

# Syllabus: MGMT 3660

## Contemporary Business Writing and Presentation Skills

Spring 2026

### Instructor

Dr. Mara Singer

### Email

[Mara.Singer@unt.edu](mailto:Mara.Singer@unt.edu)

### Zoom

<https://unt.zoom.us/my/marasinger>

### Office Location & Hours

Mondays, 1 pm-3:15 pm in BLB 305

Tuesday, 11 am-12:15 pm in BLB 305

By appointment via Zoom

### Teaching Assistant

Karsyn Daniels

### Email

[KarsynDaniels@my.unt.edu](mailto:KarsynDaniels@my.unt.edu)

### Zoom

See Canvas Home Page for Link

### Virtual Office Hours

Mondays, 12:30-3:00 pm

Wednesdays, 12:30-3:00 pm

## Course Description

This is a hybrid course that consists of 50% in-person class time. **Attendance is mandatory during in-person sessions.** Failure to follow the attendance policy could result in the removal from the class.

MGMT 3660 is designed to provide students with the knowledge and skills necessary for effective oral and written communication in domestic and international professional settings. Students will learn to communicate professionally by mastering how to write effective messages/documents, deliver structured presentations, increase intercultural competencies, and develop effective employment communication skills.

The course is carefully designed to help you secure your dream job upon graduation. To achieve this goal, we will focus on the practical aspects of business communication during the entire semester. **This course distinguishes itself by systematically developing seven evidence-based competencies that employers identify as most critical for entry-level success: interpersonal communication excellence, teamwork and collaboration, emotional intelligence, active listening, adaptability and resilience, professional networking, and personal branding.**

Course materials and instruction will be presented over 16 weeks, which encompasses the Spring 2026 semester. You will learn the course content through in-person discussions, course modules in Canvas, textbook reading assignments, and writing or speaking activities. You should expect to spend about five hours per week outside of class reviewing materials and working on Canvas assignments.

You will complete most assignments online via Canvas and may need to bring a laptop to class to complete several in-class assignments. You can borrow a laptop from the UNT library if you don't have one or don't want to bring one to campus.

Plan to do the following this semester:

- Attend, listen, and participate in class.
- Study or review class materials before class.
- Complete writing exercises, take quizzes, and submit assignments most weeks.
- Complete weekly Emotional Intelligence (EI) Learning Journal entries reflecting on your growth.
- Check Canvas for class announcements, assignments, and postings several times a week.

## **Course Objectives and Learning Outcomes**

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### ***Professional Communication***

1. Demonstrate the ability to select the most effective channels for written and oral communication.
  - Explain the purposes, functions, and characteristics of digital and non-digital channels for written and oral communication.
  - Select the right channel for the right audience and purpose.
  - Apply AI tools ethically to support professional communication while preserving authenticity and accountability.
2. Demonstrate the ability to produce professional written documents.
  - Apply knowledge of the writing process to the creation and revision of effective written documents used in professional settings.
  - Evaluate the clarity, conciseness, and correctness of written documents used in professional settings.
3. Demonstrate the ability to deliver professional oral presentations.
  - Apply knowledge of the writing process to the creation and revision of oral presentations occurring in a professional setting.
  - Demonstrate verbal and nonverbal communication skills while delivering professional presentations.
  - Design professional-quality visuals for presentations.
  - Evaluate the clarity, conciseness, and correctness of the content and the delivery of professional presentations.

### ***Intercultural Communication***

4. Examine how to communicate cross-culturally.
  - Discuss how cultural dimensions and perceptual biases affect written and oral intercultural communication.
  - Describe intercultural verbal and nonverbal business etiquette and customs in key international markets.
  - Determine techniques for improving verbal and nonverbal communication across cultures.
  - Formulate written and oral messages for global audiences.

### ***Employment Communication***

5. Develop interpersonal communication competencies essential for workplace success.
  - Demonstrate emotional intelligence through self-awareness and empathy in professional scenarios.
  - Apply active listening techniques to enhance understanding and build professional relationships.
  - Exhibit adaptability and resilience when responding to challenging communication situations.
  - Participate effectively in collaborative team processes with documented evidence of contribution.

- Build a professional network and personal brand.
  - Participate in professional networking events and reflect on networking strategies.
  - Audit and optimize online professional presence, including LinkedIn profiles.
  - Articulate a clear and authentic personal brand aligned with career goals.

Assignment	Professional Comm.	Interpersonal Skills	Employment Comm.	Intercultural Comm.	AI Literacy	Soft Skills Focus
EI Learning Journal (10 entries)	✓	✓			✓	EI, Self-Awareness
W1: Professional Email & EI Reflection	✓	✓		✓	✓	EI, Adaptability,
W2: Networking Event & Brand Audit	✓	✓	✓			Networking, Personal Brand
W3: Business Report (Portfolio)	✓			✓	✓	Reflection, Synthesis,
P1: Mock Interview & EI Assessment	✓	✓	✓			EI, Interview Skills
P2: Group Pitch & Collaboration Doc	✓	✓		✓	✓	Teamwork, Collaboration
P3: Professional Pitch with Q&A	✓	✓	✓			Active Listening, Resilience

## Teaching Methods

Class sessions will emphasize experiential learning, where students engage directly with communication strategies, analyze real-world examples, and reflect on their experiences to deepen understanding. Activities will include:

- Mini-lectures, multimedia case studies, interactive workshops, and simulations
- Peer reviews and hands-on exercises form at least 25% of class time
- Guest speakers and industry briefings
- Technology- and team-based communication labs

Approximately 50% of class time will be devoted to hands-on workshops in strategic message design, organizational writing, and interpersonal or digital speaking exercises. Students will work through authentic communication tasks such as crafting audience-focused messages, adapting strategies for diverse publics, and conducting peer reviews on campaign drafts. These sessions will integrate technology and teamwork to simulate the demands of professional communication environments.

## Assessment Breakdown Table

Component	Points	Grading Scale
EI Learning Journal (10 entries)	150	<b>A</b> 90% - 100% <b>B</b> 80% - 89% <b>C</b> 70% - 79% <b>D</b> 60% - 69% <b>F</b> 0% - 59%
Professional Emails & Reflection	100	
Networking Event & Reflection	100	
Mock Interview & Reflection	100	
Group Pitch Presentation	100	
Exercises and In-Class Activities	100	
Discussion Posts	80	
Extra Credit	Maximum of 20 points	
<b>Final Portfolio</b>		
Full Sentence Outline	50	
Proposal Presentation	100	
Annotated Bibliography	50	
First draft/ Peer Review	50	
Final Business Report	200	

### Grade Posting & Feedback

- I will try to have grades posted in Canvas within 10 days of assignment completion.
- **Students have 7 days after receiving a grade to request a review.** After reviewing assignment details and rubric in Canvas, email the instructor to arrange a meeting (in-person or via Zoom) for a grade discussion.
- Students who miss the scheduled meeting or wait longer than 7 days for a review forfeit the right to dispute the grade.

### Grading Philosophy

- Strategic communication courses are performance-based, emphasizing iterative learning, professionalism, and applied skills.
- Grades combine process (research, collaboration, responsiveness to feedback) and outcomes (clarity, innovation, ethics, and impact).
- Rubrics will be provided on Canvas for each major assignment.
- Revisions for portfolio assignments are encouraged based on feedback during milestone submissions and workshops.

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

- Select and tailor communication channels for the audience and purpose
- Compose clear, concise, and effective business documents
- Plan, deliver, and evaluate professional presentations, including intercultural and digital contexts
- Analyze and apply communication strategies in challenging or sensitive scenarios
- Reflect on their skill development and identify areas for continued growth

## Course Materials

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### Primary Textbook

*Business Communication for Success: GVSU Edition*

*By Mark Schaub, Jennifer Eckert, Anessa Fehsenfeld, Rhonda R. Hoffman, Adam Krusniak, Tami McCoy, Rachel Jean Norman, and Julian Toscano*

<https://pressbooks.gvsu.edu/businesscommunication/>

### Required Supplementary Texts

*Specific chapters from the following open-source textbooks will be assigned throughout the semester:*

*Interpersonal Communication (OpenStax)*

For: Emotional intelligence, active listening, relationship building

<https://openstax.org/details/books/interpersonal-communication>

*Stand Up, Speak Out: The Practice and Ethics of Public Speaking*

For: Presentation skills and oral communication

<https://open.umn.edu/opentextbooks/textbooks/stand-up-speak-out>

*Professional Communications (Missouri State University)*

For: Job search, LinkedIn optimization, networking, personal branding

<https://mo.pressbooks.pub/professionalcommunications/>

### Optional Recommended Resources

*Talk Like TED: The 9 Public Speaking Secrets of the World's Top Minds* (2014) by Carmine Gallo

*The Etiquette Advantage in Business: Personal Skills for Professional Success* (3rd ed., 2014) by Peter Post, Anna Post, Lizzie Post, and Daniel Post Senning

<https://emilypost.com/advice/downloadable-business-etiquette-resources>

Additional readings, videos, case studies, and resources will be provided through Canvas.

# Course Policies & Expectations

## Attendance Policy

### Key Points

- Required: All class meetings and presentations
- Participation: Active engagement, including peer feedback and team activities, is required for full points
- Mandatory Presentations: Missing scheduled presentation = minimum 50% deduction
- Makeups: Only for university-sanctioned excused absences; document ahead when possible
- Bonus: ≤1 absence (excluding excused) earns 10 extra credit points at semester end

**Attendance is mandatory for all in-person class sessions. Absences may be excused for university-approved activities, medical emergencies, or other extenuating circumstances with appropriate documentation provided to the instructor within one week of the absence.**

Punctuality is critical, and arriving late disrupts others and reflects poorly in professional environments. Attendance is taken at the start of each class. Do not sign the attendance roster for other students; doing so is considered academic dishonesty.

### Attendance & Participation Policy:

- Attendance is required for all in-person class sessions.
- **Absence Limit:** More than three unexcused absences will result in your final grade being lowered one full letter grade. Students exceeding 5 unexcused absences will automatically fail the course.
- Tardiness: Please do not be late to class, as it is disruptive to your fellow students and you may miss the course updates that are presented at the beginning of class.
- Participation: Active participation—including discussions, workshops, and presentations—is part of your grade.
- Presentations: Attendance is mandatory for all scheduled presentations. Missing your assigned presentation will result in a minimum 50% deduction on the assignment.
- Makeups: In-class activities and application exercises cannot be made up unless the absence is excused.
- Bonus Opportunity: If you have no more than one absence (excluding excused), you will receive 10 bonus points at the semester's end.
- In-Class Activities: Some classes will include in-class activities that will be worth 10+ points each.

### Policies and Exceptions

Excused absences include illness, university-related events, religious observances, and documented extenuating circumstances. Students must notify the instructor via email as early as possible and submit supporting documentation.

Attendance records and related documentation questions should be directed to the instructor at [Mara.Singer@unt.edu](mailto:Mara.Singer@unt.edu).

Use the student absence policy and university resources as your reference (<https://deanofstudents.unt.edu/resources/temporary-illness>).

### If You Miss Class:

- You are responsible for obtaining notes and missed material from classmates.
- If you miss an in-class application exercise or activity, it cannot be made up unless your absence was excused.
- You must attend all days of group presentations, even if not presenting, or risk a grade deduction.

### Late Work and Make-Up Policy

All assignments are due by the date and time specified in Canvas. Late submissions will incur a 10% penalty per day (24-hour period) for up to three days. Assignments submitted after grading has begun will not be accepted.

Technical difficulties are not an excuse for late work. Students are responsible for ensuring submissions are completed well before deadlines and for retaining backup copies of all work. Contact the instructor immediately if you anticipate challenges in meeting a deadline.

**In-Class Work:** Workshops, case simulations, and skill labs emphasize teamwork and cannot be reproduced outside class. Makeups will be permitted only for excused absences documented in advance or verified by university policy.

### Artificial Intelligence (AI) Use Policy

This course adopts a balanced approach to AI use, preparing students for professional environments where AI tools are standard. Intellectual honesty is vital to an academic community, and all work submitted must fundamentally represent your own thinking, analysis, and communication.

#### Permitted AI Uses:

- Grammar and spelling checking (e.g., Grammarly, Perplexity, Word's Editor)
- Brainstorming ideas or approaches to assignments
- Generating practice questions or scenarios
- Research assistance and source identification
- Drafting support for structure and organization (when explicitly permitted in assignment guidelines)

#### Prohibited AI Uses:

- Generating final content that is submitted as your own work
- Using AI to write essays, reports, or substantial portions of assignments
- Submitting AI-generated text without substantial revision and personal contribution
- Failing to disclose AI assistance when required

**Transparency Requirement:** When AI use is permitted on an assignment, include a brief AI Use Statement that identifies (1) which AI tool you used, (2) what you asked it to do, (3) how you used or revised the output, and (4) which ideas and wording are your own.

**Assignment-Specific Guidelines:** Each assignment will specify what AI assistance is permitted. When in doubt, ask before using AI. Using AI outside these guidelines is an academic integrity violation and will be handled under the academic honesty policy.

**Educational Rationale:** This policy is designed to help you develop authentic communication skills while learning to use AI as a professional tool. Employers expect graduates who can both think critically and leverage technology effectively—this course develops both competencies.

## Seek Feedback

Office hours provide you with the opportunity to ask for clarification or seek support in understanding the class materials. Come visit me! I am here to help you and always welcome students' questions. I hold in-person and virtual office hours. Students who visit me during office hours typically do better than they would have if they had neglected to seek help. If you are unable to connect during office hours, please email me at least two possible days/times you are available for an appointment. Remember to be proactive in your learning and seek clarification.

Please use my UNT email address when contacting me. Students should only email me from their UNT student email address. I will try to respond to email inquiries received Mondays through Fridays within 24 hours. You should not expect responses during weekends or after 5 pm on weekdays. Include your class section in all correspondence. You may also contact me via the Canvas Inbox. Students should not expect a reply if they post questions in the comments section on a Canvas assignment page. I will leave feedback about the assignment in this section. However, this should not be used if students are looking for a response to their questions.

## Check Announcements in Canvas

Plan to check announcements in Canvas before you come to class or before a major assignment is due. I will regularly use this section in Canvas to share updates, resources to complete assignments, and assignment feedback with the class.

## Meet All Deadlines

Assignments are due at the Canvas deadline; submissions after that time are late and incur a 10% per-day penalty for up to three days. Canvas closes at the listed time—plan to submit at least 30 minutes early. Technical issues generally do not excuse late work; if you encounter problems, contact the Help Desk immediately, document the issue (screenshot + ticket), and email me before the deadline.

**UNT Help Desk:** Sage Hall 330 | (940) 565-2324 | <http://it.unt.edu/helpdesk>

All assignments must be submitted via Canvas. Emailed assignments will not be accepted unless otherwise approved by Dr. Singer or our TA.

## Check Your Grades Every Week

You have seven days after a grade is posted in Canvas to request a review. Before contacting me, carefully review the rubric and feedback. Grade discussions must occur in a meeting (in person or Zoom).

## Put Your Phone and Electronic Devices Away

To make the most of our class meetings, use your laptop, tablet, and phone to take notes and complete in-class activities only. You may not use electronic devices at any time during class if they do not relate to coursework (earbuds/earphones must be removed). Students using devices (including watches) not directly related to this course will receive a warning. Each subsequent offense will result in removal from the class and loss of attendance points for that day. Taking these steps will help you concentrate on the class materials, remember business communication concepts more easily, and be an active learner. **No electronic devices are permitted on days when we are hosting guest speakers. We will show our guests the utmost respect and professionalism.**

***Two exceptions to the above-described expectations pertain to emergency situations and ODA requests.***

- If you anticipate that you will receive an emergency text message or call during a class, tell Dr. Singer about this immediately before that class starts, if possible, and then if the text message or call does occur, quietly step out into the hallway and take care of the matter out there.
- If ODA requirements support your need to use an electronic device during class (e.g., to take notes), remind Dr. Singer of this at the start of the semester.

## **Technology Issues and Assignment Due Dates**

See Late Work and Make-Up Policy for how technical issues are handled.

## **Students with Accommodations**

The College of Business complies with the *Americans with Disabilities Act* in making reasonable accommodations for qualified students with disabilities. University policy requires that students notify their instructors within the first week of classes that accommodations will be needed. If you have an established disability as defined in the *Americans with Disabilities Act* and would like to request accommodations, please contact Dr. Singer as soon as possible.

## **ADA Policy Statement**

The University of North Texas is committed to ensuring equal access to all course content for students with disabilities. If you require accommodations based on a disability, please contact the Office of Disability Access (ODA) at Sage Hall, Room 167, call 940-565-4323, or visit [studentaffairs.unt.edu/office-disability-access](https://studentaffairs.unt.edu/office-disability-access).

All course materials and digital resources can be provided in accessible formats upon request. Please notify me as soon as possible if you encounter any barriers to full participation or need course content in a different format. I welcome the opportunity to work with you and the ODA to ensure all materials meet your needs.

For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

## **G. Brint Ryan College of Business Statement of Academic Honesty**

The G. Brint Ryan College of Business takes academic honesty seriously. Ethics and integrity are important business values, essential to building trust and adhering to both professional and legal standards. Academic dishonesty destroys trust, damages the reputation and value of degrees and is unacceptable.

The University of North Texas (UNT) promotes the integrity of the learning process by establishing and enforcing academic standards. According to UNT Policy 06.003 Student Standards of Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to, cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or misconduct sanctions ranging from admonition to expulsion from UNT. Additional information is available at <https://policy.unt.edu/policy/06-003>.

Some of the most common examples of academic integrity violations include plagiarism or cheating, such as unauthorized assistance on examinations, homework, research papers, or case analyses. Your work must be entirely your own. When working on assignments, you should not discuss your work with others unless approved by the course instructor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable in some way for knowing academic integrity violations in a group assignment. Another example of academic dishonesty relates to improper attribution. When preparing your assignments, you must cite all outside sources in the manner requested by your instructor. Copying or using

material from any source prepared by or previously submitted by others at UNT or other institutions or downloaded from the Internet is plagiarism.

Unless directed otherwise in an assignment, cutting and pasting from other sources, even if properly footnoted, is not appropriate. You should synthesize this material in your own words and provide a footnote.

Your instructor will specify what materials, if any, may be used on tests and exams. Using materials other than those permitted, talking with other individuals during the exam, individuals exchanging information about an exam after one has taken the exam and the other has not, or copying or using material from another individual's exam is academic dishonesty and may result in the sanctions mentioned above, including possible ineligibility for academic scholarships.

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. A student is responsible for responding to a request to discuss suspected academic dishonesty when issued by an instructor or other University official. If a student fails to respond after a proper attempt at notification has been made, the University may take appropriate actions in the absence of the student's participation.

### **Acceptable Student Behavior**

Students should conduct themselves in a manner that demonstrates respect for the rights and property of others and upholds the integrity of the university community. Student behaviors that interfere with the instructor's ability to conduct a class or the students' ability/opportunity to learn are unacceptable. Students engaging in unacceptable behaviors may be directed to leave the classroom and may also be referred to the Dean of Students. UNT's expectations for student conduct apply to all instructional forums, including onsite and online classrooms, labs, discussion groups, and field trips. The Code of Student Conduct is available at:

<https://deanofstudents.unt.edu/conduct>.

### **UNT Learning Center**

Sage Hall, Room 315, [Learning.Center@unt.edu](mailto:Learning.Center@unt.edu), 940-369-7006

The UNT Learning Center offers assistance to help students succeed in their classes. The Learning Center offers free tutoring, workshops, and the following programs: *Supplemental Instruction* (group study sessions for many core courses), *Volunteer Tutors* (individualized tutoring in over 100 courses), *Connecting for Success* (individualized academic counseling and resource referrals), *SMARTHINKING.com* (24/7 online tutoring), *Learning Success Workshops* (covering an array of academic topics), *Academic Success Programs* (series for students on Academic Alert/Probation), *Study Skills Classes*, and *Speed Reading Classes*.

### **Emergency Notification & Procedures - Eagle Alert**

In the event of a university-wide emergency, inclement weather, or campus closure, UNT will notify the campus community through Eagle Alert (text, email, voice), Canvas announcements, and the official UNT website. If the campus is closed or class is disrupted, check Canvas and your UNT email for updates and instructions. Course content, assignments, and communication will continue online whenever possible.

If you are unable to access course content due to emergencies, internet outages, or personal circumstances, contact Dr. Singer ([Mara.Singer@unt.edu](mailto:Mara.Singer@unt.edu)) as soon as possible to arrange alternate access or accommodations.

Stay informed by registering your contact information with Eagle Alert at <https://eaglealert.unt.edu>. University emergency policies and resources are available at <https://riskmanagement.unt.edu/emergency/preparedness/emergency-notifications.html>.

## **Emergency Evacuation Procedures for the Business Leadership Building**

**Severe Weather:** In the event of severe weather, all building occupants should immediately seek shelter in the designated shelter-in-place in the building. If unable to safely move to the designated shelter-in-place area, seek shelter in a windowless interior room or hallway on the lowest floor of the building. All building occupants should take shelter in rooms 055, 077, 090, and the restrooms on the first floor.

**Bomb Threat/Fire:** In the event of a bomb threat or fire in the building, all building occupants should immediately evacuate the building using the nearest exit. Once outside, proceed to the designated assembly area. If unable to safely move to the designated assembly area, contact one or more members of your department or unit to let them know you are safe and inform them of your whereabouts. Persons with mobility impairments who are unable to safely exit the building should move to a designated area of refuge and await assistance from emergency responders. All building occupants should immediately evacuate the building and proceed to the south side of Crumblly Hall in the grassy area west of parking lot 24.

## **Retention of Student Records**

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of the students' educational records. Individual instructors will maintain their students' educational records, such as exams and assignments in a secure location for at least one calendar year after course completion. Students have the right to view their individual records.

## **Student Perceptions of Teaching Effectiveness (SPOT)**

The SPOT survey provides instructors, COB's administrators, and UNT's administrators with a measure of teaching effectiveness for all organized classes at UNT. Additional information is available at <http://spot.unt.edu>.

**The instructor reserves the right to make changes to the syllabus and course schedule. Changes to the syllabus, course information, and due dates will be available in Canvas.**

## Assignment Descriptions (details & guidelines on Canvas)

### Emotional Intelligence (EI) Journal (14%)

**Purpose:** The EI Journal helps you strengthen your emotional intelligence by reflecting each week on your experiences, course activities, and feedback. You will connect what you are learning to how you think, feel, and communicate in professional situations.

#### Format and Schedule:

- 10 weekly entries over the semester
- Each entry is 250-400 words and responds to 1-2 prompts posted in Canvas.
- Entries are submitted in Canvas by the weekly deadline; late entries follow the same late policy as other written work unless otherwise noted

#### Examples of Weekly Prompts:

Prompts will align with what we are doing in class, such as:

- *Before/after a mock interview or presentation:* What emotions did you notice before, during, and after the assignment, and how did they influence your communication choices?
- *After group work:*  
Describe one moment when you listened well and one when you did not. What will you do differently next time?
- *After a networking or difficult conversation activity:*  
How did you read others' nonverbal cues, and what did you misread?

### Written Assignment 1: Professional Email Series and Emotional Intelligence Reflection (9%)

Students respond to a complex workplace scenario requiring emotional intelligence and adaptability. You will compose a series of professional emails addressing sensitive workplace situations, demonstrating your ability to communicate with empathy, clarity, and professionalism. This assignment includes a reflective component where you analyze your emotional responses and communication choices.

**Learning Outcomes:** Professional communication channels, written document production, emotional intelligence, adaptability, ethical AI use for drafting support

**Soft Skills Developed:** Emotional intelligence, adaptability, and professional writing

**AI Literacy Component:** Students may use AI tools to brainstorm response strategies or check tone but must compose final emails independently and document any AI assistance.

### Written Assignment 2: Networking Event Reflection and Personal Brand Audit (9%)

Mandatory attendance at a professional networking event (career fair, industry mixer, professional association meeting, or virtual networking session) with a structured reflection paper analyzing your networking strategies, interactions, and lessons learned. Additionally, students will conduct a comprehensive audit of their online professional presence, including optimizing their LinkedIn profile and assessing their personal branding.

**Learning Outcomes:** Professional networking, personal brand development, online reputation management, employment communication, interpersonal communication

**Soft Skills Developed:** Networking, relationship building, personal branding, professional presence

**AI Literacy Component:** Not applicable for networking event attendance; students may use AI tools to analyze LinkedIn profile effectiveness but must make authentic brand decisions.

### ***Written Assignment 3: Business Report with Competency Portfolio (18%)***

Students prepare a comprehensive business report that synthesizes learning from the semester. The report demonstrates advanced business writing skills and includes a professional portfolio section documenting growth in the seven core competencies: interpersonal communication, teamwork, emotional intelligence, active listening, adaptability, networking, and personal branding. This portfolio provides interview-ready evidence of skill development.

**Learning Outcomes:** Professional written document production, synthesis and analysis, and reflection on competency development

**Soft Skills Developed:** Critical reflection, self-assessment, professional documentation

**AI Literacy Component:** Students may use AI tools for research, data analysis, or grammar checking, but must synthesize content independently and transparently document all AI assistance.

### ***Presentation 1: Mock Interview and Emotional Intelligence Self-Assessment (9%)***

Students complete a validated emotional intelligence assessment at the beginning of the semester and present their results along with a professional development plan. This is followed by a mock interview simulation where students demonstrate interview skills and receive feedback on both technical responses and interpersonal communication effectiveness.

**Learning Outcomes:** Employment communication, interview skills, emotional intelligence, professional oral presentations, self-awareness

**Soft Skills Developed:** Emotional intelligence, interview preparation, self-assessment, professional communication

**AI Literacy Component:** Students may use AI to generate practice interview questions or research company information, but interview responses must be authentic and unrehearsed.

### ***Presentation 2: Individual Professional Pitch with Extended Q&A (9%)***

Students deliver an individual professional pitch (proposal presentation) followed by an extended question-and-answer session. The Q&A component specifically tests active listening, adaptability, and resilience as students must respond to challenging questions, handle unexpected directions, and demonstrate professional composure under pressure. Peer feedback forms assess listening and response quality.

**Learning Outcomes:** Professional oral presentations, active listening, adaptability and resilience, employment communication, verbal and nonverbal communication

**Soft Skills Developed:** Active listening, resilience, adaptability, professional composure, extemporaneous speaking

**AI Literacy Component:** Students may use AI to refine pitch structure or generate practice questions but must deliver the pitch and answer questions authentically.

### ***Presentation 3: Group Product Pitch with Documented Collaboration Process (9%)***

Teams deliver a professional product pitch presentation demonstrating collaborative presentation skills. Unlike traditional group projects, this assignment explicitly assesses the collaboration process itself. Teams must document their collaboration journey through meeting notes, conflict resolution instances, role distribution, and individual contributions. A reflective analysis examines what worked, what didn't, and lessons learned about effective teamwork.

**Learning Outcomes:** Professional oral presentations, teamwork and collaboration, presentation design, interpersonal communication, ethical AI integration

**Soft Skills Developed:** Teamwork, collaboration, conflict resolution, accountability, presentation skills

**AI Literacy Component:** Teams may use AI for slide design, data visualization, or research, but must document AI use and ensure all team members contribute substantively to content creation.