

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Business Communications Program College Business		
Current Course Prefix and Number GEB 6217		Current Course Title Communication Skills for Business Professionals	
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Communication Strategies for Business Professionals Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: <small>*Review Provost Memorandum</small>		Change description to: This course focuses on a semester-long project that links writing and speaking strategies to abilities necessary for a business professional's success: (1) critical thinking . . . [see attached syllabus for remainder of catalog description] Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Date <small>(TERM & YEAR)</small> Summer 2018		Terminate course List final active term	
Faculty Contact/Email/Phone			
Approved by Department Chair <u>Mary Kay Boyd</u> College Curriculum Chair <u>Amily Panchal</u> College Dean <u>Paul Hunt</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____			Date <u>3/13/18</u> <u>3/13/18</u> <u>3.14.18</u> _____ _____ _____ _____

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

**GEB 6217 [Section] [CRN]
Communication Skills for Business Professionals
[semester] 2018, [Room]
[day of week, time, class dates]**

Instructor Information

Dominique Fuentes, M.A., J.D.
Senior Instructor
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561-297-4182 (Boca Direct Line, during office hours only)
561-297-3940 (Lorraine Jetter, Senior Secretary)
561-297-0801 (FAX)

Office Hours

Tuesday: 3:00-6:00pm (Boca Campus)
Thursdays: 10:00-1:00 PM (Davie), and by appointment

Required Texts and Materials

Hamilton, C. & Kroll, T.L. (2016). *Communicating for results: A guide for business and the professional* (11th ed.). Boston, Mass: Wadsworth Cengage Learning. **[Hamilton]**

Meyer, V., Sebranek, P., & Van Rys, J. (2011). *Write for business: A compact guide to writing & communicating in the workplace* (2nd ed.). Burlington, WI: UpWrite Press. **[Meyer et al.]**

Required Equipment: Computer with Internet access, Word, PowerPoint

Recommended Texts and Materials

A current grammar book and desk-sized dictionary, and/or
The Purdue Online Writing Lab (OWL) at <http://owl.english.purdue.edu>
The Merriam-Webster Online Dictionary/Thesaurus at <http://www.merriam-webster.com>

Course Description and Credit Hours

Communication Strategies for Business Professionals (GEB 6217) 3 credits
This course focuses on a semester-long project that links writing and speaking strategies to abilities necessary for a business professional's success: (1) critical thinking for effectual problem solving and persuasive messages, (2) research for well-informed decisions, and (3) listening and providing feedback for productive interpersonal relationships.

Course Prerequisites and Class Time Commitments

Prerequisite: Admission to Professional or Executive MBA, MHA, or MS.Fin program. 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

Upon completion of the course, you will be able to demonstrate the following abilities:

1. Create memos, letters, and reports that are strategically targeted, well-organized, well-written, and appropriately formatted with proper references where necessary
2. Convey thoughts in an appropriate tone and in a clear, concise, and grammatically correct manner
3. Objectively analyze a business problem; use research to develop logical, alternative solutions; and construct a clearly organized, well-supported, and realistic recommendation
4. Demonstrate effective verbal and nonverbal strategies to present a persuasive, logical argument that would win boardroom support for its recommendation
5. Assess self- and peer-performance to identify strengths and determine alternative, positive suggestions for weaknesses
6. Interact effectively within groups, using listening and feedback skills to accomplish tasks, achieve goals, and establish professional credibility
7. Use technological applications to enhance communication
8. Adapt communication for diverse audiences

After successfully completing the course, you are encouraged to consult with me when writing papers and preparing presentations in other courses throughout the FAU Executive Program.

Grading Scale and Evaluation Method

Course grading includes the following elements:

- Written assignments and oral presentations = approximately 90% of the final grade
- Participation = approximately 10% of the final grade
- The final grade will be based on the following points:
 - 1000 points: oral and written assignments
 - 120 points: participation
 - 1120 points: total possible points to be earned

Please **contact me within seven days** of receiving your grade if you have additional questions, so you can apply any instruction to future assignments.

Written Assignments and Oral Presentations

All assignments must be completed before grades are issued for this semester. Use this table to keep track of the grades you earn on the following major assignments:

GEB 6217 GRADED COURSE ASSIGNMENTS
<p>Business Problem Memo: Demonstrates your ability to analyze the causes and effects of a business problem and explain this problem in your own words. (You will need this skill in your investigation into what is currently being discussed regarding your topic.) It uses the memo format.</p> <p>Grade Earned: _____</p>
<p>Informative oral presentation based the Hamilton readings: Demonstrates your mastery of the material you've read and your ability to transmit it effectively to the class. It also prepares you for your later persuasive presentation; this format would be used on the job in situations such as reporting information to a committee. (100)</p> <p>Grade Earned: _____</p>
<p>Outline for your Informative presentation: Demonstrates your ability to organize your ideas strategically in a proper outline format.</p> <p>Grade Earned: _____</p>
<p>Self-evaluation of your Informative presentation: Demonstrates your ability to view yourself objectively, suggest strategies for improvement, and write up your observations and suggestions effectively, which are skills you will need for almost everything you do! (100)</p> <p>Grade Earned: _____</p>
<p>Recommendation assignment: Reports the extent of your current research and demonstrates your mastery of effective writing and use of APA citations. It uses the short-report format, which is often used in academic case analyses and many on-the-job reports. (200)</p> <p>Grade Earned: _____</p>

Persuasive outline for your board presentation: Demonstrates your mastery of the bottom-line persuasive structure most often used in on-the-job presentations when making recommendations.

Grade Earned: _____

Persuasive board presentation: Demonstrates your mastery of persuasive presenting in a boardroom situation.

Grade Earned: _____

The following table provides benchmarks for how your assignments will be evaluated:

BENCHMARKS FOR THE GRADED WRITTEN ASSIGNMENTS AND ORAL PRESENTATIONS Each assignment is based on a 50-, 100-, or 200-point scale. Comments will be provided to support whatever rating you receive.	
A: 45-50 / 50 90-100 / 100 180-200 / 200	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 (if any) and final submissions.
B: 40-44 / 50 80-89 / 100 160-179 / 200	Acceptable demonstration: meets all major assignment objectives; provides clear organization to achieve the purpose, targets the audience well enough to achieve the communication objective; generally expresses ideas clearly, concisely, precisely, and appropriately; demonstrates occasional mechanical deviations, but not significant enough to impede the communication and/or discredit the communicator; meets deadlines or agreed upon extensions for drafts (if any) and final submissions.
C: 35-39 / 50 70-79 / 100 140-159 / 200	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.
D: 30-34 / 50 60-69 / 100 120-139 / 200	Seriously flawed 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; misses deadlines.

F: 0-29 / 50 0-59 / 100 0-119 / 200	Unacceptable demonstration —does not meet any of the assignment’s objectives; 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.
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Grading Methods

All major assignments in this class provide feedback to students in three distinct ways: grade scores, rubrics, and Instructor comments. Students must be able to access **all** the feedback provided for a given assignment to be able to understand the grade and improve skills. Detailed instructions are provided in your Canvas course location.

Every written assignment will have Instructor comments, so students must contact Instructors immediately if no comments are viewed. Student writing that exhibits remedial defects will require the student to meet with the Instructor in person or by teleconference. If papers show pervasive writing issues, the student must meet with an approved tutor. Please see the **Remediation Requirement** section, below.

Participation

Participation counts for approximately 10% of your final grade. Positive participation includes attending class, arriving to class on time, being fully prepared, and facilitating discussions and class activities with insightful comments and questions. If you miss class, arrive late, or leave early, you cannot fully participate and your participation grade will be reduced. The participation unit is a substantive learning unit of the course and is designed to evaluate essential workplace nonverbal communication and leadership skills—timeliness, preparation, and collaboration.

While you cannot recoup participation points for missing a session, points will be subtracted from your total semester grade for each missed in-class assignment you do not complete by the following week.

You are expected to devote yourself completely to the class sessions. You may not accept phone calls, post to social media sites, or respond to emails. No unauthorized photography or recording is permitted. Before class begins, turn off and put away your cell phones, tablets, laptops, and any other electronic device, unless their use is otherwise instructed for class assignments. We usually have a break during our session so that you can reestablish contact with the outside world, if needed.

The Final Grade

The final grade will be calculated according to the points (not the percentages, which are rounded) on the following grade scale. In short, look at the points when you want to determine your grade.

Grade	Percentage	Points
A	92-100%	1030-1120
A-	90-91.99	1008-1029
B+	88-89.99	985-1007

B	82-87.99	918-984
B-	80-81.99	896-917
C+	78-79.99	873-895
C	72-77.99	806-872
C-	70-71.99	784-805
D+	68-69.99	761-783
D	62-67.99	694-760
D-	60-61.99	672-693
F	Below 60%	at or below 671

Additional Course Policies

Missing Exams

This course does not have exams, but a passing grade for the course cannot be earned unless all assignments are submitted.

Late Assignments

Written assignments should be uploaded to “Assignments” on the due date specified for each assignment. For every day an assignment is late, whether it’s an hour late or 20 hours late, 5% of the total points for that assignment will be deducted. . Please see the WEB ASSISTANCE section below **concerning the student’s responsibility for managing full access to Canvas** to submit assignments.

As noted above, all assignments must be completed before grades are issued for this semester. However, **the late assignment penalty operates such that any assignment submitted 20 days after the due date will earn zero (0) points**, regardless of the quality of the final product. See the attached course schedule for the last day late assignments can be accepted.

Attendance Policy

Attending all class sessions will help you succeed in this course; however, you cannot pass the course if you miss more than **two class** sessions. Because class sessions are experiential and designed to build skills, attendance and participation are mandatory.

We will start on time; please do not disrupt the class by being late. If you arrive too late to participate in a group activity, you will be asked to leave and that session will count as an absence. Similarly, if you leave early and in doing so disrupt a group activity, that session will count as an absence.

Try to contact me ahead of time if you know you are going to be absent or late.

To address this question in advance: If you missed class, you missed something essential and important. You are responsible for finding out what you miss when you are absent—ask another student or contact me. Assignments must be uploaded to the designated drop-box or handed in on their due date, even if you miss class. You are also responsible for making up the work you missed before attending the next session. If an assignment was given, you are expected to submit it on time and to come to the next class prepared. If you come to class unprepared and are therefore unable to participate in the session's activities, that session will count as another absence.

Incompletes

We do not issue incompletes for this class except in extreme and rare circumstances (e.g., hospitalization). Documentation will be required. For further information, see the University policy discussed below which is modified by the specific course policy.

Violations of Academic Integrity and Anti-Plagiarism Software

Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. SafeAssign and Turnitin, plagiarism detection services, will be used along with other means for detecting plagiarism for any papers submitted to this course. Any students found to be submitting work that is not their own will be deemed in violation of the University's honor code discussed below.

The following actions violate academic integrity:

1. Turning in someone else's work
2. Having someone else write or rewrite your work for you
3. Completing someone else's work for him or her
4. Citing secondary sources as primary sources
5. Copying passages or critical word/ phrases without using the necessary quotation marks
6. Paraphrasing ideas or borrowing the basic organization and structure from sources without providing proper documentation (Be sure paraphrasing is a restatement in your own words and form and is not just a slight alteration of the source material.)
7. Submitting the same paper to two different courses without prior approval from the professor for the second course (includes assignments written for this course if you've taken it before)

You are responsible for ensuring that none of your academic work violates academic integrity. Such violations are serious offenses and may result in your receiving an "F" for the assignment and in the course and whatever other disciplinary action is allowed by the College and University (e.g., dismissal from the Executive Program).

You should review the University's policy statement at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Questions about Assignments or Grades

If you have questions about assignments given or grades issued in this course, including your final grade, you must first contact me; this course will adhere to FAU procedures for grade reviews. [Florida Atlantic University Regulation 4.002 Student Academic ...](#)

Follow the 24/7 rule: Wait 24 hours before contacting me about your grade so that you have time to study the rubric ratings and feedback, but do not wait more than seven days.

Web Assistance

This course uses Canvas for web-assistance. This platform will be used to augment lectures and handouts and to help you interact with one another and with me throughout the semester. Most importantly, you will also use “Assignments” to submit your assignments and pick up the evaluated assignments. **Assignments must be submitted to Canvas in the designated locations to receive a grade.**

Students who do coursework from shared or work computers are not exempt from these requirements. **No assignment extensions will be granted for a student’s inability to fully access Canvas functions from shared or work computers.**

In the event of a Canvas outage, students should email assignments to me at dfuente1@fau.edu to show timeliness ONLY. **The assignment will not be considered finally accepted, and will not be graded, until it is uploaded to Canvas.**

Go to the Canvas website through My.Fau and log in using your FAUNet ID and password. If you have problems with Canvas, FAU’s Office of Information Technology provides technical support from its website: at <http://www.fau.edu/oit/canvas> .

It is the student’s responsibility to ensure he or she has functional access to Canvas once the semester begins.

Be sure to check your FAU email address daily. I’ll be using it to contact you throughout the semester. If you forward your FAU email to your personal email account, you may not receive all FAU messages.

Remediation Requirement

Students who lack satisfactory writing or speaking skills will be required to seek tutorial help and may be required to repeat the course.

Selected University and College Policies

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 a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

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](#))—in Boca Raton, SU 133 (561-297-3880); in Davie, LA131 (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 in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to 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 that are used to satisfy the university's Writing across the Curriculum and Gordon Rule math requirements also have a minimum grade requirement of a "C". Course syllabi give individualized information about grading as it pertains to the individual classes.

Incomplete Grade Policy Statement

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete (“I”) grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing (“F”) grade.

To the extent to which it applies, this section is modified by the GEB 6217 Incomplete policy, stated above.

Withdrawals

Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course.

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 who behave in the classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted 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 in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the following prerogatives:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct

<p>Class 1 Dates to be filled in prior to start of semester</p>	<p>COURSE SCHEDULE*</p> <p>CLASS TOPICS AND ACTIVITIES</p> <ul style="list-style-type: none"> • Introductions • Review syllabus • Identify and analyze communication styles • Introduce communication process as a strategic, critical-thinking process for establishing and achieving objectives • Consider role of purpose and audience in communication process • Review informative outline format; Hamilton Informative Outline • Introduce Semester Long Scenario Project • Assign Scenario Posting • Review Canvas 	<p>ASSIGNMENTS DUE NEXT WEEK</p> <p>Be sure to read the syllabus carefully; check the schedule often to make sure you complete all assignments and are prepared for all classes.</p> <ul style="list-style-type: none"> • Post your business problem in the “Scenario Topic” threaded discussion under the “Course Home” content item of our course website
<p>1/16/18 Class 2</p>	<ul style="list-style-type: none"> • Discuss scenario concept for semester’s assignments and the group analysis of your business problem topics. • Discuss business scenario postings • Consider role of purpose and audience in communication process • Review and revise Cerner • Sign up for Informative presentations beginning week four • Assign Business Problem Memo assignment 	<ul style="list-style-type: none"> • Read Hamilton, pp.3-20; pp. 82-97 • For all presentations, be prepared to either to present assigned material or to participate in class discussion. You are expected to read <u>all</u> assigned chapters and be ready to discuss them. • Read Meyer et al, Section 1 (Traits of Effective Writing, pp. 1-90); Section 3 (Memos, pp. 178-182; and Presentations, pp. 215-228) Be prepared to discuss how you begin, draft, and edit writing assignments. • Bring draft of your Business Problem Memo to next class (4-5 hard copies)

<p>Class 3</p>	<ul style="list-style-type: none"> • Hamilton presentations (1) • Discuss effective giving/receiving feedback • Begin discussion of Recommendation Assignment; business problem and scenario topics • Begin Effective use of language discussion • Review preparation of informative self eval memo. • Discuss work place communication <p>Group editing of Business Problem Memos</p>	<ul style="list-style-type: none"> • Read Hamilton pp. 321-351; 137-153 • Read Meyer et al, Section 3 (Workplace Writing and Communicating, pp. 137-193); be prepared to discuss how organization and format showcase your ideas • Review the requirements for preparing, presenting, and reviewing your informative presentation • Upload your final business problem memo
<p>Class 4</p>	<ul style="list-style-type: none"> • Hamilton presentations (2) • Discuss plagiarism and paraphrase; analyze student example • Discuss Library Research • APA Introduction • Introduce persuasive structure; assign draft outline • Introduce and Assign Recommendation Memo • Review Business Memo Assignment; review “Common Issues” handout 	<ul style="list-style-type: none"> • Read Hamilton, pp. 363-389; 436-437 • Bring laptop for Group Work during Class 5. • For <u>all</u> informative presenters, complete a self-evaluation according to the following instructions: • Prepare self-evaluation and upload the following files to the “Informative Self Evaluation” assignment <u>no later than 6 days following your presentation</u> to the class: • Self-evaluation memo addressed to me; include introductory paragraph with purpose and overview, headings (Strengths, Weaknesses, and Goals for Next Presentation), and brief concluding remark with your overall assessment [InfoSelfEval] • All ppt presentations must be uploaded to Canvas the night before you present. Label with your last name first.

<p>Class 5</p>	<ul style="list-style-type: none"> • Hamilton Presentations (3) • Introduce writing process flow chart: Options for organizing, formatting, tone based on audience and purpose drafting, revising, editing. • Group work: Writing Process • Provide samples of formats and citations for reference papers 	<ul style="list-style-type: none"> • For all informative presenters, complete a self-evaluation according to the following instructions: • Prepare self-evaluation and upload the following files to the “Informative Self Evaluation” assignment no later than 6 days following your presentation to the class: • Self-evaluation memo addressed to me; include introductory paragraph with purpose and overview, headings (Strengths, Weaknesses, and Goals for Next Presentation), and brief concluding remark with your overall assessment [InfoSelfEval] • Bring Draft Recommendation Memos to Class • Read Hamilton; pp. 433-441; 364-389 • Read Meyer et al; Section 2 (pp.91-134)
<p>Class 6</p>	<ul style="list-style-type: none"> • Hamilton Presentations (4) • Discuss questions on Recommendation Memo and Outline • Compare various reference paper and case analysis assignments in course work; note differences in academic and on-the-job writing (including e-mail) but similarities in thought processes • Writing Process Exercise • Peer editing of Recommendation Papers • Sign up for board presentations 	<ul style="list-style-type: none"> • Read Hamilton: pp. 393-430 • Bring laptops for group work on Class 7 • Final Recommendation memos due • Bring Draft Persuasive Outlines
<p>Class 7</p>	<ul style="list-style-type: none"> • Hamilton Presentations (5) • Review Persuasive Structure as it applies to research on topics • Writing Process continued 	<ul style="list-style-type: none"> • Bring laptops for group work on Class 8 • Final Persuasive Outlines due
<p>Class 8</p>	<ul style="list-style-type: none"> • Peer editing of Persuasive Outlines • Visuals discussion and group work 	<ul style="list-style-type: none"> • Read Meyer et al; Section 4 (Proofreaders’ Guide, pp. 255-352)

<p>Class 9</p>	<ul style="list-style-type: none"> ● Persuasive Board Presentation: <ol style="list-style-type: none"> 1. Give a <u>minimum 5-minute and maximum 6 minute persuasive</u> speech to the Board of Directors on your recommendation 2. Answer 3 questions; 3. Have your phone ready to record 4. Include at least two PowerPoint slides and any other visuals you feel are necessary/helpful. ● Feedback 	<ul style="list-style-type: none"> ● <u>For Group 1 Persuasive Presentations,</u> complete a self-evaluation according to the instructions in the “Persuasive Presentation Self-Evaluation Dropbox ● Upload Videos within 48 hours.
<p>Class 10</p>	<ul style="list-style-type: none"> ● Persuasive Board Presentation: <ol style="list-style-type: none"> 1. Give a <u>minimum 5-minute and maximum 6 minute persuasive</u> speech to the Board of Directors on your recommendation 2. Answer 3 questions from Board 3. Have your phone ready to record 4. Include at least two PowerPoint slides and any other visuals you feel are necessary/helpful. ● Feedback 	<ul style="list-style-type: none"> ● <u>For Group 2 Persuasive Presentations,</u> complete a self-evaluation according to the instructions in the “Persuasive Presentation Self-Evaluation Dropbox ● Upload Videos within 48 hours.

*This schedule and the assignments are subject to change.