

# GEB3213 [Section; CRN]

# Spring 2018Introduction to Business Communication[Classroom; Meeting Days and Times]

**Instructor Information**

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# Office Hours

Mondays: 2 p.m. – 5:30 p.m.

Tuesdays: 10 a.m. – 11 a.m. & 4 p.m. – 6 p.m.

By appointment: Please feel free to schedule an appointment for meetings outside of regular office hours.

# Required Text and Materials

# You must bring a flash/USB drive with you to class.

Guffey, M.E. & Loewy, M. (2015). *Business Communication: Process & Product*, **9thed.** Stamford, CT: Cengage Learning. ISBN: 978-1-305-95796-1

## Computer Requirements

You may use classroom computers or bring your own.

Peripherals: Back-up storage (e.g., a UBS drive, cloud storage) and Internet access.

Software: Word, PowerPoint, Excel, Adobe reader ([Download the Adobe](http://www.adobe.com/products/acrobat/readstep2.html)  [Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)). Office 360 is free to all students. To learn more, go to http://www.fau.edu/oit/getoffice365/
FAU Course Catalog Description

**Introduction to Business Communication (GEB 3213) 3 credits**

*Writing Across Curriculum (Gordon Rule)*

*Prerequisites***:** Junior standing and admission to College of Business

This course introduces students to essential writing and speaking communication skills, organizational strategies, and formats used by successful business professionals. It provides opportunities for students to apply these skills in correspondence, research, reports, and presentations that prepare them for effective job searches and productive careers.

# Writing Across the Curriculum (Gordon Rule)

This writing intensive English course serves as one of two “Gordon Rule” classes at the 2000- 4000 level that must be taken after completing ENC 1101 and 1102 or their equivalents. You must achieve a grade of “C” (not “C-”) or better to receive credit. The class also fulfills the College of Business requirement for an upper-division business communication course.

Furthermore, this class meets the university-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions (WAC Guidelines and Recommendations. [n.d.]. Retrieved from Writing across the Curriculum at FAU, <http://www.fau.edu/WAC>).

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper (WAC assessment. [n.d.]. Retrieved from Writing across the Curriculum at FAU, <http://www.fau.edu/WAC>).

Given the WAC requirements, drafts are required for all major written assignments. *Assignments submitted without the draft will lose 10 points.*

# Course Format

This class is a face-to-face class. Canvas (<https://canvas.fau.edu>) will also be used for communicating with each other outside of class, distributing course materials, collecting assignments, and distributing grades. If you are unfamiliar with this environment, OIT provides support at <http://www.fau.edu/canvas/getting-started.php#Students> AND you can access the student tutorials at <https://community.canvaslms.com/docs/DOC-3891#jive_content_id_Students> (videos); <https://community.canvaslms.com/docs/DOC-4121> .

# Workload Expectations

This course averages not less than six hours (two hours for each credit hour) of out-of-class assignments each week for the semester. Out-of-class assignments may include readings, research, homework assignments, research papers, interactive tutorials, study groups, or other activities appropriate for the course.

# Course Learning Objectives

1. Analyze communication situations and audiences to select the most effective way to communicate messages
2. Use the three-step process of planning, writing (or developing for presentations) and completing business messages
3. Write business documents (including visual aids) that are grammatically correct and in the appropriate business style
4. Demonstrate ethical communication
5. Self- and peer-assess papers and presentations providing insights that allow for improvement through the revision process\*
6. Conduct research to produce well-supported business communication products.
7. Reference sources according to the APA style manual
8. Develop a thesis/position and create well-developed arguments to support it
9. Deliver business presentations appropriate for the audience, purpose, and situation\*
10. Use communication technology appropriately and effectively

## \*Video Recordings

Students’ presentations will be video recorded to allow for self-, peer-, and instructor-review to meet Course Objectives 5 and 9.

# Grading Scale

The following table provides the grading scale for both individual activities/assignments and for the course. You can check your grades by going to the Grade Center in Canvas. ***Final grades will not be rounded up.*** Additionally, make-up work and extra credit are not available in GEB3213.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Points** | **Letter Grade** |   | **Points** | **Letter Grade** |
| 920-1000 | A |  | 720-779 | C |
| 900-929 | A- |  | 700-719 | C- |
| 880-899 | B+ |  | 680-699 | D+ |
| 820-879 | B |  | 620-679 | D |
| 800-819 | B- |  | 600-619 | D- |
| 780-799 | C+ |  | <600 | F |

# Grading Criteria

A specific grading rubric will be provided with each assignment. For now, the table below provides you a general grading-scale rubric for all assignments.

|  |
| --- |
| General Grading Rubric for Written Assignments and Oral Presentations (Comments will be provided to support whatever rating you receive) |
| A | **Accomplished demonstration:** meets all assignment objectives; provides an organizational structure strategically targeted to the communication’s purpose; precisely targets the identified audience; expresses ideas clearly, concisely, precisely and appropriately; demonstrates near-perfect mechanics; meets deadlines for drafts and final submissions. |
| B | **Better-than-acceptable demonstration:** meets all major assignment objectives; provides clear organization to achieve the purpose; clearly targets the audience; generally expresses ideas clearly, concisely, precisely, and appropriately; demonstrates occasional mechanical deviations; meets deadlines or agreed upon extensions for drafts and final submissions. |
| C | **Acceptable demonstration:** generally meets the assignment objectives; provides enough organization to achieve the purpose; overall targets the audience well enough to achieve the communication objective; expresses ideas understandably, but may need to be more concise and precise; demonstrates mechanical deviations, but none significant enough to impede the communication and/or discredit the communicator; meets deadlines or agreed upon extensions for drafts and final submissions. |
| D | **Insufficient demonstration:** falls short of meeting the major assignment objectives; presents either an unclear organizational structure or one that detracts from the communication’s purpose; does not target the audience well enough to achieve the objective; expresses ideas using vague, excessive, or inappropriate words; demonstrates mechanical deviations significant enough to impede and/or discredit the communication; misses deadlines. |
| F | **Unacceptable demonstration**—does not meet the major or most of the minor objectives of the assignment; expresses ideas in unclear language or with major mechanical deviations; demonstrates writing that ignores concepts taught in course or professor’s comments on previous papers; does not hand in the assignment; or includes plagiarized material in the assignment. |

# Course Evaluation Method

The following items constitute your grade for the course:

|  |  |
| --- | --- |
| **Assignments** | **Points** |
| Skill-building activities and peer reviews (SPA) | 150 |
| In-class participation and professionalism (PP) | 100 |
| Career writing: Cover letter and resume (CW) | 150 |
| Informative presentation outline (IPO) | 100 |
| Informative presentation (IP) | 100 |
| Business letter (NBL) | 100 |
| Recommendation report (RR) | 150 |
| Recommendation report presentation (RP) | 150 |
| **Total** | **1000** |

**NOTE:** No extra-credit assignments are given in this class.

*Attendance is expected. Effective participation and professional behavior are expected and worth points*. Your professionalism and participation in the class contribute to your learning as well as to your classmates’ learning. Positive participation and professional behavior include arriving to class on time and fully prepared, actively facilitating class activities/discussions, being on task, listening attentively, asking insightful questions, providing peer feedback, and treating all class members respectfully.

Additionally, *you are required to attend 2 touch-base meetings with your instructor during the semester* to discuss your progress, review assignment feedback, work on course material, and establish goals for the remainder of the semester. These appointments may take place during office hours or by appointment. The first appointment must be scheduled no later than Week 7; the second appointment must occur before the Recommendation Report is due.

# Additional Policies

**Late Assignments**

Assignments are due when specified. For every day a major assignment is late, whether by one hour or 20 hours,Skill-building activities (SBA) must be completed by the due date—no late work or make ups accepted for SBAs.

If you anticipate a problem, contact me immediately. If the issue is a legitimate one (be prepared to provide documentation) and you let me know in advance, I will do my best to work with you.

# Attendance Policy

Because class sessions are experiential, designed to build skills, and participatory, attendance is expected, not mandatory. Participating in a face-to-face class is almost impossible if you aren’t there; please refer to the Participation & Professionalism (PP) assignment to learn how absence may affect your grade in that assignment.

# Contact me ahead of time if you know you are going to be late or absent. You are responsible for finding out what you missed when you are absent—ask another student, contact me, check Canvas. Assignments must be submitted on their due date—even if you miss class. You are also responsible for making up the work you miss before attending the next session. If you come to class unprepared and are unable to participate in the session’s activities, that session will count as an absence.

# Frequent absences will negatively affect your course grade and may result in your having to repeat the course.

**Professionalism Policy**

Professional behavior is expected at all times. Professional behavior includes coming to class well-groomed and appropriately dressed, never using offensive language, and treating others with respect.

Any of the following behaviors will negatively affect your participation points: working on material unrelated to class, falling asleep, being disrespectful to anyone in the class, or any behavior that disrupts the classroom activities and others’ ability to learn.

# Technical Difficulties

Technical difficulties are inevitable, so do not wait until the last minute to complete your work— anticipate and plan for possible problems (e.g., your Internet goes down, some piece of software will not work, etc.) Be sure to keep external copies of your work in case your computer’s hard drive crashes or a virus corrupts your files.

Always bring USB drive back-up for presentation visuals stored online.

If you experience a problem with Canvas, submit a ticket to the helpdesk at <http://www.fau.edu/helpdesk>. Be as specific as possible as to the nature of your problem (e.g., course involved, operating system, Internet provider, and browser used). Include a print screen of the issue or error message if possible.

As with any problem that might keep you from completing your class work, please email me to let me know, BUT do not expect me to fix IT problems.

# Communication Policy

Announcements: Check for announcements in Canvas at least once a week. *Be sure you are getting (and reading) announcements and emails sent from our Canvas course.*

Email Accounts: FAU requires all students use their assigned fau.edu email address.You may forward your mail to another account, but you are still responsible for messages sent to your FAU email address.

Netiquette: Pay particular attention to these points:

* Before emailing or posting a question, review the syllabus, schedule, and/or course assignments for the answer.
* Communicate on a professional business level—grammatically correct sentences and professional-level language. Do not confuse your course communication with texting, tweeting, or posting to Facebook.
* Create accurate subject lines for emails. I won’t open emails without subjects, and reused subject lines are easily confused with old messages.
* Provide your full name. Email addresses often do not.
* Identify—in text or subject line—which class you are in by time of day it meets or CRN#.

# Anti-plagiarism Software

Written components of any assignment or project will be submitted to anti-plagiarism software to evaluate the originality of the work. Submitting work that is not one’s own is a violation of the University’s honor code discussed below.

# Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the university mission to provide high quality education in which no student enjoys an unfair advantage over another. Examples of violating academic integrity are:

* + 1. Turning in someone else’s work.
		2. Having someone else write or rewrite your work.
		3. Completing someone else’s work for him or her.
		4. Citing secondary sources as primary sources.
		5. Copying passages, paraphrasing ideas, or borrowing the basic organization and structure from sources without providing proper documentation.
		6. Self-plagiarising (e.g., using a paper or presentation you created for another class, or even for this class if you have taken it before, unless the professors allow an exception).

Such violations are serious offenses and may result in your receiving an “F” for the course and whatever other disciplinary action is allowed by the College and University. Be sure you are familiar with FAU’s Academic Integrity Code: <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>

Go to FAU’s library to familiarize yourself with intellectual property guidelines: <http://www.library.fau.edu/depts/digital_library/copyright.htm>

# Disability Policy Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services ([SAS](http://www.fau.edu/sas/))—in Boca Raton, SU 133 (561-297- 3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.

# Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University to observe religious practices and beliefs with regard to admissions, registration, class attendance, and exam/assignment scheduling. For further information, please see Academic Policies and Regulations.

# University Approved Absence Policy Statement

According to Florida Atlantic University rules, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastic teams, musical and theatrical performances, and debate activities. The student must notify the course instructor at least one week prior to missing any course assignment.

# \*College of Business Minimum Grade Policy Statement

The minimum grade for College of Business requirements is a “C,” which includes all courses that are a part of the pre-business foundation, business core, and major program. In addition, courses used to satisfy the university’s Writing across the Curriculum and Gordon Rule requirements also have a minimum grade requirement of a “C.” Course syllabi give specific information about grading as it pertains to individual classes.

# Incomplete Grade Policy Statement

Incompletes are issued only in extreme circumstances (e.g., hospitalization). Documentation is required. Incompletes are given only to students who have finished most of the course requirements and are otherwise passing.

# Withdrawals

Any student who decides to drop is responsible for initiating and completing the proper paper work required to withdraw from the course. You are responsible for initiating this process. Check the academic calendar (<https://www.fau.edu/registrar/registration/calendar.php>) for this semester’s last-day-to-withdraw date. If you do not formally withdraw and your name appears as a gradable entry on the grade sheet, your grade will be an *F*.

# Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as *“... activities which interfere with the educational mission within classroom.”* Students whose classroom behavior disrupts other students’ educational experiences and/or the instructor’s course objectives are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others; or, other violations of an instructor’s expectations for classroom conduct.

# Class Schedule💣

**[Class meeting dates & due dates to be filled in before semester starts]**

This class schedule presents homework and in-class activities. For major assignment deadlines, refer to the “What’s due and when” document. All major assignments have detailed instructions available in our Canvas course—not in this schedule.

|  |  |  |
| --- | --- | --- |
| **Week**  | **Class Activities** | **Homework and Readings *for next class or date specified*** |
| **Week 1** |  |  |
|  | * Course Introduction & Motivation
* Syllabus & Canvas Overview
 | * Read Chs. 1 & 2
* Download, SAVE, and read syllabus, *What’s due & when* doc., and downloadable class schedule doc.
* Self-reflection email assignment
 |
|  | * Chapters 1-2
* Ice Breaker
* Informative Presentation & Outline assignment
 | * Read Chs. 4 & 14
* Begin researching companies of interest to use for your informative presentation & outline (IP & IPO)
* Read the *Wall Street Journal* article, [“Dressing for success,”](https://www.wsj.com/article_email/why-dressing-for-success-leads-to-success-1456110340-lMyQjAxMTI2NjI3MjcyMjIyWj) (Smith, 2016).
* Read the “[What is Corporate Social Responsibility](https://www.businessnewsdaily.com/4679-corporate-social-responsibility.html)?” on the *Business News Daily* website
* Spend at least 5 minutes each watching the following Harvard commencement speeches OR watch one entirely and note what the speakers do/say that illustrates, differs from, or adds to the concepts in Ch. 14: [Sheryl Sandberg](https://youtu.be/ZKII4AwLKkU) (2014), [Mark Zuckerberg](https://youtu.be/BmYv8XGl-YU) (2017), [Donovan Livingston](https://youtu.be/9eUl4gF0ED4) (2016)
 |
| **Week 2** |  |  |
|  | * Informative Presentation Dates Signup (beginning of class)
* Presentations: Purpose & Audience, Content, Delivery, & Visuals
* Ch. 14 Discussion
 | * Continue research for IPO/IP; start working on your outline and reference list
* Read Ch. 5
* Read Towson University’s explanation of effective parallel structure: <https://webapps.towson.edu/ows/moduleparallel.htm> THEN
	+ Complete this Khan Academy parallelism practice, <https://www.khanacademy.org/humanities/grammar/syntax-conventions-of-standard-english/dangling-modifiers-and-parallel-structure/e/parallel-structure> with at least 6 correct and submit a screenshot of your summary page to Canvas (5 SBA pts)
	+ OPTIONAL: Read Stephen Wibers’ articles explaining parallel structure and why it’s important, <http://www.wilbers.com/part40.htm>
 |
|  | Chapters 4, 5, & 6 Writing Process | * Revise your SR email and *submit as a Word doc*. to Canvas Self-reflection Email assignment
* Read Ch. 6 BEFORE submitting your SR revision
 |
| **Week 3** |  |  |
|  | * Presentations: Content, Delivery, & Visuals
* Ch. 14
 | * Read this page at the Purdue OWL on Parallelism, Coordination, Subordination, and Division in OUTLINEs: <https://owl.english.purdue.edu/owl/resource/544/01/> and APPLY these concepts to your IPO.
* Ch. 11 *only* pp. 412-416 (and related Discussion Qs from impromptu list)
* Complete *APA Tutorial #1* in Canvas (SBA 10 pts)
* Complete your IPO for peer editing; be sure to include the reference list and upload to Canvas, Groups/People, IPO Peer Reviews
* *Schedule a touch-base meeting with Laurie*
 |
|  | * IPO peer review
* APA workshop
 | * Complete all peer reviews
* Revise and submit your IPO to Turn-it-in and the IPO assignment in Canvas
* Read Ch. 15
 |
| **Week 4** |  |  |
|  | * Career Writing assignment & job search
* Chapter 15
 | * Find an appropriate job description & bring a hard copy to class
* Most TED presenters are highly effective in their delivery.  Click this link to see a short presentation, [Celeste Headlee: "10 ways to have a better conversation.”](https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation?language=en)
* Read text pp. 64-65 on nonverbal communication .
 |
|  | FAU Career Center guest speaker  | * Revise your resume to target your job posting description and make appointment with FAU *Career Development Center* OR another appropriate professional to review resume.
* Read *NY Times* article, [“How not to get a job,”](https://www.nytimes.com/2017/07/07/opinion/how-not-to-get-a-job.html?emc=eta1) (Ripp, 2017)
* Read Ch. 16
 |
| **Week 5** |  |  |
|  | Presentations: Content, Delivery, & Visuals | * View [*Creating Effective Slides*](https://canvas.fau.edu/courses/41805/pages/creating-effective-slides?module_item_id=930658)page in Canvas (Student Resources module) and watch the slideshow
* Watch these videos on preparing slides:
	+ Life after Death by PowerPoint: <https://www.youtube.com/watch?v=MjcO2ExtHso>
	+ TED Talker’s Worst Nightmare: <http://www.ted.com/talks/a_ted_speaker_s_worst_nightmare>
* Prepare slides and submit them to IP, Part 2: The presentation
* PRACTICE!
 |
|  | * Cover Letter/Resume Workshop (Remember you need a hard copy of your job posting description)
 | * Write your cover letter customized to job description for peer review and upload with job description to Canvas, Groups/People, CW Peer Reviews
* Review the textbook p. 542, “Career Coach” for strategies to reduce stage fright AND watch these TED Talks about stage fright:
	+ To better understand it + a strategy or 2 to reduce it:  [*The Science of Stage Fright*](https://ed.ted.com/lessons/the-science-of-stage-fright-and-how-to-overcome-it-mikael-cho#watch), by Mikael Cho (5 minutes)
	+ And to put it into perspective:  Megan Washington, [*Why I Live in Mortal Dread of Public Speaking*](https://www.ted.com/talks/megan_washington_why_i_live_in_mortal_dread_of_public_speaking) (13 minutes)
 |
| **Week 6** |  |  |
|  | * Informative Presentations & Peer Feedback
* Depending on the day you present, upload slideshow to assignment drop box before class AND bring a back-up on a USB drive
 | * Complete your self-evaluation within 48 hours of presentation
* Read Ch. 11
* For the final project, the Recommendation Report, you will need a letterhead (including logo) and description for the company, Global Mind (SBA 5 pts.)
 |
|  | * Informative Presentations & Peer Feedback
 | * Read Ch. 7
 |
| **Week 7** |  |  |
|  | * Informative Presentations & Peer Feedback
 | * *Schedule a touch-base meeting with Laurie between now and Nov. 16*
* Read Final Project assignment: *Recommendation Report & Presentation* and be prepared with your questions about the assignment in next class.
* Study the just the last page, REFERENCES, of Figure 13.5 (p. 508)
 |
|  | * Overview Final Project: Recommendation Report & Presentation
* Ch. 11
 | * Read p. 354 (Ch. 10), “Persuading the boss”
* Read Ch. 11
* Complete APA Tutorial #2 & Practice Exercises in Canvas (SBA 10 pts.)
* Read all the links in the Recommendation Report assignment
 |
| **Week 8** |  |  |
|  | * Informative Presentations & Peer Feedback
 | * Read Ch. 7
 |
|  | * RR Library Research: Guest Speaker
* Start research and RR Q&A
 | * Remember your cover letter customized & job description for peer review is due
* Read Ch. 12
* Complete RR Status Report, bring hard copy to class and submit online
 |
| **Week 9** |  |  |
|  | * CW Cover letter peer review
* Editing for clarity, conciseness, & mechanics
 | * Complete all peer reviews by class time
* Revise and submit your CW documents. \*\*Remember to have your resume professionally reviewed.
* *Google yourself: If you were a hiring professional, what would be your reaction to what you find? Would* ***you*** *call you for an interview?*
 |
|  | Recommendation Report (RR) Workshop: Status Report meeting | * Read Ch. 9
* If you haven’t read Ch. 7, now would be a good time as it will be useful *for the next two classes.*
 |
| **Week 10** |  |  |
|   | * Negative Business Message (NBM) Case/Assignment
* Chapter 9 **Discussion**
* Direct vs. Indirect Approach
 | Prepare notes for negative business message workshop. |
|  | Negative business message workshop | No peer review for the NBM. Write the negative message and submit the FINAL version of your group’s NBM to Turn-it-in AND assignment drop box; not submitting to Turn-it-in results in -5 pts. from final score. |
| **Week 11** |  |  |
|  | RR Workshop:* Clarity, Cohesion, & Conciseness
* Student samples
* Charts/Tables/(Info)graphics
 | * Read Ch. 11 pp. 417-424
* Bring your list of RR sources to next class
 |
|  | RR Workshop:* Charts/Tables/(Info)graphics
* Research & Citations
 | *Complete* your RR peer-review draft including reference list and parenthetical citations  |
| **Week 12** |  |  |
|  | * Presentation Dates Signup (beginning of class)
* RR peer review & Q&A
 | * Complete all peer reviews
* Revise your RR and complete final version and submit it TWICE: (1) to the Turn-it-in AND (2) Assignment drop box
* Read Ch. 10, pp. 340-341, “Persuading Effectively and Ethically” & Figure 10.1
 |
|  | Recommendation Presentation & Outline Overview | * Read Ch. 10, p. 346-348, “4 Major Elements in Persuasive Messages,” & p.343, Figure 10.2, & p. 354, “Persuading the boss”
* Ch. 14 pp. 525-6, “Capturing Attention,” and “Career Coach.”
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| **Week 13** |  |  |
|  | * Issues with delivery, transitions, attention steps, persuasion, and Q&A
 |  |
|  | * Presentation Outline peer review
* RP Q&A
 | * Complete all peer reviews
* To prepare for your presentation,
	+ Revise your outline as notes/note cards to use while presenting
	+ Review Ch. 14 & feedback from your first presentation
	+ Complete your slides and upload them
	+ PRACTICE!
 |
| **Week 14** |  |  |
|  | * Recommendation Report Presentations & Peer Feedback
 | * Complete your self-evaluation within 48 hours of presentation
 |
|  | * Recommendation Report Presentations & Peer Feedback
 |  |
| **Week 15** |  |  |
| Final Exams **You must attend final exam day. Missing the final day results in a -10pt. penalty to your final presentation grade as well as -10 pts. from P&P final score.****FINAL GEB 3213 class will meet on [day and time to be filled in before semester starts]**  |
|  | * Recommendation Presentations & Peer Feedback

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💣Assignments, topics, and due dates may be changed at the discretion of the Instructor.