

COM 401: Communication Capping (Fall 2008) Syllabus (Revision 1.3: Oct. 3)

Section 113: Tuesdays & Thursdays, 11:00 a.m. - 12:15 p.m., Lowell Thomas, Room 211

Section 114: Tuesdays & Thursdays, 3:30-4:45 p.m., Library, Room 301

Professor: Dr. Mark A. Van Dyke, Associate Professor, School of Communication & the Arts,
Lowell Thomas Bldg., Room 216, 3399 North Rd., Poughkeepsie, NY 12603

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Office Location: Lowell Thomas Bldg., Room 216

E-mail: Mark.VanDyke@Marist.edu

Course Web site: <http://elearning.marist.edu/>

Faculty Web site: <http://www.marist.edu/commarts/comm/faculty/index.html>

Personal Web site: <http://foxweb.marist.edu/users/mark.vandyke>

Office Hours (LT216): To avoid a hallway wait, I recommend that you call ahead to make an appointment.

Mondays: 11:00 a.m. – 12:00 p.m.

Tuesdays: 10:00 – 11:00 a.m.

Wednesdays: 10:00 – 11:00 a.m.; 2:00-3:00 p.m.

Thursdays: 2:00 – 3:00 p.m.

Additional Advising Hours:

Mondays: 3:30 – 4:30 p.m., Student-Athlete Advising Center, 2nd Floor McCann Center (ext. 2723)

Tuesdays: 2:00 – 3:00 p.m., Academic Technology Advising, Library 305 (ext. 3572)

Prerequisites: Senior standing.

Course Description: A capping course required of all senior communication majors. The capping course brings coherence to a student's experience in the major by creating connections among the various sub-fields in which students have specialized, and it reinforces connections between the communication major, the student's cognate, and a student's experience in the Core. (3 credits)

Goals: This capstone course culminates your educational experiences at Marist. Here, you will synthesize subject matter, integrate knowledge, and connect theory with practical skills. You will also acquire professional knowledge and experience by working in teams to produce and implement elements of a strategic communication plan. Goals in this course support Marist College's Core/Liberal Studies Program. Accomplishing these goals will help you

1. become more aware of your values and the value implications of the choices you face in public and in private;
2. develop the capacity to synthesize and integrate methods and insights from a variety of intellectual disciplines;
3. become conversant with the essential ideas and skills that comprise the disciplines of the liberal arts and sciences;
4. and develop critical skills of written exposition.

Objectives: In keeping with the objectives for a communication major, successful completion of this course will demonstrate your ability to

1. understand and translate communication theory into practice;
2. speak and write effectively;
3. function knowledgeably and critically as consumers and practitioners in the diverse fields of communication;
4. be media literate;
5. be competent in critical thinking and problem solving; and
6. be aware of the moral and ethical issues involved in human communication.

Course Requirements, Grading Policy, and Administration

Student-Teacher Relationship: I like to begin each semester, during the first week of class, with an explanation of relationship management. If you haven't already heard from me about this, you will soon. Public relations scholars John A. Ledingham and Stephen D. Bruning (2000) reported in their textbook *Public Relations as Relationship Management*, "People have a relationship when they are linked together in some way.... The key is that people are somehow interdependent with one another – they need each other for some reason" (p. 74).¹ In this course, you and I are interdependent in many ways. For instance, you may expect me to provide knowledge required to pass this course (hopefully, in a fun and interesting way). I need you to show up to class prepared, eager, and ready to learn.

Two other public relations scholars, Linda Hon and James Grunig (1999), identified six concepts that can be measured to determine the quality of a relationship.² Understanding these concepts and how they apply to our class will be important to managing our relationships; therefore, I will briefly describe them below and I will discuss them during the first week of class. Please do your best to remain aware of these concepts. Using this awareness to establish and maintain a positive relationship with me and other students in this class throughout the semester will be a key to our mutual success:

1. **Control Mutuality:** The degree to which we agree to let each other assert control over education in this class.
2. **Trust:** Our willingness to place confidence in each other, rely upon each other, and open up to each other. Trust consists of *integrity* (the belief that we are fair and just), *dependability* (the belief that we will do what we say we will do), and *competence* (the belief that we can do what we say we will do).
3. **Satisfaction:** The degree to which we view our relationship as favorable. We are often satisfied with a relationship when the benefits of that relationship outweigh the costs.
4. **Commitment:** The degree to which we are willing to invest in a relationship – in terms of behavior and emotion. Commitment requires a feeling that a relationship is worth entering into and worth maintaining.
5. **Exchange Relationship:** A relationship in which one of us provides benefits to the other(s) because we expect some kind of benefit in return for our actions.
6. **Communal Relationship:** A relationship in which one of us acts solely out of concern for the welfare of the other(s) even though we expect nothing in return.

Expectations: Be punctual in attending class and turning in assignments, lead or participate actively in discussions, demonstrate what you learn through readings, and strive for professional quality in all work. Stretch your creative and critical thinking skills. I will use guided classroom discussions to reinforce concepts and test your understanding of course readings and materials. I will also treat each of you with respect and remain attentive to your individual and group needs. I will attempt to prepare you for a professional career as well as help you learn course material. Feel free to approach me with any questions you may have.

You are expected to possess effective communication skills – oral and written – and intermediate knowledge of public relations. Experience gained through internships and professional employment is also useful. You should be familiar with basic forms of communication media, including print, broadcast, and new forms of electronic media.

NOTE: My assessment of your work will be strongly influenced by the level of personal initiative and critical thinking that you display. This course is not about memorizing and spitting back facts related to public relations cases. Instead, this course uses public relations cases as a catalyst to help you think independently and become a problem solver. Therefore, you should take a *proactive* approach to learning and move beyond requirements listed in the syllabus.

¹ See Ledingham, J. A., & Bruning, S. D. (2000). *Public relations as relationship management*. Mahwah, NJ: Erlbaum.

² See Hon, L. C., & Grunig, J. E. (1999). *Guidelines for measuring relationships in public relations*. Paper prepared for Institute for Public Relations, Commission on Public Relations Measurement and Evaluation. (Copy available at http://www.instituteforpr.org/files/uploads/1999_MeasuringRelations.pdf.)

You should also possess information technology skills needed when applying eLearning and on-line academic systems such as Marist's Ucompass Educator program. If you need additional assistance with technology applications, visit the Marist College Academic Technology group in the Cannavino Library, Room 305; call them at (845) 575-3623; or visit their Web site at <http://www.academic.marist.edu/>. I also encourage you to seek out other students who have excellent information technology skills and may be willing to share their knowledge with you.

Texts, Readings, and Other Requirements:

- ✓ Assigned readings in Course Packet (on course eLearning Web site) and handouts.

Recommended Texts and References: I recommend that you purchase and refer often to the current APA publication style manual, an English grammar and writer's guide, a dictionary, and a thesaurus. These are essential elements in any personal or professional library. You also need an active e-mail account, access to the Web, and some form of electronic storage medium (e.g., flash memory stick, DC, floppy disk). Finally, I expect you to keep up with current events covered by major news media.

- ✓ Hacker, D. (2006). *A writer's reference* (6th ed.). Boston: Bedford/St. Martin's. (ISBN 0312450257).

Assignments: Written and oral assignments will develop and test your ability to think critically and use your communication knowledge and skills to manage a real-world communication problem. Click on the links, below, or refer to [assignment description page](#) for detailed assignment descriptions:

- 1. Individual Reflexive Journal:** You will maintain an individual journal that provides an opportunity to think critically and write reflexively about your learning experience in this course and how it applies to your career goals. You will keep all journal entries in a folder and submit the folder for grading at the beginning of the semester, mid-semester, and end of the semester according to dates in the course schedule. This assignment relates to Goals 1 and 4; and Objectives 1, 2, 5, and 6. (Weight = 20%)
- 2. Project Management:** Each team will develop and use a variety of strategic management tools to manage its final project. These tools will include a project timeline, a midterm progress assessment, and meeting agendas and minutes. These materials will be maintained in a team binder, reviewed periodically throughout the semester, and submitted in smooth form at the end of the semester, along with the final project. Teams will also be evaluated on their ability to communicate and coordinate their efforts with other teams. This assignment relates to Goals 2 and 4; and Objectives 2, 4, and 5. (Weight = 10%)
- 3. Final Team Project:** You will develop and execute a strategic communication plan to support Marist College's current transition in course management systems from [Ucompass Educator](#) eLearning to [Sakai](#) iLearn. After an initial briefing, you will conduct research and analysis that builds on previous communication plans developed by students in spring 2008 COM471-Public Relations Case Studies classes. To complete this project, you will need to integrate knowledge and skills that each team member has acquired at Marist through various core/liberal studies courses and academic concentrations (e.g., journalism, PR/org comm., radio/TV/film, advertising, international and sports comm., communication studies, interactive media). Teams must also integrate and coordinate their efforts with other teams. To report progress on the project, teams will periodically submit written meeting agendas and minutes and other reports during the semester. Teams will submit the final project, written in APA style, in a professional-looking binder or portfolio suitable for presentation to a prospective employer. This assignment relates to Goals 1-4 and Objectives 1-6. (Weight = 40%)
- 4. Final Exam:** Each team will deliver a 10- to 15-minute oral presentation of the team's project as a final exam. Each team member will participate actively in the final oral presentation, which should incorporate a variety of media to support effective and professional delivery. This assignment relates to Goals 2, 3, and 4; and Objectives 1, 2, 4, and 5. (Weight = 10%)
- 5. Participation:** You will be graded on your overall participation in class and in teams. This assignment relates to Goals 1-4 and Objectives 1-6. (Weight = 20%)

Grading Criteria: I will evaluate your work according to criteria established in this syllabus, guidelines provided in class discussions and assigned readings, and general professional standards expected of entry-level communication professionals. I will assign letter grades according Marist College standards published at <http://www.marist.edu/academics/advise/acad.html>. Quality point conversions for these grades are listed below:

Quality Point Conversions for Marist Grades

A = 4.0, A- = 3.7; B+ = 3.3, B = 3.0, B- = 2.7; C+ = 2.3, C = 2.0, C- = 1.7; D+ = 1.3, D = 1.0; F = 0.0*

* Generally, I will assign an F for work not completed or turned in. I reserve the option to assign partial credit (but less than 1.0) for work that falls below the standards expected of D work.

Grading is an objective measure of a student's mastery of a selected body of knowledge contained in a specific course. This mastery involves the elements of memory, understanding and expression. Memory refers to retention of certain items of information. Understanding implies insight into the interpretation of these facts. This insight would include the meaning of the thing itself, its relationship with other things or data and the ability to apply this information or data to new situations and problems. Expression is the ability to convey this assimilated knowledge to others. In assigning grades, I will examine thoroughly all the evidence involved in a case, weigh the evidence, and make a decision on the basis of this evidence. Keep in mind, however, my assessment of your work is based on concrete evidence that you, the student, provide to me.

Viewed in the light of the preceding statement, I will follow the Marist College grading system published at <http://www.marist.edu/registrar/catalog/policy.html>, which states:

An **A** student is one who, in addition to all the qualities manifested by a B student, seeks mastery of a special field by reason of individual interest; he or she has initiative and originality in attacking and solving problems; he or she shows ability in rethinking problems and making associations and in adapting to new and changing situations; moreover, he or she has an appropriate vocabulary at his or her command.

A **B** student must manifest all the qualities of a C student and in addition reveal a memory that encompasses more than the basic elements of a course; he or she has a more personal grasp of the principles of the course and perceives wider application of them. The student should be able to discuss the course subject matter with ease.

A **C** student must be able to recall the basic elements of a course, understand the essential background and materials of a course, apply the basic principles involved and express them intelligibly.

A **D** student is deficient in some degree in any of the areas that are characteristic of a C grade.

An **F** student has failed to show mastery of the basic subject matter for the course.

The grades of A-, B+/-, C+/-, and D+ are used to indicate that a student has shown more or less than the usual competency required for that grade.

Attendance: You should strive to achieve professional standards in your course work that will help you succeed in your professional careers. Your attendance and level of participation in class and team meetings will be a determining factor in your final grade. I allow no specific number of "legal" absences. However, I understand that that some late arrivals or absences are unavoidable and excusable. In the latter cases, you must take responsibility for informing me, *in advance*, if you know you will be late or unable to attend class. In case of illness or emergency, notify me as soon as possible and provide evidence in the form of *written* justification for your absence. I will permit a reasonable number of absences for accepted situations like illness, family emergency, religious observances, participation in other university activities at the request of university officials, and circumstances beyond your control. I will also consider extenuating circumstances for other situations. In case of an unforeseen emergency, inform me of reasons for your absence as soon as possible. You are still responsible for any work you miss during an absence. Therefore, obtain information from another student or me and complete work that you miss during your absence.

If you provide me with advance notification, make prior arrangements, and provide me with *adequate written documentation* to validate your absence, I will consider allowing you to hand in assignments or make up any labs, exams or quizzes that will be due during your absence by the next scheduled class period – with no penalty. An *informal* e-mail message does not constitute adequate documentation. If you do not make prior arrangements or provide documentation and miss an exam, quiz, or assignment you will be penalized in accordance with the policy stated in the following **Rewrites, Late Assignments, and Extra Credit** section, regardless of the excuse for your absence. If your absence will affect a group activity, you must also notify your fellow group members. I will rely on my judgment if there are any disagreements over application of this policy.

Meetings, Agendas, and Minutes: You will meet in both classroom and team settings in this course, as indicated on the course schedule. The first several meetings will be held as a class in our assigned classroom. These meetings will cover course requirements, set the tone for the course, and provide information needed to complete assignments. I understand that teams will need sufficient time to work on projects outside of class. Therefore, after the first few class meetings, I have scheduled team meetings that will take the place of classroom meetings during the remainder of the semester. Teams will be on the honor system and will be entrusted to meet for at least 75 minutes (equivalent to a class meeting period) outside class when team meetings are scheduled to take the place of classroom meetings. Fulfilling these meeting times is part of the mandate required to fulfill Marist’s academic accreditation requirements. We will discuss scheduling of these meetings during class time.

I will meet with teams on some occasions but, in any case, I will expect teams to prepare and distribute to all meeting members a meeting agenda for each team meeting at least 24 hours in advance of the meeting. The agenda will be an important project-management tool. This tool will help teams provide advance notice about responsibilities for each meeting and manage time effectively during meetings. After each meeting, I expect each team will create one set of minutes to report results of each meeting. Each agenda and report of minutes should, at a minimum, include a description of the date, time, and place of the meeting; an attendance list; a list of requirements, agenda items, and time allotted for each item; and an evaluation of results. Minutes should also include a report of outstanding activities and responsibilities. Teams will submit copies of all agendas and minutes in a notebook along with their midterm and final project reports. Refer to the “External Links” on our course Web site for agenda and minutes guidelines. Also see the “Admin Materials” course packet for instructions about creating agendas in Microsoft Word.


Rewrites, Late Assignments, and Extra Credit: Assignments *received* late (counting from the end of the class period that they are due) will be penalized one full letter grade for each class period they are late, unless you make prior arrangements with me or experience an unexpected illness or emergency (see policy on **Attendance**, above). I will normally require that all assignments be submitted in paper format, but will make exceptions to allow electronic submissions *only* if you make arrangements *in advance*. In any case, it is your responsibility to ensure that I receive your assignment on time. I recommend that you save copies of all work completed in this class and e-mails or other associated correspondence. I will consider extra credit assignments if legitimate opportunities for such work arise.

Grammar, Style, and Spelling: Proper grammar, style, and spelling are essential in professional writing. Your work should be free of errors and should follow proper style. If you need assistance, see me or contact the Writing Center, Cannavino Library, Room 330; telephone (845) 575-3000; or Web address <http://www.marist.edu/writingcenter/>. Also see Marist Library’s electronic reference shelf: <http://library.marist.edu/db/refshelf.html>.

Religious Observances: If you expect to miss class because of a religious observance during this semester, please inform me as soon as possible but no later than the end of the fourth class period. No student will be penalized because of his or her religious beliefs. Students will be given a reasonable opportunity to make up assignments missed (see **Attendance** policy) due to participation in religious observances.

Accommodation of Special Needs: Marist College is committed to making reasonable accommodations to individuals with disabilities or other special needs that have been documented. If you require academic accommodations for this course, please contact me as soon as possible but no later than the end of the fourth class period. I also encourage you to contact the Marist College Office of Special Services at telephone (845) 575-3274 or Web address <http://www.marist.edu/specserv/>.

Academic Integrity: Your primary concern in this course should be academic growth. Allow yourself enough time to complete work and adhere to principles of academic honesty expected of each Marist student. Work presented to me in fulfillment of course requirements is to be *your* own, original work -- free of plagiarism. At a minimum, adhere to the following principles (see *Academic Honesty*, <http://www.marist.edu/academics/advise/acad.html>):

1. Appropriate documentation is to be provided in order that material cited from works consulted by the student is duly acknowledged.
2.  An arrangement by which work is to be submitted for credit in two or more courses must have the prior approval of the instructors involved. (**NOTE:** I will consider any failure to abide by this principle as a form of plagiarism called *self-plagiarism*. Be careful. When in doubt, check with me.)
3. Each student is to use the library, computer facilities, and other college facilities in such a way that equal access for others to the resources for study and research is ensured.
4. Violations could result in a grade of "F" and/or suspension or expulsion from the college.
5. A student who cooperates with one or more others in a dishonest act is subject to these same penalties.
6. Those who witness an act of dishonesty are expected to report it to the proper authority with the full assurance that confidentiality will be maintained.

Plagiarism: Marist College adopts the position of Modern Language Association Handbook, New York, 1977, paragraph 6. "Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's line of thinking in the development of a thesis as though it were your own. To plagiarize is to give the impression that you have written or thought something that you have borrowed from another." Students are expected, as are all citizens, to respect and abide by local ordinance and state and federal statutes both on and off campus. As members of the educational community, students are expected to abide by the college's code of student conduct which clarifies those behavioral standards considered essential to the fulfillment of the college's philosophy and goals. The student can expect that the college's statement of due process will be employed in all disciplinary proceedings.

Finally, I reserve the right to utilize electronic measures to help prevent plagiarism. Furthermore, students agree by taking this course that all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. You may find additional information about this system at <http://www.turnitin.com>. **IMPORTANT:** You are encouraged to review resources at http://www.turnitin.com/research_site/e_home.html, which will provide you with information on how to properly cite sources and better understand what is meant by plagiarism.

Copyrighted Material: Making photocopies or electronic copies of copyrighted material is subject to strict legal regulation. You are responsible for knowing these regulations. Failure to adhere to these laws may be punishable under both civil and criminal laws. Be familiar with guidelines concerning copyrighted material and "fair use" rules. Refer to the Marist College Web site, <http://infosecurity.marist.edu/copyr.html>, or *The Associated Press Stylebook and Libel Manual* for additional information on copyright.

Course Syllabus & Schedule: This syllabus and schedule are rough outlines for the class. Topics may be covered on different days. Assignments or deadlines may change. We may amend this syllabus or course schedule during the semester. Feel free to suggest changes. I will promptly inform you of the changes in class or via e-mail.

Final Thoughts: Good luck and best wishes for an enjoyable and productive semester!

Marist College, School of Communication & the Arts

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Course Schedule

Notes:

1. Type of meeting (e.g., class or team) is indicated on each day. Location and time of team meetings will be in the assigned classroom, unless determined otherwise by the instructor and teams.
2. Readings, written assignments, and activities are listed in the right column on the date that they are due. Most readings are found in Marist College electronic library (Ebrary) or in course folders located under the “Resources” link on our iLearn Web site (referred to as CF). These include:
 - Barbato, J., & Furlich, D. S. (2000). *Writing for a good cause*. New York: Fireside. (CF)
 - Chaffee, J. (2004). *Thinking critically*. Boston: Houghton Mifflin. (CF)
 - Engleberg, I. N., & Wynn, D. R. (2003). *Working in groups* (3rd ed.). Boston: Houghton Mifflin. (CF)
 - Lucas, S. E. (2004). *The art of public speaking* (8th ed.). Boston: McGraw Hill. (CF)
 - Wilson, L. J. (2000). *Strategic program planning for effective public relations campaigns* (3rd ed.). Dubuque, IA: Kendall Hunt. (CF)

WEEK	DATE	TOPICS & ACTIVITIES	ASSIGNMENTS DUE
1. Sep. 1-5	Day 1	<u>Introductions and Administration</u> <i>Activities:</i> Verify registration; introductions; distribute Web site, syllabus, course schedule, writing guide; complete class profile; discuss team composition; etc.	<ul style="list-style-type: none"> ● Read syllabus. ● Review Web site content. ● Read iLearn 2.5 Overview (iLearn CF). ● Note team assignments.
	Day 2	<u>Overview: Solving the Mystery of Capping</u> <i>Class Meeting:</i> Review and discuss course goals and objectives, schedule, and requirements for meetings and assignments.	<ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> - Assignment Descriptions (Course Pack). - Course Writing Guide (Course Pack). - Reflexive Memo Guide Course Pack). - Wilson (2000), Ch. 1, (strategic planning) (Readings CF). ● Confirm team composition and specific project assignments; designate team point of contact; enter information in iLearn Wiki contact page and project timeline page.
2. Sep. 8-12	Day 1	<u>Critical Thinking & Teamwork</u> <i>Class Meeting:</i> Discuss value of critical thinking and teamwork. Assemble in teams in classroom. <i>Exercise:</i> Group critical thinking activity.	<ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> - Read Chaffee (2004) (Readings CF). - Engleberg & Wynn (2003), Ch. 2 & 3 (Readings CF). - Peer Evaluation Form (Admin CF).

	Day 2	<p><u>Team Meetings</u> Teams meet with instructor at assigned times to discuss initial plans, questions, and concerns related to course and capping project.</p>	<ul style="list-style-type: none"> • Submit meeting agenda <i>24 hrs prior</i> • Review tips on meeting agendas and management (see iLearn “Course Tools” links); review instructions for MS Word agenda wizard (Supplementals CF).
3. Sep. 15-17	Day 1	<p><u>Project Introduction: Transition to iLearn</u> <i>Class Meeting:</i> -- Guest speakers from Marist Academic Technology; briefing with Q&A. -- Discuss project requirements and resources.</p>	<ul style="list-style-type: none"> • Read background information on iLearn: all files and Web links except COM471 com plans in iLearn Case CF. • Submit Reflexive Memo #1.
	Day 2	<p><u>Strategic Communication Planning – Part I</u> <i>Class Meeting:</i> Overview of developing and writing strategic communication plans. <i>Exercise:</i> Break into teams in class, review and discuss spring 2007 COM471 communication plans.</p>	<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> - Wilson (2000), Ch. 3, (research) (Readings CF). - Wilson (2000), Ch. 4, (planning matrix) (Readings CF). • Review COM471 com plans (iLearn CF).
4: Sep. 22-26	Day 1	<p><u>Strategic Communication Planning – Part II</u> <i>Class Meeting:</i> Discuss requirements for final capping project and report format.</p>	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> - Barbato & Furlich (2000) (Readings CF). - Project description (assignments section in syllabus and Course Pack). • Be prepared to ask questions about and discuss COM471 com plans).
	Day 2	<p><u>Team Meetings</u> Teams meet separately for equivalent of one class period. Instructor is available to meet with teams in his office (call ahead to confirm).</p>	<ul style="list-style-type: none"> • Submit meeting agenda <i>24 hrs prior</i>. • Maintain minutes of meeting.
5: Sep. 29- Oct. 3	Day 1	<p><u>Team Meetings</u> Teams meet separately for equivalent of one class period. Instructor is available to meet with teams in his office (call ahead to confirm).</p>	<ul style="list-style-type: none"> • Submit meeting agenda <i>24 hrs prior</i>. • Maintain minutes of meeting. • After team meetings but no later than Tuesday evening, in appropriate Forum section of iLearn Project Collaboration site, post list of questions for School of Continuing Education representatives from your team for Thursday’s class discussion.
	Day 2	<p><u>Project Update</u> <i>Class Meeting:</i> Teams meet with representatives from School of Continuing Education to discuss OLC and eCourse publics and programs.</p>	<ul style="list-style-type: none"> • Bring project management binder.
6: Oct. 6-10	Day 1	<p><u>Project Update</u> <i>Class Meeting:</i> Meet in class with <i>at least</i> one representative from each capping team. If other team members do not attend, use this time to work on your project outside class.</p>	<p>Be prepared to discuss progress on your projects and hold a brief Q&A session with Mark. Report results of class meeting back to your respective teams.</p>

	Day 2	<u>Team Meetings</u> Teams meet separately for equivalent of one class period. Instructor is available to meet with teams in his office (call ahead to confirm).	<ul style="list-style-type: none"> • Submit meeting agenda <i>24 hrs</i> prior. • Maintain minutes of meeting.
7: Oct. 13-17	Day 1	<u>Midterm Progress Reports</u> <i>Class Meeting:</i> Each team delivers 10-minute oral briefing (with supporting materials) on progress of final project. AT representative(s) to attend.	<ul style="list-style-type: none"> • Deliver midterm progress oral reports. • See the description in Assignment section of iLearn course site: “Draft Strategic Plan – Midterm Report.”
	Day 2	<u>Team Meetings</u> Teams meet separately for equivalent of one class period. Instructor is available to meet with teams in his office (call ahead to confirm).	<ul style="list-style-type: none"> • Submit meeting agenda <i>24 hrs</i> prior. • Maintain minutes of meeting. <p><i>*Mid-Semester Break, Oct. 17-19</i></p>
8: Oct. 20-24	Day 1	<u>Team Meetings</u> Teams meet separately for equivalent of one class period. Instructor is available to meet with teams in his office (call ahead to confirm).	<ul style="list-style-type: none"> • Submit meeting agenda <i>24 hrs</i> prior. • Maintain minutes of meeting.
	Day 2	<u>Project Update</u> <i>Class Meeting:</i> All teams meet in classroom with instructor to submit and discuss draft strategic communication plan (sections 1-7, Appendix C, Course Pack).	<ul style="list-style-type: none"> • Submit draft strategic plan. • Bring project management binder.
9: Oct. 27-31	Day 1	<u>Team Meetings</u> Teams meet separately for equivalent of one class period. Follow up on changes to draft plan and take action on implementation of plan. NOTE: I will not be available during class time, due to another meeting. Contact me if you need help outside class.	<ul style="list-style-type: none"> • Submit meeting agenda <i>24 hrs</i> prior. • Maintain minutes of meeting.
	Day 2	<u>Project Update</u> <i>Class Meeting:</i> All teams meet in classroom with instructor to receive feedback on draft strategic communication plan.	<ul style="list-style-type: none"> • Bring project management binder.
10: Nov. 3-7	Day 1	<u>Project Update</u> <i>Class Meeting:</i> Meet in class with representative(s) from Office of Academic Technology. Discuss progress on iLearn project, Q&A, etc.	<ul style="list-style-type: none"> • Post questions to class Forum (Project Updates) no later than Friday before class. • Bring project management binder. • Submit Reflexive Memo #2.
	Day 2	<u>Team Meetings</u> Teams meet separately for equivalent of one class period. Instructor is available to meet with teams in his office (call ahead to confirm).	<ul style="list-style-type: none"> • Submit meeting agenda <i>24 hrs</i> prior. • Maintain minutes of meeting.
11: Nov. 10-14	Day 1	<u>Project Update</u> <i>Class Meeting:</i> Teams provide project updates. After brief discussion, break into teams for separate meetings in classroom with instructor.	<ul style="list-style-type: none"> • Bring project management binder.

	Day 2	<u>Team Meetings</u> Teams meet separately for equivalent of one class period. Instructor is available to meet with teams in his office (call ahead to confirm).	<ul style="list-style-type: none"> • Submit meeting agenda <i>24 hrs</i> prior. • Maintain minutes of meeting.
12: Nov. 17-21	Day 1	<u>Project Update</u> <i>Class Meeting:</i> Teams provide project updates. After brief discussion, break into teams for separate meetings in classroom with instructor.	<ul style="list-style-type: none"> • Bring project management binder.
	Day 2	<u>Project Update</u> <i>Class Meeting:</i> Meet in class with representative(s) from Office of Academic Technology. Discuss progress on iLearn project, Q&A, etc.	<ul style="list-style-type: none"> • Post questions to class Forum (Project Updates) no later than Tuesday. • Bring project management binder.
13: Nov. 24-28	Day 1	<u>Team Meetings</u> Teams meet separately for equivalent of one class period. Instructor is available to meet with teams in his office (call ahead to confirm).	<ul style="list-style-type: none"> • Submit meeting agenda <i>24 hrs</i> prior. • Maintain minutes of meeting.
	Day 2	<u>Thanksgiving Break: Nov. 26-30</u> See http://www.marist.edu/academics/calendars.html#y2008 for special Thanksgiving week class schedule.	<ul style="list-style-type: none"> • No class.
14: Dec. 1-5	Day 1	<u>Team Meetings</u> Teams meet with instructor at assigned times to discuss final project status.	<ul style="list-style-type: none"> • Submit meeting agenda <i>24 hrs</i> prior.
	Day 2	<u>Final Project Completion</u> <i>Class Meeting:</i> Submit and briefly discuss final projects.	<ul style="list-style-type: none"> • Submit Final Team Project. • Submit Peer Evaluation.
15: Dec. 8-12	Day 1	<u>Team Final Oral Presentations (Round 1)</u> <i>Class Meeting:</i> Two teams deliver oral presentation to Office of Academic Technology representatives.	<ul style="list-style-type: none"> • Final Exam
	Day 2	<u>Team Final Oral Presentations (Round 2)</u> <i>Class Meeting:</i> Two teams deliver oral presentation to Office of Academic Technology representatives.	<ul style="list-style-type: none"> • Final Exam <p><i>All Teams Submit:</i></p> <ul style="list-style-type: none"> • Project Management Binder • Reflexive Memo #3
16: Dec. 15-19	M-F	<u>Final Exam Week</u> Each team will join the instructor online during the assigned final exam period for a self-critique and assessment of final projects and oral presentations. Section 113: Friday, Dec. 19, 10:30 a.m. – 1:00 p.m. Section 114: Tuesday, Dec. 16, 3:30 – 6:30 p.m.	<ul style="list-style-type: none"> • Final Exam <p>See http://www.marist.edu/registrar/finals.html for a complete exam schedule.</p>

CONGRATULATIONS AND GOOD LUCK IN THE FUTURE!