Dear Members of the Part-Time Faculty Excellence in Teaching Award Committee,

It is an honor and privilege to participate in the part-time faculty excellence award application process as a representative of McCoy College of Business, Spring 2019.

I have been teaching Business Communication and Professional Development to undergraduate students at McCoy College of Business since Spring 2018. I greatly enjoy seeing the results that students display throughout and by the end of the semester, enjoy the process of discussing and creating knowledge together with my students, and the cohesiveness of teamwork we create in class. (In order to increase team cohesiveness, my request to have flat classrooms instead of theatre-style classrooms was kindly approved and accommodated by assistant department chair, Dr. Kay Nicols). My recent academic updates include the following:

- Presented my most recent "Pineapple Core: Meta-analysis of Building Self-confidence in Leaders and Followers with Dale Carnegie Training" with my undergraduate accounting student Nathan Moore at the International Leadership Conference at West Palm Beach, Florida, October 2018;
- Received a Favorite Professor Award by members of Alpha Chi Society, November 2018;

Outcomes that students can expect upon completion of my course:

- Improved business writing skills;
- Completed, thoroughly edited, and ready to use resumes, cover letters, and LinkedIn profiles;
- Improved presentation skills and decreased public speaking apprehension;
- Improved public speaking skills, including gestures, eye contact, connection with audience, and many other speaking features provided to them as a result of my public speaking coaching expertise;
- Acquired appreciation for credibility, business ethics, and audience-centered perspective.

Sincerely,

Eve Prilipko
Lecturer, Business Communication/Professional Development
Department of Management
McCoy College of Business Administration
Texas State University - San Marcos
601 University Drive
San Marcos, TX 78666
e_p257@txstate.edu
Provided below please find the following images:

Business Communication Class, Friday, Fall 2018. Photo taken with everyone’s consent.

Favorite Professor Award, nominated by members of Alpha Chi Society, November 2018.
Demonstrating a dramatic presentation at the International Leadership Association Conference at West Palm Beach, Florida, October 2018, with Nathan Moore, senior accounting student. This was a big achievement for Nathan, who suffered from severe public speaking apprehension, and, after taking my Business Communication course in the Spring 2018, made a decision to present to an international audience of academicians and scholars for the first time in his life:
EVE PRILIPKO
8409 Evelina Trail, Austin, TX 78737 | 512-804-6845 | e_p257@txstate.edu
www.linkedin.com/in/eveprilipko

EDUCATION

2014  Ph.D. in Education, University of the Incarnate Word, San Antonio, TX
Concentration: Organizational Leadership
Dissertation: Leader–Follower Unity: A Grounded Theory Based on Perceptions of Leadership and Followership Experts in the United States

2003  M.S. in Organizational Communication and Development, Canisius College, Buffalo, NY
Capstone: Burnout Among International Employees: A Case of Cultural Inequity

2001  M.S. in Economics, Moscow Business Academy, Blagoveshchensk, Russia
Concentration: International Business
Thesis: Tourism Industry and Its Future Trends in Russia (The Amur Region)

2001  M.A. & B.A. in Education (Degree with Honors), Blagoveshchensk State Pedagogical University, Russia
Concentration: Methods of Teaching, Teaching English and French
Thesis: Using Tests in Teaching Foreign Languages in Educational Institutions of the U.S.A. and Russia

ACADEMIC EXPERIENCE

2018, Spring-Present  Lecturer: Business Communication and Professional Development, Department of Management, McCoy College of Business Administration, Texas State University, San Marcos, TX

2017, Fall  Lecturer: Team Development in Education, Department of Counseling, Leadership, Adult Education, and School Psychology, College of Education, Texas State University, San Marcos, TX

2015-Present  Researcher and public speaking coach, Dale Carnegie Training, Austin, TX

2014-2015  Co-instructor and co-designer of newly offered Ph.D.-level courses Selected Topics on Followership and Applied Leadership and Followership, co-instructor of Concepts of Leadership (with Dr. Absael Antelo), Dreeben School of Education, University of the Incarnate Word, San Antonio, TX

2009–2014  Graduate Research Assistant to Dr. Absael Antelo (research on leadership and followership), co-instructor of Concepts of Leadership, Research Methods and Tools, Organizational Theory, Organizational Assessment and Survey Administration, University of the Incarnate Word, San Antonio, TX

2002–2003  English/ESL/Composition Tutor, Department of Academic Development, Canisius College, Buffalo, NY

2001-2003  Graduate Assistant, International Student Office, Canisius College, Buffalo, NY

1999–2001  English/ESL Private Tutor, Blagoveshchensk, Russia

1999–2001  Teacher of English (grades 5-11) and French (grades 5-7), Schools #11 and #12, Blagoveshchensk, Russia

MANAGERIAL EXPERIENCE

2006  Hotel Assistant Manager, Radisson Hotel and Suites, Austin, TX

2005–2006  Front Desk Assistant Manager, Driskill Hotel, Austin, TX

2004  Front Office Manager, Best Western Royal Plaza Hotel and Conference Center, Fitchburg, MA
PUBLICATIONS


2019  Prilipko, E. V. Follower Attributes: Perceptions of Leadership and Followership Experts in the United States. (submitted for review)


PRESENTATIONS

2018  Pineapple Core: Meta-Analysis of Building Self-Confidence in Leaders and Followers with Dale Carnegie Training. *20th Annual ILA Global Conference,* West Palm Beach, FL


2016  Exploring Emotional Intelligence: A Correlational Study of Follower Attributes. *18th Annual ILA Global Conference,* Atlanta, GA

2015  Advancing Leadership and Followership Education with a Leader-Follower Unity Model. *17th Annual ILA Global Conference,* Barcelona, Spain

2015  Gender and Cultural Effects on Follower Attributes in the Colombian Corporate Sector. *17th Annual ILA Global Conference,* Barcelona, Spain


2014  Emotional Intelligence as an Attribute of Followers. *Research Week,* University of the Incarnate Word, San Antonio, TX


2010  Rainbow of Followers’ Attributes in a Leadership Process. *International College Teaching & Learning Conference,* Las Vegas, NV

2010  Assessing effective attributes of followers in a leadership process. *European College Teaching & Learning Conference,* Dublin, Ireland

2006  Standards of Professional Appearance (series of presentations). Radisson Hotel and Suites, Austin, TX

2004  Standards of Professional Appearance (series of presentations). Best Western Royal Plaza Hotel and Conference Center, Fitchburg, MA

2004  Standards of Customer Service, Verbal, and Non-verbal Communication. Best Western Royal Plaza Hotel and Conference Center, Fitchburg, MA
GRANT ACTIVITY

<table>
<thead>
<tr>
<th>Year</th>
<th>Grant Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Kenneth E. Clark Student Research Award ($1,000)—not funded</td>
</tr>
<tr>
<td>2014</td>
<td>Fredric M. Jablin Doctoral Dissertation Award ($1,000)—not funded</td>
</tr>
<tr>
<td>2014</td>
<td>Research Grant, Student Research Fund, School of Graduate Studies and Research, University of the Incarnate Word ($1,000)</td>
</tr>
<tr>
<td>2014</td>
<td>Graduate Research Assistantship, School of Graduate Studies and Research, University of the Incarnate Word ($1,800)</td>
</tr>
<tr>
<td>2013</td>
<td>Research Grant, Student Research Fund, School of Graduate Studies and Research, University of the Incarnate Word ($1,000)</td>
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<tr>
<td>2013</td>
<td>Graduate Research Assistantship, School of Graduate Studies and Research, University of the Incarnate Word ($3,600)</td>
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<tr>
<td>2012</td>
<td>Spencer Foundation Dissertation Fellowship ($25,000)—not funded</td>
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<td>2012</td>
<td>Graduate Scholarship, American Association of University Women—San Antonio ($2,000)</td>
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<tr>
<td>2012</td>
<td>Graduate Research Assistantship, School of Graduate Studies and Research, University of the Incarnate Word ($3,600)</td>
</tr>
<tr>
<td>2011</td>
<td>Graduate Research Assistantship, School of Graduate Studies and Research, University of the Incarnate Word ($7,200)</td>
</tr>
<tr>
<td>2010</td>
<td>Graduate Research Assistantship, School of Graduate Studies and Research, University of the Incarnate Word ($5,400)</td>
</tr>
<tr>
<td>2009</td>
<td>Graduate Research Assistantship, School of Graduate Studies and Research, University of the Incarnate Word ($1,800)</td>
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</tbody>
</table>

ACHIEVEMENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Favorite Professor Award, Alpha Chi Honor Society, Texas State University</td>
</tr>
<tr>
<td>2017</td>
<td>Foundations of Online Course Design and Development, Texas State University</td>
</tr>
<tr>
<td>2017</td>
<td>Change Management Certificate: The School of Professional Studies at Concordia University Irvine</td>
</tr>
<tr>
<td>2017</td>
<td>Leadership Training for Managers, Dale Carnegie Training, Austin, TX</td>
</tr>
<tr>
<td>2016</td>
<td>Course Coach Certificate: Effective Communication and Human Relations, Dale Carnegie Training, Austin, TX</td>
</tr>
<tr>
<td>2015</td>
<td>Course Coach Certificate, Dale Carnegie Course Coach Academy, Austin, TX</td>
</tr>
<tr>
<td>2015</td>
<td>High Impact Presentations, Dale Carnegie Training, Austin, TX</td>
</tr>
<tr>
<td>2015</td>
<td>Effective Communication and Human Relations, Dale Carnegie Training, Austin, TX</td>
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<tr>
<td></td>
<td>• Outstanding Speech Award</td>
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<tr>
<td></td>
<td>• Breakthrough Speech Award</td>
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<tr>
<td>2013</td>
<td>Leadership Development and Achieving Styles, Connective Leadership Institute Workshop, 15th Annual ILA Global Conference, Montreal, Canada</td>
</tr>
<tr>
<td>2004</td>
<td>Excelling as a First-Time Manager or Supervisor, SkillPath Seminars, Fitchburg, MA</td>
</tr>
</tbody>
</table>

PROFESSIONAL MEMBERSHIPS

- International Leadership Association (ILA)
- ILA Followership Learning Community

LANGUAGES

Russian, French
Applicant's Name: Dr. Eve Prilipko

Applicant has completed all steps in the application process and has provided all required materials:

Yes _______ No _______

**Required Materials**

1. Application form (including brief statement of qualifications)
2. Narrative response
3. Texas State CV
4. Written student comments
5. Letter of support from faculty member (Professor Christina Moore)

**Optional Materials**

6. Course syllabus
7. Innovative assignment description
8. Letters of support from members of the campus community excluding students and subordinates (Bruce Howard)
9. December 2018 Management Newsletter
10. December 2018 Accounting Newsletter
11. Example of detailed feedback for a student's paper
12. Lesson plan
<table>
<thead>
<tr>
<th>Teaching Practice Narrative Statements</th>
<th>Evaluator Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1)</strong> What are your three biggest priorities in teaching and how do you approach these priorities in your teaching?</td>
<td></td>
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<tr>
<td><strong>1)</strong> Addressing the needs of students with special needs. I stay with these students after class, we determine what their challenges are and how to alleviate them. We also make plans of action on how to make team work activities and taking the exams processes as stress-free for them as possible. We also communicate by e-mail with them as each student’s situation is unique and requires a tailored approach.</td>
<td></td>
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<tr>
<td>Note: Each student’s situation is different, and often students who do not have any official medical notes require special consideration. Thus, it is not just students with special needs, but every student’s needs must be taken seriously as they are all unique individuals with unique perceptions and talents.</td>
<td></td>
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<tr>
<td><strong>2)</strong> Ensuring that assignment expectations are clear. It is critical for me that students leave the class knowing exactly what is expected of them for the next class and how to complete assignments. We discuss assignment expectations in class and review homework assignment for next week. This allows them to ask questions and receive comfort of knowing what needs to be done.</td>
<td></td>
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<tr>
<td><strong>3)</strong> Establishing family-friendly, safe, and comfortable class atmosphere to reduce students’ public speaking apprehension. Students experience such symptoms of public speaking fear as nervousness, sweaty palms, interrupted speech, unstable eye contact, unsteady body posture and movements, hands in pockets, and fidgeting. Each week, beginning from week one, we work on reducing students’ public speaking apprehension by means of dynamic warm-ups, small team activities, games, and exercises (I call them Family Reunions).</td>
<td></td>
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</tbody>
</table>
2) Describe an innovative teaching strategy you have used or created.

My innovative teaching strategy is based on three corner stones: (1) Socratic style (asking questions to create a meaningful discussion); (2) Dale Carnegie principle of enjoying the process of learning in order to produce powerful results; (3) Servant leadership style as providing students with tools to help them succeed.

As a result, students and I have a cohesive teamwork, aimed at setting high standards for the outcome: Resumes, cover letters, LinkedIn profiles, presentation skills, business writing skills, professional credibility, online presence.

I use multiple innovative teaching strategies that I have designed specifically to fit the goals of Business Communication and Professional Development class:

- Weekly warm-up activity conducted by different team
- Weekly team take-aways at the end of each class
- Family Reunion games
- Public Speaking Games
- Dramatic Demonstration presentations
- Going to the Original Concept
- Props method for class content delivery
- Mirror Reflection (written assignment)
- Appendix A (written assignment)
- Resume/Cover Letter/LinkedIn Profile (in-depth guides and checklists, based on my special training received)

Elaboration on the first innovating teaching strategies listed above:

Each team (five total) leads a warm-up activity every week. Warm-ups requirement is to be dynamic, involve the entire class, and be accompanied by music. Teams often bring additional props for these warm-ups, including sweet prizes. Examples of warm-ups: human knot game, musical chairs.

Attached separately please find an additional example of an innovative activity (weekly team take-aways).

Note: All public speaking activities are based on my public speaking coaching experience and certifications. I design each activity and tailor it to the needs of a specific class. Tuesday activity may vary from Friday activity, based on the team’s culture and level of advancement with their public speaking comfort.
3) Describe a teaching challenge and how you solved it.

In the Fall 2018 I had a student who missed the first class, came one hour late to the second class and then late again to the third class. We talked with the student after the second class, and he exhibited several anxiety symptoms and was unable to articulate his words. He shared many personal difficulties preventing him from being a successful student. The student had an accompanying chemical foul scent that was very distinct, yet, unidentifiable to what substance it was.

I asked my colleagues whether they had any substance-related student instances, and they had not. I started investigating different options available on Texas State website and called the Counseling Center at the LBJ Student Center. Dr. McCarthy advised me to file a PAWS report and indicate all the concerns associated with the student. I followed her advice, filed a PAWS report providing all the reasons, and communicated with the student, informing him of the situation.

Within about two weeks the issue with the student was resolved, he was removed from the class and taken under care of Police and Counseling Departments. I was provided with follow-up updates from the Counseling specialists regarding his case.

I greatly appreciate timely and professional help provided to me by Dr. McCarthy, the Counseling Center, and PAWS specialists regarding the student’s case.
### Possible points

<table>
<thead>
<tr>
<th>Possible points</th>
<th>4</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Development endeavors cited in CV</strong></td>
<td>Ongoing professional development cited specific to course needs or teaching improvement.</td>
<td>Minimal development cited or is not specific to course or teaching improvement.</td>
<td>No professional development or teaching improvement activities cited.</td>
</tr>
<tr>
<td><strong>Supporting Evidence</strong></td>
<td>Evidence of excellent teaching consistent with teaching practices described in the narrative</td>
<td>Evidence of good teaching.</td>
<td>Either missing from application or does describe good teaching.</td>
</tr>
<tr>
<td>Student Comments &amp; Letter of Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Practice #1</strong></td>
<td>Innovative teaching strategy clearly described.</td>
<td>Description of teaching strategy lacking emphasis of innovation.</td>
<td>Teaching strategy not described.</td>
</tr>
<tr>
<td>Innovative teaching strategy</td>
<td></td>
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<tr>
<td><strong>Teaching Practice #2</strong></td>
<td>Clear description of teaching challenge and relevant solution/management.</td>
<td>Incomplete description of teaching challenge or solution is unclear or not relevant.</td>
<td>Teaching challenge or solution not described.</td>
</tr>
<tr>
<td>Teaching challenge</td>
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</table>

**TOTAL** ____ (16 points possible)

Additional comments / notes:
Dr. Eve Prilipko: Students’ Comments:

Spring 2018 Mid-semester Course Evaluation, MGT 3453.254:

- Dr. Prilipko has been fantastic, she has great communication skills as well as leadership skills. I have gotten feedback from her more than I ever had as a college student at Texas State. All her feedback has helped me tremendously, and I will apply it to my life.
- Dr. Prilipko is one of the BEST professors I have ever had. She is extremely thoughtful and cares about the success of every student in the class. She gives encouraging and constructive feedback on all of our assignments helping us develop our professionalism. My paper quality has improved tremendously because of Dr. Prilipko.
- Lecture, class discussion, warm ups, the instructor has structured the class very well. She has made the class very interactive, I’ve never talked as much or felt comfortable as I do in this class. All the assignments have been fantastic, I have been able to learn a lot about myself that I really did not know. My writing has gotten better as well as my professionalism. I have improved in my interviewing skills, and confidence.
- Dr. Prilipko is an incredible addition to Texas State. We need more passionate professors like her!
- Prilipko has been amazing. I’ve never had a professor so invested and that genuinely cares for the students and how they are doing even outside of the classroom.
- Long Live Prilipko! She is a LEGEND! Her teaching style is Unique and Unforgettable. Hire her as the new President of TXST.

Spring 2018 Departmental Faculty Evaluations, MGT3453.254:

- Very thoughtful professor. Dr. Prilipko actually took the time to effectively teach and also showed a lot of passion for everything she taught.
- She engaged the students and conveyed her messages clearly. She was fair and was always available for help.
- She truly cared for her students, so it made us actually want to learn. She was the best professor I’ve ever had!
- I never write reviews! This class by far one of my best classes throughout college. The way the professor made the class interactive was great. Every student I can tell that they felt comfortable in the class. Everyone was interactive. Keep stirring! Great class and instructor. Every class lay out should be like this one. Keeps class interactive.
- Dr. Prilipko is the best, most caring, and exciting professor I’ve ever had. She genuinely cares about each person as an individual and wants you to become the best person in the business world that you can be. Her classes are fun, and I actually look forward to coming to her 3-hour class. There is never a dull moment, and although her methods are a little unconventional, they are effective! I loved being in this class and would gladly take it with her again.
- Dr. Prilipko is a wonderful professor. She is so passionate about the class, as well as each individual student. After the first class she knew almost all our names and a fact about us. We need more passionate professors like her. Although the class itself required a lot of work, she taught the material in an understanding manner with real-world examples.
• The instructor provided many real-world examples and many fun educational in class exercises that were very impactful. One of the best professors I’ve ever had!!! Her teaching style is very effective.
• Your dedication to us (the students) showed. You were authentic and I appreciate that! The time and care you gave us is unlike any other professor. Please keep it up!
• The instructor goes above and beyond most instructors. Truly makes a strong effort to get involved in the students’ lives, making a pleasure to attend class. She makes it easy to learn and truly makes the class get involved in her numerous activities. I would not change one thing about this instructor. She has a passion for her students and it truly shows in her work.
• She did more for her students than any other professor I’ve had at Texas State. Great representation for the institution, great teacher, and genuinely caring. She is doing everything great, just don’t change. We appreciate the attention she gives to us, even if we don’t thank her or show it.

Fall 2018 Departmental Faculty Evaluations, MGT3453.010/011:

• Best professor I’ve had. The extend that Dr. Prilipko had the class involved was outstanding and never done that good before.
• Loved Dr. Prilipko! She was very personable and accommodating. Had many real-world examples that were extremely helpful. She was great in help me prepare for actual interviews. Great class! The class taught me many things and gave me the opportunity to practice skills.
• Most positive professor I’ve ever met! She saw every opportunity as an opportunity to learn and grow! Addressed us personally and engaged with us all the time! Amazing!
Weekly team take-aways include each of five teams (5-6 members each) conducting a discussion at the end of each class, and then presenting in front of class their take-away learning points they acquired from the discussed material.

Each week’s take-away has a different twist designed to enhance their public speaking skills. The goals of team take-aways are:

- To enhance team work cohesiveness
- To reinforce learning material and identify points each student is taking away with them
- To practice public speaking
- To learn and practice a new public speaking feature (voice projection, gestures, speaker stand, and many others)

Note: All public speaking activities are based on my public speaking coaching experience and certifications. Each activity is designed by me and is tailored to the needs of a specific class. Tuesday activity may vary from Friday activity, based on the team’s culture and level of advancement with their public speaking comfort.

The following grid in the form of a front and back paper hand-out is provided to all five teams in class. They take about 7-10 minutes to prepare before each team comes to the front of the class and presents their information.

Presented on pages 2 and 3 please find front and back of Week 7 Team Take-aways.
Week 7: Team ___ Speaking Features and Take-aways

1) As a Team, you will be introducing each other. Determine the order of your introductions and 3-4 facts you will be sharing with us about the person you are introducing. Use the two-step introduction formula:
   - Create a superhero (several facts about the person)
   - Announce their name with a pause between the first and last name

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</table>

2) After a person is introduced, he/she shares one or more features they would like to add to their speaking habits:

- Voice projection (volume, tempo)
- Hand gestures
- Eye contact
- Animation (expressivity, enthusiasm)
- Smile
- Enunciation/Articulation
- Body gestures/Movements
- Connections with audience
- Naturalness of delivery
- Other feature not mentioned here

3) He/she presents their take-away, applying the feature they chose.
4) Introduce the next person.

As a Team:
1) You are an unhappy customer seeking a resolution to your dissatisfaction with the product/service you received.

2) Express your dissatisfaction with the product/service to the other team.

   The company/service provider (the other TEAMko team) that is the reason of your dissatisfaction will write a bad-news letter to address your concern, proposing two solutions.

3) Have a specific name for your unhappy customer/party so that the other team knows how to address you in the letter they produce.
MEMORANDUM

TO: College Review Committee, McCoy College of Business Administration
FROM: Christina J. Moore, Lecturer, Business Communication
DATE: March 15, 2019
SUBJECT: Recommending Eve Prilipko for Part-Time Faculty Excellence in Teaching Award

It is a pleasure to write this letter in support of Dr. Eve Prilipko for the McCoy College Part-Time Faculty Excellence in Teaching Award. I met Dr. Prilipko last spring, when she joined the business communication and professional development faculty in the Department of Management. In my role as core course coordinator at that time, I worked closely with Dr. Prilipko to ensure consistency in assessment measures for this core course in the curriculum.

During this time, she has distinguished herself as a selfless professional who is willing to dedicate her time and expertise to students. She even co-presented at an academic conference with one of her undergraduate students—a scholarly pursuit not typical of a part-time faculty member. Beyond the necessary course components, Dr. Prilipko has introduced principles from her training through Dale Carnegie that greatly benefit her students. She also has influenced other instructors with her innovative methods and ideas, and has freely shared her materials.

Dr. Prilipko’s style of instructing is both passionate and engaging:
- She sets high expectations for standards of performance, including areas of professionalism that are prerequisites for a successful career in business.
- She draws heavily from her career as an educator and highly credentialed public speaker.
- She bases her lectures on sound science and the enduring principles of graphic design.

For her notable efforts, she received the 2018 Favorite Professor Award from Texas State’s Alpha Chi Honor Society.

In addition to her dedication to teaching, Dr. Prilipko has an impressive background that demonstrates her commitment to ongoing professional development. She has attained three master’s degrees, as well as her doctorate. She is trilingual, and has lived, worked, and presented in several industries and countries. Moreover, she engages in ample academic research, with many works published to her name.

I believe countless Texas State students have benefited from Dr. Prilipko’s expertise, as well as her enthusiasm for communication and business professionalism. I highly recommend Eve Prilipko for the McCoy Part-Time Faculty Excellence in Teaching Award.
TEXAS STATE UNIVERSITY  
McCoy College of Business Administration  
Department of Management  
MGT 3453.011 + MGT 3453.L11  
Business Communication and Professional Development (Lecture + Lab)  
Fall 2018  

INSTRUCTOR: Dr. Eve Prilipko  
E-MAIL: e_p257@txstate.edu  
Proper way to address in written and oral communication: Dr. Prilipko  
OFFICE HOURS: McCoy 321: Tuesdays: 5:00-5:30 pm and 9:20-9:50 pm  
Fridays: 8:30-9:00 am and 12:50-1:20 pm  
Mondays: 1:00-3:00 pm  
Online:  
CLASS and LAB*: Tuesdays, 5:30 pm – 6:20 pm, 6:30 pm – 9:20 pm  
McCoy 222  

*In this class and lab combo, we will have lab activities blended with class content.  

COURSE DESCRIPTION:  
The goal of the course is to prepare students for a smooth transition into business environment, communicating with professional employers, becoming familiar with the job application process, and comfortably presenting themselves in a new work environment. As a team, students and instructor work to enhance students’ critical professional skills including interviewing, teamworking, understanding emotional and cultural intelligence, public speaking, and high ethical standards. The course emphasizes business written and oral communication, most commonly made mistakes in written communication, job application documents, interview process, business attire, public speaking, and team work.  

“People rarely succeed unless they have fun in what they are doing” – Dale Carnegie.  
Stress and worry are not allowed in this class. Only great mood and positive emotions!  
Our goal is to create fun yet meaningful learning experience, helping you achieve your professional goals.  

LEARNING OBJECTIVES:  
- Understand the importance of adapting communication to an audience and setting high ethical standards in any work or every day situation.  
- Learn and practice the secrets of communicating comfortably in front of people, work in small teams, formulate opinions and present them in a professional manner, and ask questions with confidence.  
- Demonstrate authenticity, uniqueness, positivity, and sense of humor.  
- Introduce yourself in a professional manner, remember the names of colleagues and classmates, and deliver an appropriate business handshake.  
- Incorporate the importance of non-verbal behavior and posture to business demeanor.  
- Polish professional writing skills by using clear, concise, and non-colloquial style.  
- Deliver weekly and final team oral presentations.  
- Polish job-search communication skills through use of resumes, cover letters, and interviewing.  
- Construct LinkedIn profile.  

EXPECTED SKILLS AND KNOWLEDGE:  
- Ability to use effective non-colloquial writing skills, proofread documents, and identify basic grammatical and punctuation errors.  
- Ability to follow instructions and apply guidelines to specific assignments.  
- Ability to use word processing software and prepare multimedia presentations (PowerPoint, Prezi).  
- Ability to apply fundamentals of oral presentations.  
- Ability to use the Internet for completing assignments.  
- Ability to analyze and synthesize learning material.
**PREREQUISITES:**
ENG 1310, ENG 1320, and COMM 1310 or COMM 2338, junior status, admission to the College of Business Administration, and good academic standing.

**COURSE POLICIES:**

A. **INSTRUCTIONAL METHODOLOGY:**
   - You are in a safe and welcoming learning environment, designed to make you feel most comfortable, engaged, ready to learn and enjoy what you learn. We will begin each class with a warm-up activity. If you have any limitations preventing you from participating in a class activity, please notify the instructor.
   - Each of you brings a set of unique talents, skills, and abilities. Your creativity and new ideas in this class are strongly encouraged!

<table>
<thead>
<tr>
<th>Prior to class:</th>
<th>Students will read assigned chapters and complete Connect exercises and other written assignments. Reading assigned chapters is critical in this class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>During class:</td>
<td>Students will come prepared to engage is Socratic style discussions (form of dialogue between individuals, based on asking and answering questions to stimulate critical thinking). We will cover textbook content and other course-related material through discussion, videos, small team activities, presentations, written and self-reflective assignments and examinations. <strong>No note cards will be needed for individual or team presentations.</strong> Equipped with special techniques, students will present their material comfortably in their own words with no need for memorization.</td>
</tr>
</tbody>
</table>

B. **ATTENDANCE:**

Every lecture, activity, and assignment in this class are designed to equip you with the tools critical to prepare you for employment opportunities and your dream job. Every time you are late or miss a class, you deprive yourself of knowledge and skills necessary to be one step closer to your professional success, while your classmates are benefiting from it.

Any life-or-death or critical medical situation needs to be reported to the Dean of Students Office as soon as possible. If the Dean of Students Office approves your critical situation request and forwards a confirmation of excuse to your instructor, only in that case your absence will be excused. This also serves as a formation of your professional work ethics attitude. Attendance will be checked each class.

**Absences:**
One hundred (100) points will be deducted from your point total for every class absence.

**Tardiness:**
Fifty (50) points will be deducted from your point total for every tardiness (1 minute +).

**Early dismissals:**
Fifty (50) points will be deducted from your point total for early dismissal.

If you have a job interview, family event (wedding, funeral, reunion), or work-related travel conflicting with class, submit proof of the event to your instructor with the valid contact information of your authority in charge, and your absence will be subject to be excused.

C. **CLASSROOM CIVILITY AND ETHICAL STANDARDS:**
Fifty (50) points will be lost for the following violations:
   - Cell phone use during class*
   - Distractions (homework for other classes, email, surfing the Web)**
   - Hats or hoods worn in class
   - Chewing gum
   - Disrespect/sarcasm/unethical behavior***
   - Disrespectful posture (playing with hair, other objects, legs up or placed inappropriately) are not accepted
Late work is not accepted
Assignments submitted by email are not accepted
No grade or assignment negotiation or substitution is permitted

*Please keep your cell phones turned off and away from your desks. Feel free to check your phones during break.

**You are welcome to use laptops, iPads, and other electronic devices for class purposes only. Credit for class attendance will be lost for surfing the Web, reading Facebook, emailing, or working on homework for other classes.

***Please display respect and politeness toward other students and instructor. Sarcasm and/or inappropriate jokes are a form of incivility and are unacceptable in this class and/or email communication.

Disruptive behavior in the classroom is prohibited in Section 2.02 of Texas State’s Code of Student Conduct and includes behavior that substantially or repeatedly interferes with the conduct, instruction, and education of a class. The complete Conduct of Classes policy is available at http://www.provost.txstate.edu/pps/policy-and-procedure-statements/4-teaching/pps4-02.html.

D. COURSE MATERIALS AND REQUIREMENTS:

Textbook
Chapter Readings: Chapters are assigned in a specific order with regard to preparation for Mock Interviews (class-related event). **Readings are essential in this class. They are indispensable to assignment completion and exam preparation.**


[Image: Business Communication book]

**Unique ISBN** for special-access version of Connect: 97812598988617.

For any technical issues with Connect, please contact Student Connect Tech Support Line at 1-800-331-5094. Your instructor cannot help with any Connect-related issues.

Important Note: Although not all textbook material will be covered in class due to time constraints, students are responsible for reading all the assigned chapters in preparation for Exams. Certain text material not covered in class will be included in the Exams.

Assignments: All assignments are submitted online in TRACS under Assignments tab.
- No late work will be accepted.
- No work will be accepted if submitted by e-mail.
- No grade or assignment negotiation or substitution will be permitted.

Students are responsible for all due dates regardless of their attendance.

Extra Credit: Each team will lead two warm-ups throughout semester. If their warm-up is exceptional, involves a lot of activity, music, and energizes the entire class, the team earns full 100 points on the day their team leads a warm-up (or loses up to 30 points).

Examinations: There will be three in-class examinations. Only under the most extreme circumstance will make-up exams be allowed. All exams and team presentations are a must and cannot be opted out of; otherwise, a class is considered failed.

Quizzes:
- A syllabus quiz is available to students in TRACS prior to the first class.
- Grammar Diagnostic Quiz in Connect will be taken at the end of the semester. There are two practice quizzes (not graded) and one final quiz (graded: 25 points).
ASSIGNMENTS

<table>
<thead>
<tr>
<th>Grade Evaluation:</th>
<th>GRADE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Classroom Civility, and Ethical Standards</td>
<td>40% (1,300 points)</td>
</tr>
<tr>
<td>13 classes x 100 points each (including 30 points for team warm-ups)</td>
<td>100 x 13</td>
</tr>
<tr>
<td>Connect Assignments, Quizzes, and Exams</td>
<td>27% (860 points)</td>
</tr>
<tr>
<td>Achieve Assignments (6 x 20 points each)</td>
<td>120</td>
</tr>
<tr>
<td>Learn Smart Chapters (Chapters 1-7, 9-11, 14-16) x 30 points each</td>
<td>390</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>25</td>
</tr>
<tr>
<td>Final Grammar Quiz</td>
<td>25</td>
</tr>
<tr>
<td>In-class Exam No. 1 (Chapters 1, 2, 5, 6,16)</td>
<td>100</td>
</tr>
<tr>
<td>In-class Exam No. 2 (Chapters 7, 9, 10, 11)</td>
<td>100</td>
</tr>
<tr>
<td>In-class Final Exam (Comprehensive)</td>
<td>100</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>16% (520 points)</td>
</tr>
<tr>
<td>Appendix A Reflection Paper</td>
<td>120</td>
</tr>
<tr>
<td>Resume</td>
<td>100</td>
</tr>
<tr>
<td>LinkedIn Profile</td>
<td>100</td>
</tr>
<tr>
<td>Bad-news Message in Letter Format</td>
<td>100</td>
</tr>
<tr>
<td>Persuasive Message in Cover Letter Format</td>
<td>100</td>
</tr>
<tr>
<td>Team Project: Research and Presentation</td>
<td>8% (240 points)</td>
</tr>
<tr>
<td>TEAMko International Expansion: Team Charter</td>
<td>50</td>
</tr>
<tr>
<td>TEAMko International Expansion: Team Portfolio</td>
<td>70</td>
</tr>
<tr>
<td>TEAMko International Expansion: Team Presentation</td>
<td>120</td>
</tr>
<tr>
<td>Oral Assignments</td>
<td>3% (100 points)</td>
</tr>
<tr>
<td>Personal Narrative</td>
<td>100</td>
</tr>
<tr>
<td>Professional Development Assignments</td>
<td>6% (200 points)</td>
</tr>
<tr>
<td>PD1 through PD4 x 25 points each</td>
<td>100</td>
</tr>
<tr>
<td>Mirror Self-Reflection</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>3,220</td>
</tr>
</tbody>
</table>

Grade Evaluation: 100-90% = A; 89.9-80% = B; 79.9-70% = C; 69.9-60% = D; and 59.9% and below = F

- **Written assignments** are graded on the basis of organization, content, writing style, format, appearance, grammar, spelling, and punctuation. For guidance on grammar, usage, and formatting, refer to Appendices A and B in your textbook, as well as other resources provided by your instructor.
- Each assignment should be sufficiently clear and concise, achieve positive tone and proper message structure, apply the guidelines required for the particular type of message, and demonstrate understanding and accomplishment of its purpose. **Proofread** your work prior to submitting it! You will be amazed at the simple errors you will find if you take the time to complete this step of the writing process.

- **This course requires original work** based upon the teachings covered in the text and class. Avoid using templates, others' work products, and examples from previous classes for assignments, especially cover letters. This could be considered plagiarism, which could be grounds for a failing grade in the course or that particular assignment.

**UNIVERSITY/COLLEGE POLICIES:**

**A. DROP:**
- Dropping means that the student will remain enrolled in at least one hour in the current semester. A "W" will be automatically assigned if the drop procedure is completed on or before 11:59 p.m. on October 29, 2018. After this drop deadline, the student will be unable to drop individual classes and will receive the grade earned in the course (see AA/PPS 02.03.12 for a list of grades). It is suggested that students consult the instructor prior to dropping from the class.
### WITHDRAWAL:
- Withdrawal means that the student is going to zero hours for the current semester. A "W" will be automatically assigned if the withdrawal procedure is completed on or before **11:59 p.m. on October 29, 2018**. After this deadline, the student may withdraw on or before **11:59 p.m. on November 27, 2018**. If the student is passing the class on the official date of withdrawal, a "W" grade will be assigned. If the student is failing the class on the date of withdrawal, a "U" grade will be assigned. See AA/PPS 02.02.20 for the full policy.

### B. ACADEMIC HONESTY:
- Submission of any work for a grade for which unauthorized help has been received is termed academic dishonesty and will be grounds for a failing grade in the course. "Unauthorized" is a term used here to designate stealing, copying (with or without permission), collaboration with other individuals, or sharing programming code outside of sanctioned group activities. Students are strongly encouraged to refer to the Texas State student handbook, available at [http://www.dos.txstate.edu/handbook.html](http://www.dos.txstate.edu/handbook.html) for policies related to academic dishonesty. **This instructor views any such act as a clear violation of ethical standards and will take appropriate disciplinary and punitive action.**

### C. HONOR CODE:
- All students are required to abide by the Texas State University Honor Code found in UPPS 07.10.01 under attachment I. The pledge for students states:
  
  **Students at our University recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:**
  
  "I pledge to uphold the principles of honesty and responsibility at our university."

### D. FINANCIAL AID:
- Federal regulations require students to meet certain minimum academic and attendance standards to remain eligible for financial aid assistance. Other program-specific requirements may also exist. Additional information is available at [www.finaid.txstate.edu](http://www.finaid.txstate.edu).

### E. EMERGENCY COMMUNICATIONS:
- It is helpful to know that in the event of a campus or community emergency, students, faculty, and staff should monitor [http://safety.txstate.edu/](http://safety.txstate.edu/) for all safety and emergency communications. This page will be updated with the latest information available to the university, in addition to providing links to information concerning safety resources and emergency procedures.

### F. STUDENTS WITH DISABILITIES:
- A student with a disability may require an accommodation(s) to participate in the course. They must contact the instructor as soon as possible, typically within the first two weeks of the semester. They will be asked to provide documentation from the Office of Disability Services (ODS) at that time. Failure to contact the instructor in a timely manner will delay any accommodations they may be seeking. Ongoing care by a physician does not automatically qualify you as an ODS special needs student. Students are required to file paperwork for accommodations with ODS each semester. Accommodations granted one semester do not automatically carry forward to the next. See UPPS No. 07.11.01 for additional information.

NOTE: The instructor reserves the right to alter the syllabus as needed.
# MGT 3453.011 + MGT 3453.L11 (Tuesday) BLENDED CLASS AND LAB COURSE OUTLINE (FALL 2018) – Dr. Eve Prilipko

**ALL HOMEWORK DUE BY 5:00 PM THE DAY OF CLASS**
- Readings (Textbook and LearnSmart)
- Written Papers
- Connect Assignments: (Achieve and Grammar Quizzes)

<table>
<thead>
<tr>
<th>Due Aug 28 by 5:00 pm</th>
</tr>
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<tbody>
<tr>
<td>- Read the Syllabus Thoroughly</td>
</tr>
<tr>
<td>- Complete Syllabus Quiz in TRACS, under Assessments Tab</td>
</tr>
<tr>
<td>- Register for Connect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS MEETS ON THIS DATE IN MCCOY 222</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG 28</td>
</tr>
<tr>
<td>Goals of the Course</td>
</tr>
<tr>
<td>Introductions + Handshake</td>
</tr>
<tr>
<td>Syllabus Review</td>
</tr>
<tr>
<td>Title Page + Page 2 Running Head Review</td>
</tr>
<tr>
<td>Common Mistakes Review</td>
</tr>
<tr>
<td>Resume Samples Review</td>
</tr>
<tr>
<td>Chapter 1: Establishing Credibility</td>
</tr>
<tr>
<td>Chapter 8: Online Reputation and Personal Brand (pages 252-257)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Due Sep 4 by 5:00 pm</th>
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</thead>
<tbody>
<tr>
<td>- Complete Syllabus Quiz (if you have not done so yet)</td>
</tr>
<tr>
<td>- Read Chapter 1 + Connect Quiz Chapter 1</td>
</tr>
<tr>
<td>- Read Chapter 8, pages 252-257</td>
</tr>
<tr>
<td>- Read Chapter 16 + Connect Quiz Chapter 16</td>
</tr>
<tr>
<td>- PD1: Rokeah Values Assignment in TRACS</td>
</tr>
<tr>
<td>- PD2: Character Strengths Profile Assignment in TRACS</td>
</tr>
</tbody>
</table>

| SEP 4 |
| Warm-up: Team 1 |
| Chapter 16: Employment Communications |
| Personal Narrative Samples Review |
| Resume Samples Review |

<table>
<thead>
<tr>
<th>Due Sep 11 by 5:00 pm</th>
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</thead>
<tbody>
<tr>
<td>- Print out Bobcat Career Prep Interview form</td>
</tr>
<tr>
<td>- Prepare Personal Narrative</td>
</tr>
<tr>
<td>- PD3: MindTools’ EI Self-Test in TRACS</td>
</tr>
</tbody>
</table>

| SEP 11 |
| Bobcat Career Prep Interviews |
| NOT In McCoy 222 |
| We will meet |
| at Bobcat Career Prep, LBJ Student Center Ballroom, 6-8 pm |

<table>
<thead>
<tr>
<th>Due Sep 18 by 5:00 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Schedule an appointment with Elisa DeFord for your LinkedIn professional headshot at 512-245-2645 or <a href="mailto:ed19@txstate.edu">ed19@txstate.edu</a></td>
</tr>
<tr>
<td>- Bobcat Career Prep Interview forms due in TRACS</td>
</tr>
<tr>
<td>- Read Chapter 2 + Connect Quiz Chapter 2</td>
</tr>
<tr>
<td>- Achieve: Capitalization</td>
</tr>
<tr>
<td>- Achieve: Eliminating Redundancies and Recognizing Sentence Variety</td>
</tr>
</tbody>
</table>

<p>| SEP 18 |
| Warm-up: Team 2 |
| Bobcat Career Prep Experience Exchange |
| Resume Samples Review (David’s Resume and Resume Questions) |
| Chapter 2: Interpersonal Communication and Emotional Intelligence |</p>
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Warm-up</th>
<th>Assignment and Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEP 25</strong></td>
<td><strong>Warm-up: Team 3</strong></td>
<td>Chapter 5: Creating Effective Business Messages&lt;br&gt;Chapter 6: Improving Readability with Style and Design&lt;br&gt;Exam 1 Review (in class or at home)</td>
</tr>
<tr>
<td><strong>Due Sep 25 by 5:00 pm</strong></td>
<td></td>
<td>Write Appendix A Reflection Paper&lt;br&gt;Resume due in TRACS&lt;br&gt;Read Chapter 5 + Connect Quiz Chapter 5&lt;br&gt;Read Chapter 6 + Connect Quiz Chapter 6&lt;br&gt;PD4: MindTools’ Time Management in TRACS</td>
</tr>
<tr>
<td><strong>OCT 2</strong></td>
<td><strong>Warm-up: Team 4</strong></td>
<td>Chapter 7: Email and Other Traditional Tools for Business Communication&lt;br&gt;Chapter 9: Routine Business Messages</td>
</tr>
<tr>
<td><strong>Due Oct 2 by 5:00 pm</strong></td>
<td></td>
<td>Review Chapters 1, 2, 5, 6, 16&lt;br&gt;Read Chapter 7 + Connect Quiz Chapter 7&lt;br&gt;Read Chapter 9 + Connect Quiz Chapter 9</td>
</tr>
<tr>
<td><strong>OCT 9</strong></td>
<td><strong>Warm-up: Team 5</strong></td>
<td>Chapter 10: Persuasive Messages&lt;br&gt;Chapter 11: Bad-News Messages&lt;br&gt;Exam 2 Review</td>
</tr>
<tr>
<td><strong>Due Oct 9 by 5:00 pm</strong></td>
<td></td>
<td>Read Chapter 10 + Connect Quiz Chapter 10&lt;br&gt;Read Chapter 11 + Connect Quiz Chapter 11&lt;br&gt;Bad-News Message in TRACS</td>
</tr>
<tr>
<td><strong>OCT 16</strong></td>
<td><strong>Warm-up: Team 1</strong></td>
<td>Exam 2&lt;br&gt;LinkedIn Profile</td>
</tr>
<tr>
<td><strong>Due Oct 16 by 5:00 pm</strong></td>
<td></td>
<td>Review Chapters 7, 9, 10, 11&lt;br&gt;Achieve: Pronoun-Antecedent Agreement&lt;br&gt;Achieve: Quotation Marks</td>
</tr>
<tr>
<td><strong>OCT 23</strong></td>
<td><strong>GUEST SPEAKER. I AM AWAY FOR THE CONFERENCE.</strong></td>
<td>Cover Letter in TRACS&lt;br&gt;LinkedIn Profile Due in TRACS&lt;br&gt;Achieve: Numbers&lt;br&gt;Achieve: Parallelism</td>
</tr>
<tr>
<td><strong>Due Oct 28 by 11:59 pm</strong> (Extended Due Date)</td>
<td></td>
<td>Chapter 3: Team Communication and Difficult Conversations&lt;br&gt;Personal Narratives Teams 1-3</td>
</tr>
<tr>
<td><strong>Due Oct 30 by 5:00 pm</strong></td>
<td><strong>Warm-up: Team 2</strong></td>
<td>Chapter 4: Communicating Across Cultures&lt;br&gt;Team Charter Discussion&lt;br&gt;Personal Narratives Teams 4-5</td>
</tr>
<tr>
<td><strong>Due Nov 6 by 5:00 pm</strong></td>
<td></td>
<td>Read Chapter 4 + Connect Quiz Chapter 4</td>
</tr>
<tr>
<td><strong>Due Nov 13 by 5:00 pm</strong></td>
<td><strong>Warm-up: Team 4</strong></td>
<td>Chapter 14: Planning Presentations</td>
</tr>
<tr>
<td><strong>Due Nov 13 by 5:00 pm</strong></td>
<td></td>
<td>Read Chapter 14 + Connect Quiz Chapter 14&lt;br&gt;Team Charter in TRACS</td>
</tr>
</tbody>
</table>
| Due Nov 20 by 5:00 pm | NOV 20 | Warm-up: Team 5  
Chapter 15: Delivering Presentations  
High-Impact Presentations Prep  
Team Project: Working in Teams |
|----------------------|--------|--------------------------------------------------------------------------------|
|  Read Chapter 15 + Connect Quiz Chapter 15  
Diagnostic Grammar Quiz 1 and 2 (optional preparation)  
Final Grammar Quiz (graded) |        |                                                                                     |
| Due Nov 27 by 5:00 pm | NOV 27 | Warm-up: TEAMko  
Presentations: Teams 1-3  
Final Exam Review  
Student Evaluations to be Completed in Class |
|  Team Portfolio Due in TRACS  
Executive Summary in TRACS |        |                                                                                     |
| Due Dec 4 by 5:00 pm | DEC 4  | Warm-up: TEAMko  
Presentations: Teams 4-5  
Course wrap-up  
Online Survey |
|  Review Chapters 3, 4, 14, 15 |        |                                                                                     |
| Due Dec 11 | DEC 11 | Final Exam (8:00-10:30 pm) |
What you need: You will be required to have materials from McGraw-Hill Education, which includes the textbook content and Connect.

Where and How to Get It:

Student Options for Purchasing AND Registering Into the Course

CHOICES:

1. **Bookstore: Price estimated $161.** You can purchase your package in the bookstore, which includes the print book and the Connect code. You will need the Connect code to access the online study modules.

2. **All-Digital: Price estimated $90.** You can purchase your connect access online for an all-digital option. Loose-leaf upgrade available for an additional $25 direct through Connect.

Connect Registration Instructions (for all options listed above):

- Log in to TRACS and select your course you want to register with Connect.
- From the left navigation bar, select Connect. *(Your instructor may have a different name for this link.)*
- Click the link **Click here to view your textbooks.**
- Click the **Connect** button.
- Enter your **university email address** and click the **Find My Account** button.
- If the system finds an account associated with an existing Connect account, continue through the registration process. If there is not a matching account, click the blue hyperlink **Create a new account.**
- Click the blue hyperlink **Create a new Connect account** and complete your registration.
- Complete the registration information and click the **Continue** button.
- Complete the registration process by choosing the method of access. If you purchased a package and have an access code that came with the book, enter the registration code. If you are going all-digital, select **buy online.** If you are waiting on funds, you have 14 days of courtesy access.

SUPPORT:

If you need any Technical Support (forgotten password, code, etc.), please contact McGraw-Hill Customer Experience Group at (800) 331-5094.

*(Please be sure to get your case number for future reference if you call the CXG line.)*

FAQs: [http://www.connectstudentsuccess.com/](http://www.connectstudentsuccess.com/)
March 13, 2019

Letter of Recommendation
Part Time Faculty Excellence in Teaching Award

I have the pleasure of working alongside Dr. Eve Prilipko to periodically assist her with the curriculum for her Business Communication/Professional Development classes. After working for over 12 years as a recruiter for a large regional certified public accounting firm and over 20 years working for a Fortune 500 energy company, I can quickly see a professor’s ability to connect the theory of effective communication with the practice of same.  Dr. Prilipko utilizes a very strategic and dedicated approach to presenting this important topic to her students using the following criteria:

CARE
I have witnessed her attitude about enriching the student’s experience in her classroom and noticed how she invests time and attention to provide students with a thorough and complete understanding of the material.  This action helps to ensure that students are not only “hearing” the presentation, but they also “understand” the presentation.

CONCERN
Many times, there are situations when students need some special attention and/or support with their academic work.  Dr. Prilipko will make time for those students to help them with guidance and mentorship specifically addressing their need thereby helping them to reduce their stress over the issue.  This allows the student to focus on receiving and applying the information contained in the course material and be successful in the course.

CONFIDENCE
Leadership in the classroom is best exemplified by seeing strong confidence in the presenters understanding of the topic.  I have witnessed Dr. Prilipko’s presentations and see how her depth and understanding of proper business communication comes out in her dialogue as she leads students through the course material.  Confidence is contagious and it is very valuable for students to see this attributer in their professor.

I am very pleased to therefore recommend highly Dr. Eve Prilipko for the Part Time Faculty Excellence in Teaching Award.

Sincerely,

Bruce L. Howard
Career Advisor
McCoy College of Business
If you want to register for a management course that is closed
MGT 3353 & MGT 3453 labs are assigned to specific lectures.


Her current research focuses on knowledge innovations, developing better construct clarity in knowledge typologies, balancing incremental and radical performance in different contexts. Her research core revolves around how organizations can leverage their knowledge and tools that will enable them to formulate and implement strategic learning capabilities in order to improve and sustain firm performance.

In the classroom, Dr. Ramachandran loves her interaction with students, and is passionate about educating her students with a variety of teaching methods. She is an Assistant Professor and earned her Ph.D. in Management from the University of Texas at San Antonio. In addition to teaching the Strategic Management course (MGT 5351), she is also the course coordinator of the BA 5351 course.

We are proud to announce that Dr. Eve Prilipko and former student, Nathan Moore, both were Dale Carnegie graduate, and Dr. Prilipko, a Dale Carnegie coach and a holder of five other Dale Carnegie speaking certificates, shared the results of their study in the form of dramatic presentation and dialogue form. The ILA has held space for exploration and the exchange of most recent research trends among leadership practitioners, and excited about her research. Her research core revolves around how organizations can leverage their knowledge and tools that will enable them to formulate and implement strategic learning capabilities in order to improve and sustain firm performance.

For more information, contact Denise at management@txstate.edu. We are proud to announce that Dr. Rob Konopaske, Dr. Noel Gould, Dr. Eve Prilipko, and former student, Nathan Moore, have each been awarded Dale Carnegie graduate, and Dr. Prilipko, a Dale Carnegie coach and a holder of five other Dale Carnegie speaking certificates, shared the results of their study in the form of dramatic presentation and dialogue form. The ILA has held space for exploration and the exchange of most recent research trends among leadership practitioners, and excited about her research. Her research core revolves around how organizations can leverage their knowledge and tools that will enable them to formulate and implement strategic learning capabilities in order to improve and sustain firm performance.

For more information, contact Denise at management@txstate.edu.

Meet your Career Advisor: Dave Cena

Dale Carnegie has long been recognized as one of the most successful leadership training programs in the world. These programs have helped countless individuals learn the skills necessary to become better leaders and more effective communicators. The ILA has held space for exploration and the exchange of most recent research trends among leadership practitioners, and excited about her research. Her research core revolves around how organizations can leverage their knowledge and tools that will enable them to formulate and implement strategic learning capabilities in order to improve and sustain firm performance.

For more information, contact Denise at management@txstate.edu.
Accounting Christmas Party

On December 10th the Department of Accounting held a Christmas party to celebrate our student employees.

This semester, the department hired 18 Graduate Assistants (two returning and sixteen new). One of the GAs focused on research, and the English department GA concentrated on grading written assignments. Additionally, a Teaching Assistant was hired to hold review sessions several times a week for students in Intermediate Accounting. Four undergraduate student workers supported department staff.

The Department of Accounting strives to grow our undergraduate and graduate programs. In doing so, we look for talented students to assist us in our daily needs. It’s no surprise that our MAcy GAs plan to sit for the CPA exams as part of their career goals and our Student Assistants plan to start the MAcy program after graduation. We hope to keep these students with the department for as long as possible while fostering new talent for semesters to come.

To all of our students, we thank you for your hard work, dedication, and professionalism!

This information is available in alternate format upon request from the Office of Disability Services.

<table>
<thead>
<tr>
<th>December Accounting Events</th>
<th>University Wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 6th</td>
<td>Last Day of Class</td>
</tr>
<tr>
<td>December 7th</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 8th</td>
<td>ACC 2362 and ACC 3313 Joint Exams</td>
</tr>
<tr>
<td>December 19th - January 2nd</td>
<td>Closed for Holiday Break</td>
</tr>
</tbody>
</table>
Graduating This Fall

Katelyn Disney, GA
Katelyn will be starting full time with PwC in summer 2019.
She will begin sitting for the CPA exam in January.

Conner Madere, TA
Conner will be working full time for KPMG after graduation.
He will prepare to sit for the CPA exam soon.

Greyson Gillette, GA
Greyson will be starting full time with EY in fall 2019.
He will begin sitting for the CPA exam in January.

Brooke Taylor, Student Assistant
Brooke will be interning with Grant Thornton in spring 2019.
She has been accepted into the MAcy program.

Students Attend TSCPA-San Antonio Symposium

On October 26th and 27th, several members of Accounting Club and Beta Alpha Psi attended the annual Symposium sponsored by the San Antonio chapter of the Texas Society of CPAs (TSCPA). The students who attended were:

Anais Baeza
Ashley Williams
Gregoria Garcia
Hector Portillo Rodriguez
Kara Kaspar
Marco Navarro
Mary Huron
Phuong Nguyen
Sarah Paciocco
Stephanie Robinson
Tyler Hartwick

This was a professional continuing education event that gave students the opportunity to hear multiple presentations by accounting experts in income tax, auditing, and cybersecurity. There were also opportunities for networking with local CPAs such as TSPCA staff pictured below: Joann Moore, Julie Aillet and Jacqui Belcher.

Mary Huvor described the event: “It was beneficial to attend the Symposium for the opportunities to hear the speakers and to talk with current CPAs and hear their career advice. It was definitely worth my time and enhanced what I’m learning in the classroom”.

Millennials Out & the Next Generation In

Dr. Carolyn Conn and accounting major Isabella Longoria will be presenting their paper, “Millennials Out & the Next Generation In (Arriving at Your Accounting Classroom),” at the Southwest Regional meeting of the American Accounting Association (AAA).

This fall, Isabella contributed to research and reading while collaborating with Dr. Conn. Additionally, she reviewed and edited the paper in order to add her own perspective on the topic. At the AAA SW meeting, Isabella will be presenting alongside Dr. Conn with a focus on how accounting faculty can meet the needs of iGen (Generation Z) so that they may be successful in the accounting profession.

The meeting will be held in Houston in March. Isabella is one of the department’s Accounting Stars and it was that recognition that gave her the opportunity to work with Dr. Conn on this research project.

International Leadership Association Conference

Nathan Moore, a senior accounting major, and Dr. Eve Prilipko, lecturer of Business Communication and Professional Development course from McCoy College of Business, Department of Management, have presented the results of their meta-analysis study at the International Leadership Association (ILA) Conference in West Palm Beach, Florida on October 26, 2018.

Nathan, who took Dr. Prilipko’s MGT 3453 Business Communication class in the Spring of 2018, conducted, recorded, and transcribed interviews with participants and performed analytical data analysis utilizing SPSS Software. This meta-analysis compared the results of two quantitative studies in which 107 and 213 participants reported a significant improvement in self-confidence after taking one or more Dale Carnegie courses.
Industry Panel

On Thursday, November 15th, Accounting Club held its last meeting, an industry panel, for the semester. On the panel were five accomplished accountants who work in industry rather than public accounting.

The panelists included Terry Klein, Olga Ovecharenko, Brian Raygosa, Lee Bailey, and Marisol Villarreal-Alonzo. Instead of the traditional panel format that is normally employed, the Accounting Club

with the help of moderator Ashley Kruse, tried out speed networking.

The panelists would rotate amongst groups of students, answering their questions as they go. This new format gave students more up-close-and-personal contact with the guest speakers and provided more interaction between the two. After the speed networking, some pizza was provided for the students and the panelists to encourage additional networking.

CohnReznick Presentation on Business Writing

Beta Alpha Psi invited representatives from CohnReznick to campus on Thursday, November 8th.

Four representatives from the firm gave a group presentation on Technical Business Writing, which meets BAP’s essential skills requirement. The presentation began with some background on the firm, and members were told what to expect during recruitment in the upcoming Spring semester. After, they began the Technical Business Writing portion of their presentation.

Each member of the firm shared many useful and essential things to know about Business Writing; legal consequences, tone, effectiveness, perceptions, and many more. They gave many examples, encouraged members to ask questions, and shared their personal experiences with business writing in their professional careers.

To wrap up their presentation, the representatives from CohnReznick opened the floor to questions. The environment became a great place to learn more not only about CohnReznick, but also about professionalism in business writing as a whole.
Final Fall BAP Meeting

The last Beta Alpha Psi meeting of the Fall 2018 semester was held on Thursday, December 13th at 5 p.m.

Several members participated in the ugly sweater competition. Others brought canned goods to contribute to BAP’s canned food drive. At the meeting, the BAP Vice President, Walter Murray, presented graduating members with their hard-earned cords and stoles. Afterwards, a few announcements were made about what to expect in the spring semester (i.e. the Joint Meeting, Spring Showcases, and VITA Clinic).

At the end of the meeting, members voted on the ugly holiday sweater contest, and the meeting ended in the org room for our end-of-semester party.

Check out our previous Accountability newsletters to learn more about prior student and faculty successes, events, and accomplishments by visiting:
http://accounting.mccoy.txstate.edu/depr-newsletters

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www.accounting.mccoy.txstate.edu

Texas State University is a tobacco-free campus.

December Birthdays

Faculty
12/5 Dr. Jean Bradley
12/28 Ms. Ludmila Krylova
12/30 Dr. Linda Campbell

Graduate Assistants
12/18 Katelyn Disney

Do you have quick questions about your Fall or Spring schedule?

Come See Us!
Walk-In Academic Advising is available the following Fridays this Fall:

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
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<tbody>
<tr>
<td>August 24</td>
<td>November 2</td>
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<tr>
<td>September 7</td>
<td>November 16</td>
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<td>September 21</td>
<td>November 30</td>
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<td>October 5</td>
<td>December 14</td>
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<td>October 19</td>
<td>December 21</td>
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Check-in between 8 a.m. and 3:30 p.m.
Expect a 45-60 minute wait, with longest wait around lunch time

December 2018 ACCOUNTABILITY
All students’ papers are submitted on-line in TRACS and each paper is graded with comments in red and returned to students, as illustrated below.

Executive Summary

Travis Krueger

Business Communication and Professional Development Class

Department of Management

Texas State University

Fall 2018
Over the course of the last ten years I have been in and out of many different professional settings. From helping small children learn team work at a summer camp to managing a fortune fifty retailer, I feel like I have had my fair share of different job titles. Though all these different experiences I always felt I was a very good communicator, specifically orally.

The aspect of my professional communication that I have always felt was my weakest is that of writing. During the first few weeks of this class I set a goal for myself to become a more well-rounded writer. I fell as though I have come a great distance from that time and these are a few of the topics that really stood out to me along the way.

I always knew the importance of appearance in the business world, but I never knew how deep the details ran. The studies we have done regarding how to dress to impress will really stick with me and help in my future endeavors. The in-depth look at resume development and LinkedIn creation have really helped me feel confident applying and seeking out new positions in the professional market. Although I have been writing e-mails extensively in my career over the last five years, I never knew how bad I was at it. I feel as though the exercises we did involving e-mail development were very constructive and enlightening.

I was extremely notorious for bad opening, non-concise information, and informalities before I took this course. On a side note from things I have learned, I really enjoyed the mock interview process. I have been conducting interviews at my job for approximately four years. It felt very nice to be able to share my experience with the class and help these young business
professionals hone their skills for the upcoming job market. I hope that some of the tips I have shared with them will come in handy in their upcoming job search.

Regarding the goal I stated earlier to become a better writer, I think, I have progressed a great deal significantly (dramatically, drastically, immensely) in the last 16 weeks. Although there is always room for further growth, between the Appendix A and the mock writing assignments, I believe I have come a long way from where I started in week one. It is funny to think how little I have retained from elementary school on the detailed grammatical rules and how important they are to establishing confidence in the reader.

I feel like that not only will I take away multitude of very useful tools to help me in the professional world, but a reinvigorated set of skills that I will continue to use for the rest of my life. Thank you, Dr. Prilipko. I have really enjoyed your class and have truly learned a lot from you.
Lesson Plan 7

<table>
<thead>
<tr>
<th>Team 1 Warm-up</th>
<th>5:30 – 5:40</th>
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<tr>
<td>Announcements:</td>
<td>5:40 – 5:50</td>
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<tr>
<td>• Extra Credit Writing Guide</td>
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<tr>
<td>• Each person has a house and front yard. Weeds.</td>
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<td>• Exam 2 details</td>
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<tr>
<td>• HW for next week: Chapter 11, Achieves, Bad-news message</td>
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<table>
<thead>
<tr>
<th>Chapter 11: Delivering Bad-News Messages</th>
<th>5:50 – 7:10</th>
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<tr>
<th>Break</th>
<th>7:10 – 7:20</th>
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<tr>
<th>Team Take-aways, starting with Golden Globe Introductions:</th>
<th>7:20 – 8:50</th>
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1) The first person introduces the second and shares several interesting facts about them.

Introduction: 1) Make a person a super hero; 2) Say their name.

2) Each person selects which feature they would like to add to their speaking habits.
   • Voice projection
   • Voice volume
   • Enunciation/Articulation
   • Hand gestures
   • Body gestures/movements
   • Eye contact
   • Connections with audience
   • Animation
   • Smile
   • Naturalness of delivery
   • Any other feature not mentioned here

3) Their take-away, applying this feature.

   1) Introduces the next person.

Team designs their own situation that would require bad-news delivery from the other team.

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<thead>
<tr>
<th>Interview Card Game</th>
<th>8:50 – 9:30</th>
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<tr>
<th>Exit Handshakes</th>
<th>9:30 – 9:50</th>
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