<br/>DELIVERABLES</b> | <b>Grading Category</b>                  | <b>Activity/Deliverable Title</b>                   | <b>Grade Allocation</b><br>(8% of all graded work) |
|  | Assignment                               | Unit 6 Assignment 1: Crisis Communication Plan      | 2%   |
|  | Journal                                  | Unit 6 Journal 1: Crisis Communication              | 2%   |
|  | Exercise                                 | Unit 6 Exercise 1: Improve the Bad News Message     | 1%   |
|  | Project                                  | Unit 6 Project Part 1: Letter of Intent and Request | 3%   |

**Unit 7: WRITING PERSUASIVE MESSAGES, REPORTS, AND PLANNING PROPOSALS**

Upon completion of this unit, students are expected to:

- Distinguish between emotional and logical appeals.
- Apply audience analysis techniques to establish credibility.
- Develop sales and marketing messages.
- Debate the impact of persuasive messages with a classroom audience.
- Evaluate business cases and scenarios to formulate appropriate persuasive messages.
- Compare and contrast common types of business reports.
- Compose a planning proposal in memo format using effective business research.

**Total  
outside  
work:**  
7.25 hours

|  |   |                                   |                       |
|--|---|-----------------------------------|-----------------------|
| <b>READING ASSIGNMENT</b>                  | • Thill & Bovée, Chapters 10–11 (pp. 291–366) |                                   |                       |
| <b>OUTSIDE WORK</b>                        | <b>Activity</b>                               |                                   | <b>Estimated Time</b> |
|  | Complete the reading assignment               |                                   | 2 hrs.                |
|  | Work on Unit 7 Journal 1                      |                                   | 3 hrs.                |
|  | Work on Unit 7 Exercise 1                     |                                   | 45 min.               |
|  | Study for Unit 7 Quiz 2                       |                                   | 1 hr. 30 min.         |
| <b>GRADED ACTIVITIES/<br/>DELIVERABLES</b> | <b>Grading</b>                                | <b>Activity/Deliverable Title</b> | <b>Grade</b>          |

| DELIVERABLES | Category     |  | Allocation<br>(9% of all graded work) |
|--------------|--------------|--|---------------------------------------|
|              | Journal      | Unit 7 Journal 1: Persuasive Messages                | 2%                                    |
|              | Exercise     | Unit 7 Exercise 1: Improve the Email                 | 1%                                    |
|              | Presentation | Unit 7 Presentation 1: Pros and Cons of Social Media | 2%                                    |
|              | Quiz         | Unit 7 Quiz 2  | 4%                                    |

### Unit 8: REPORTS AND PROPOSALS

Upon completion of this unit, students are expected to:

- Describe five characteristics of effective writing of online reports.
- Outline strategies to create effective proposal arguments.
- Construct effective visual aids to enhance reports and proposals.
- Analyze and evaluate formal reports and proposals presented by peers.
- Apply reports and proposals to a business scenario.

**Total outside work:**  
11 hours

|                                    |   |  |  |
|------------------------------------|---|--|--|
| READING ASSIGNMENT                 | <ul style="list-style-type: none"> <li>• Thill &amp; Bovée, Chapters 12–13 (pp. 367–451)</li> </ul> |  |  |
| OUTSIDE WORK                       | <b>Activity</b>   | <b>Estimated Time</b>  |  |
|                                    | Complete the reading assignment   | 2 hrs.   |  |
|                                    | Work on Unit 8 Assignment 1   | 3 hrs.   |  |
|                                    | Work on Unit 8 Journal 1  | 2 hrs.   |  |
|                                    | Work on Unit 8 Project Part 2   | 4 hrs.   |  |
| GRADED ACTIVITIES/<br>DELIVERABLES | <b>Grading Category</b>   | <b>Activity/Deliverable Title</b>  | <b>Grade Allocation<br/>(10% of all graded work)</b> |
|                                    | Assignment  | Unit 8 Assignment 1: Reports and Presentations Guide                           | 2%   |
|                                    | Journal   | Unit 8 Journal 1: Solving Communication Dilemmas at Garage Technology Ventures | 2%   |
|                                    | Exercise  | Unit 8 Exercise 1: Improve the Policy Report                                   | 1%   |
|                                    | Presentation  | Unit 8 Presentation 1: Proposal and Feedback                                   | 2%   |
|                                    | Project   | Unit 8 Project Part 2: Advertisement Proposal                                  | 3%   |

### Unit 9: DESIGNING AND DELIVERING ORAL AND ONLINE PRESENTATIONS

Upon completion of this unit, students are expected to:

- Create a flowchart for a presentation.
- Formulate tools for making presentations in a global economy.
- Apply visual aid recommendations in presentation format.
- Deliver a presentation on a business case problem using visual aids.
- Evaluate presentation techniques.
- Revise presentation format for adherence to online presentation requirements.

**Total outside work:**  
8.5 hours

|                    |   |                       |
|--------------------|---|-----------------------|
| READING ASSIGNMENT | <ul style="list-style-type: none"> <li>• Thill &amp; Bovée, Chapter 14 (pp. 452–486)</li> </ul> |                       |
| OUTSIDE WORK       | <b>Activity</b>   | <b>Estimated Time</b> |
|                    | Complete the reading assignment   | 1 hr.                 |
|                    | Work on Unit 9 Assignment 1   | 2 hrs. 30             |

|  |                               |  |   |
|--|-------------------------------|--|---|
|  |                               | min.   |   |
|  | Work on Unit 9 Project Part 3 | 4 hrs.   |   |
|  | Study for Unit 9 Quiz 3       | 1 hr.  |   |
| <b>GRADED ACTIVITIES/<br/>DELIVERABLES</b> | <b>Grading Category</b>       | <b>Activity/Deliverable Title</b>                | <b>Grade Allocation</b><br>(11% of all graded work) |
|  | Assignment                    | Unit 9 Assignment 1: Presentation Tools and Tips | 2%  |
|  | Presentation                  | Unit 9 Presentation 1: Presentation Tips         | 2%  |
|  | Project                       | Unit 9 Project Part 3: Governmental Proposal     | 3%  |
|  | Quiz                          | Unit 9 Quiz 3                                    | 4%  |

|  |   |   |   |
|--|---|---|---|
| <b>Unit 10: EMPLOYMENT COMMUNICATION</b>   |   |   |   |
| Upon completion of this unit, students are expected to:  |   |   |   |
| <ul style="list-style-type: none"> <li>Differentiate between networking and job search strategies.</li> <li>Evaluate different résumé formats.</li> <li>Research and summarize current employment interview practices.</li> <li>Compose a cover letter, application letter, and thank you note for employment situations.</li> <li>Role-play interview sessions and evaluate the performance of peers.</li> <li>Construct a checklist for seeking employment to demonstrate best practices.</li> </ul> | <b>Total outside work:</b><br>8.25 hours  |   |   |
| <b>READING ASSIGNMENT</b>  | <ul style="list-style-type: none"> <li>Thill &amp; Bovée, Chapters 15 and 16 (pp. 488–554)</li> </ul> |   |   |
| <b>OUTSIDE WORK</b>  | <b>Activity</b>   | <b>Estimated Time</b>                     |   |
|  | Complete the reading assignment   | 1 hr. 30 min.                             |   |
|  | Work on Unit 10 Journal 1   | 3 hrs.                                    |   |
|  | Work on Unit 10 Exercise 1  | 45 min.                                   |   |
|  | Work on Unit 10 Project Part 4  | 3 hrs.                                    |   |
| <b>GRADED ACTIVITIES/<br/>DELIVERABLES</b>   | <b>Grading Category</b>   | <b>Activity/Deliverable Title</b>         | <b>Grade Allocation</b><br>(10% of all graded work) |
|  | Journal   | Unit 10 Journal 1: Lessons Learned        | 4%  |
|  | Exercise  | Unit 10 Exercise 1: Résumé                | 1%  |
|  | Presentation  | Unit 10 Presentation 1: Interviewing      | 2%  |
|  | Project   | Unit 10 Project Part 4: Cultural Handbook | 3%  |

|   |  |                       |
|---|--|-----------------------|
| <b>Unit 11: COURSE REVIEW AND FINAL EXAM</b>    |  |                       |
| All Learning Outcomes are covered in this unit. |  |                       |
| <b>Total outside work:</b><br>12 hours          |  |                       |
| <b>READING ASSIGNMENT</b>                       | <ul style="list-style-type: none"> <li>None</li> </ul> |                       |
| <b>OUTSIDE WORK</b>                             | <b>Activity</b>  | <b>Estimated Time</b> |
|   | Work on Unit 11 Project Part 5                         | 5 hrs. 30 min.        |
|   | Work on Unit 11 Project Part 6 Presentation            | 1 hr. 30 min.         |
|   | Study for Exam   | 5 hrs.                |

|                                    | Grading Category | Activity/Deliverable Title   | Grade Allocation<br>(18% of all graded work) |
|------------------------------------|------------------|--|--|
| GRADED ACTIVITIES/<br>DELIVERABLES | Project          | Unit 11 Project Part 5: Cultural Communications Project (Written Project Portfolio and Presentation) | 4%   |
|                                    |                  | Unit 11 Project Part 6: Cultural Communications Project Presentation                                 | 4%   |
|                                    | Exam             | Final Exam   | 10%  |

**Note:** Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

## Evaluation and Grading

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### Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

| Category     | Weight      |
|--------------|-------------|
| Assignment   | 16%         |
| Journal      | 20%         |
| Exercise     | 10%         |
| Presentation | 12%         |
| Project      | 20%         |
| Quiz         | 12%         |
| Exam         | 10%         |
| <b>TOTAL</b> | <b>100%</b> |

### Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

| Grade    | Percentage |
|----------|------------|
| A (4.0)  | 90–100%    |
| B+ (3.5) | 85–89%     |
| B (3.0)  | 80–84%     |
| C+ (2.5) | 75–79%     |
| C (2.0)  | 70–74%     |
| D+ (1.5) | 65–69%     |
| D (1.0)  | 60–64%     |
| F (0.0)  | <60%       |

## Academic Integrity

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All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

*(End of Syllabus)*