

**Spring 2026 Module 3**  
**COMMUNICATING WITH IMPACT**  
**MBA 60402-01**

*The Eugene D. Fanning Center for Business Communication*  
*Mendoza College of Business*  
*University of Notre Dame*

**CLASS MEETING DATES AND TIMES**

Monday/Wednesday, 1:00 PM-2:50 PM

Stayer Center 218

<http://canvas.nd.edu>

**INSTRUCTOR CONTACT INFORMATION**

Amanda G. McKendree, Ph.D.

Teaching Professor of Management & Organization

Arthur F. & Mary J. O'Neil Director

233 Mendoza College of Business

Office Hours: Monday (10:00 AM-Noon), Thursday (11:00 AM-Noon), and by appointment  
(best arranged by email)

Contact Information: [amckendree@nd.edu](mailto:amckendree@nd.edu); 574-631-9153

**COURSE DESCRIPTION**

This course builds the skills and confidence needed to deliver presentations that resonate, persuade, and drive action. Students will explore topics including audience analysis, presentation structure, presence, communication ethics, and the use of visual support to enhance key messages. Through a mix of individual and team presentations, students will develop strategies for clear, concise, and compelling communication. By gaining practice with spontaneous, informative, and persuasive speaking, and receiving personalized feedback, students will be able to identify individual communication strengths and work to improve their speaking skills across a variety of business contexts. Whether presenting to stakeholders, leading teams, or writing for impact, students will leave the course with practical tools to communicate with confidence and purpose.

**COURSE LEARNING GOALS**

- Design and deliver clear, concise, organized, and compelling presentations and documents.
- Analyze personal barriers to public speaking and practice research-backed techniques for confident presenting.
- Elevate executive presence across diverse business settings-interpersonal chats, team discussions, professional presentations, and virtual meetings.
- Identify the ethical responsibilities of communicators in professional and digital spaces.

## **COURSE REQUIREMENTS**

### **Textbooks**

Duarte, N. *HBR Guide to Persuasive Presentations*, Boston, MA: Harvard Business Review Press (2012). ISBN: 978-1-4221-8710-4.

Lennard, D. *Strategic Communication at Work: The Impact Paradigm*, New York, NY: Routledge (2018). ISBN: 978-1-138-71462-5

Access through Hesburgh Library: <https://www.taylorfrancis-com.proxy.library.nd.edu/reader/read-online/70ecad01-b6fc-43f7-9b72-9c0ac1595ef8/book/epub?context=ubx>

### **Recommended:**

Alred, G.J., Brusaw, C.T., & Oliu, W.E. (2017). *The Business Writer's Companion* (8th Ed.). Boston: Bedford/St. Martin's. ISBN-13: 978-0-319-04476-3

Additional articles posted on Canvas.

Link to Purchase Course Materials:

[https://nd.bncollege.com/webapp/wcs/stores/servlet/TBListView?catalogId=10001&storeId=84429&langId=-1&courseXml=<textbookorder xmlns=""><courses><course dept="MBA" num="60402" sect="01" term="W26"></course></courses></textbookorder>](https://nd.bncollege.com/webapp/wcs/stores/servlet/TBListView?catalogId=10001&storeId=84429&langId=-1&courseXml=<textbookorder xmlns=)

### **Assignments**

This is a performance course designed to diagnose your current presentation and writing abilities, to provide you with a clear sense of communication standards in the North American marketplace, and to assist you in improving your skills of oral and written expression.

In addition, you will gain practice through a variety of in-class exercises. Indeed, an important part of the learning process involves your willingness to practice your presentation skills as well as your ability to provide valuable feedback to your classmates. As such, your participation in discussion and in-class activities will be assessed. (For more on this, please read the Policies section of the syllabus.)

Outside of class, you'll create short written assignments that connect directly to your presentations and help you strengthen your communication skills. You can find more details about these assignments on pages 7-11 of the syllabus and on our Canvas site. In addition, part of our work together will involve looking closely at the readings—not just applying the principles of communicating with impact, but also learning how to explain and reflect on them in your own words.

**Assignment #1: Team Presentation and Self-Reflection (15%)**

**Assignment #2: Business Briefing (15%)**

**Assignment #3: Strategic Initiative Pitch (20%)**

**Final Exam Part I: Television Spot News Interview (20%)**  
**Final Exam Part II: Multiple-Choice Format on Canvas (15%)**  
**Classroom Discussion & Participation (15%)**

**SPEAKING DATES**

Please consult the calendar portion of this syllabus for a complete list of dates on which we will deliver and listen to presentations. Your instructor will determine speaking dates and the order in which you will speak. The speaking schedule will be posted on Canvas. If you have academic conflicts or special requests regarding presentation dates, please let your instructor know as soon as possible. We'll do all that we can to accommodate you.

**LISTENING**

An important part of public communication is the willingness and ability of an audience member to listen. While your classmates are speaking, we will expect you to be a thoughtful, considerate, attentive and courteous audience. You will be asked to provide feedback to the speaker. This means you must listen carefully and reflectively to the speaker and try in some way to help your classmates improve. They, in turn, will try to help you.

International students have a special opportunity to use the English for Academic Purposes (EAP) Program in the Center for the Study of Languages and Cultures (CSLC) located in 334 Bond Hall. Students can attend courses, workshops, and tutoring appointments that suit their needs. More information can be found at [www.cslc.nd.edu/eap](http://www.cslc.nd.edu/eap).

**GRADING PHILOSOPHY**

Communicating with Impact, like certain other courses offered here at Notre Dame, is performance-oriented. Although you will receive substantial exposure through both reading and lecture to the theories that underlie effective oral communication, your grade will be heavily dependent on your ability to apply such information in frequent and practical speaking exercises.

Your grade for any particular assignment in this course is a reflection of your professor's judgment of the quality of your work. We can grade only on the basis of what you give us, not on what you had sincerely intended to do. Deliver your work on time, follow the assignment directions, do your own work and you'll have little trouble achieving the course objectives as well as your own.

You will not find grades distributed on a curve. Your instructor is seeking to assess your abilities as measured against the standards of the marketplace. Those standards have been developed over a period of more than 30 years, dealing with business, government, industry, the press and the public. We are asking you to do what your employers will ask of you: prompt, competent, quality work. Your grade in this course will be based on your performance as evaluated by your professor. Please be aware, however, that the University of Notre Dame

Grading Guidelines call for a grade point average between 3.2 and 3.6 for each graduate section.

A grade of “A” is, essentially “ready for prime time” in a *Fortune 500* or major professional services firm. In other words, with a bit of tinkering, you could deliver that presentation essentially just as you’ve prepared it for class.

A “B” presentation is basically sound but needs some attention before you think about presenting it to your employers, their customers or clients. The issues may be organizational or structural; they may be associated with the details of expression; or, you may not have the real needs of the audience in mind. In any event, that presentation will work for you, but not before you work on it.

Anything in the “C” range is seriously flawed and will not meet the standards of the North American workplace without significant revision. A presentation of this sort could damage your reputation as a competent business communicator if you were to use it without major improvements. Work of this sort is simply a non-starter in a *Fortune 500* or *Big Four* firm.

Once a grade has been assigned and recorded, it cannot and will not be changed unless evidence is provided that your instructor has made an error. A difference of opinion between you and your instructor about the quality of your work is not evidence of error.

## **THE ETHICS OF COMMUNICATION**

Language, as you know, has great power. It can convey impressions, communicate knowledge and information. It can transmit feelings and emotion, as well. Language, depending on how it is used, can inspire, enrage, inform, persuade, entertain, assure, or offend.

Public speakers, as well as those who write for publication, occupy a special position of power. Their words can influence others, urging them to action, or restraining them from acting. Their words can be a source of inspiration and motivation to others. Because of this, speakers and writers must choose their topics, organizational patterns, evidence, and words with great care.

Four basic principles guide our discussion of ethics in this course:

- First, we contend that *all parties in the communication process have ethical responsibilities.*
- Second, *ethical speakers, listeners and writers possess attitudes and standards that pervade their character and guide their actions before, during, and after their speaking and writing.*
- Third, *communication is not value-neutral.* What you say, what you write, and how you choose to speak and write will have consequences for your audience. Your obligation is to speak and write for the betterment and benefit of your audience. To do otherwise is a serious ethical lapse for a management communicator.

- Fourth, *public communication is held to a higher standard of responsibility than private communication*. To speak freely and privately among friends with no expectation that your words will become public is one thing. To speak in public or to write for publication with the expectation that your words will receive widespread attention is quite another. Please understand that public communication is a serious matter, particularly if you occupy a position of responsibility. And please know that if words have power to injure or harm others, they can inflict harm on the sender, as well.

## **COURSE POLICIES**

This course adheres to the following policies for communication courses in the Fanning Center for Business Communication in the Department of Management and Organization. Please seek help as soon and as often as you need. Do not wait until it is too late for us to help you. We are here to assist you with the task of learning and strengthening your communication skills.

### ***Attendance***

Attendance is mandatory for each class period, and you must arrive on time. Your professor will take roll at the beginning of each session. I generally do not get into the habit of adjudicating “excused” and “unexcused” absences for graduate students. If you know you will not be in class, you must let me know about it ahead of time, and you must be proactive to make up what you missed.

### ***Class Participation***

Your physical presence in class forms the basis for your participation grade: it is “necessary but not sufficient” for a good participation grade. You must participate fully and actively in our classroom activities and presentation feedback sessions. You cannot earn credit if you are not present, but your participation grade will suffer a worse fate if you fail to acknowledge your responsibility to attend class (i.e., by not contacting me ahead of time).

### ***Deadlines***

There are no automatic extensions, make-ups, or incompletes. You will be graded down for failing to meet deadlines. If you believe you cannot meet your responsibilities in the course, contact your instructor well in advance of deadlines. Advance contact with me and documentation (in some cases) will be required for me to make any exceptions. Also, technology breaks, servers go down, transfers time out, files become corrupt, etc. These are not considered emergencies – they are risks embedded in the normal production process. You bear these risks, and just as in the workplace, a problem with technology is generally no excuse for late work. So please be proactive and protect yourself by managing your time well and by backing up your work.

### ***Last Drop Date***

Your last opportunity to drop MBA-60402 will expire at the close of business on **Friday, January 30<sup>th</sup>, 2026**. After that date, you will no longer be able to voluntarily disenroll from the course.

### **Health and Safety Protocols**

In this class, as elsewhere on campus, students must comply with all University health and safety protocols. We are part of a community of learning in which compassionate care for one another is part of our spiritual and social charter. Consequently, compliance with these protocols is an expectation for everyone enrolled in this course. If a student refuses to comply with the University's health and safety protocols, the student must leave the classroom and will earn an unexcused absence for the class period and any associated assignments/assessments for the day. Persistent deviation from expected health and safety guidelines may be considered a violation of the University's "[Standards of Conduct](#)," as articulated in [du Lac: A Guide for Student Life](#), and will be referred accordingly.

### **Grading Philosophy**

Your grade for any particular assignment in this course is a reflection of your professor's judgment of the quality of your work. We can grade only on the basis of what you give us, not on what you had sincerely intended to do. Submit your work on time, follow the assignment directions, do your own work and you'll have little trouble achieving the learning objectives for the course.

Your instructor is seeking to assess your abilities as measured against the standards of the marketplace. Those standards have been developed over a period of more than 30 years, dealing with business, government, industry, the press and the public. We are asking you to do what your employers will ask of you: prompt, competent, quality work. Your grade in this course will be based on your performance as evaluated by your professor. Please be aware, however, that the University of Notre Dame Grading Guidelines call for a grade point average between 3.2 and 3.6 for each graduate section. As a result, this course will be challenging and your instructor will work hard to discriminate among subpar, good, and truly superior work.

Once a grade has been assigned and recorded, it cannot and will not be changed unless evidence is provided that your professor has made an error. A difference of opinion between you and your professor about the quality of your work is not evidence of error.

### **The Notre Dame MBA Honor Code**

The *Mendoza College of Business Graduate Academic Code of Honor* applies to this course. Please read it and be familiar with its contents to understand the standards to which you are being held. Two points will be highlighted here.

**Exams:** Students shall not give or receive aid on exams – whether paper or online. This includes, but is not limited to, viewing the exams of others, sharing answers with others, texting, calling, e-mailing, browsing the Internet, and using books or notes while taking the exam.

**Presentations:** Considering that much of the educational process in Mendoza College of Business involves group discussion and collaborative activities, neither the College nor the Fanning Center for Business Communication wish to hinder the learning that can and often

does take place in that environment. Fairness, however, requires that certain limits be observed in the actual production of presentation materials.

In the communication curriculum (including Communicating With Impact), all speaking and writing tasks are to be accomplished by each student working independently, unless you are specifically advised to work in collaboration on a particular assignment. No student should copy another student's work or represent work done by someone else as if it were his or her own. Evidence of plagiarism is cause for serious disciplinary action by the College. *Please, do your own work.*

### ***AI Policy***

Learning to use AI is an emerging skill that we will explore during our course. Be thoughtful about when this tool is useful for our Communicating With Impact assignments and in-class exercises. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to obtain the results. Failure to do so violates our academic code of honor policies (*statement adapted from the University of Pennsylvania*).

### ***Incompletes***

As a rule, we just do not award incompletes. In unusual cases, though, such as hospitalization or genuine emergency, an incomplete "I" grade will be assigned. The student must complete all class assignments during the following semester or the Registrar will assign a grade of "F" unless an extension is approved by both the instructor and the Dean, and we notify the Registrar.

### ***Appeals***

Your first course of appeal for any grade, assignment requirement, due date or other course-related decision is your instructor. If you either do not understand or cannot accept your instructor's decision, you may appeal in writing to the course director. Subsequent appeals may be directed to the Senior Associate Dean for Academic Programs and, from there, to the Dean of the College. Keep in mind that most administrators will be reluctant to overrule routine, course-related decisions of their faculty.

## **ASSIGNMENTS**

### **TEAM PRESENTATION**

**Background.** This assignment is designed to give you practical experience in the kinds of communication challenges business leaders face every day.

- **Be concise and impactful:** In business, you rarely have unlimited time. Executives and clients expect clear, focused messages, often in just a few minutes.
- **Collaborate effectively:** Communication in organizations happens in teams. This presentation helps you practice aligning messages, coordinating delivery, and presenting as a unified team.

- **Think and speak with structure:** A logical, well-organized message makes your ideas easier to follow and more memorable.
- **Develop executive presence:** Strong delivery, tone, clarity, and confidence, builds credibility and earns attention.
- **Ground ideas in evidence:** Business leaders are expected to support their arguments with data, examples, or research.

This assignment serves as useful practice for the high-stakes communication you'll be expected to deliver in your careers.

**Assignment.** Working with your partner, your task is to select your business communication topic; organize your ideas to make your communication easier to follow; express your ideas clearly and persuasively in a short timeframe; and support your points with credible evidence or examples.

**Time Requirement.** Your team presentation should be no less than six minutes but no more than eight minutes in length. You will be penalized for delivering a presentation that does not meet this requirement.

**Outline.** You must produce a one-page executive summary of your presentation. Please upload this document to Canvas along with your visual support.

**How You Will Be Graded.** As with the other presentations in this course, the team presentation briefing will be evaluated for three basic ingredients: organization, expression, and support. To receive a "B," your presentation must have a clear explanation and strong delivery. Team presentations that are clearly superior may receive a grade of "A." Team presentations that fail to achieve minimum standards in a majority of categories or which fail profoundly in at least one of the requisite categories may receive a lower grade.

**Appropriate Dress.** For your team presentation, we will expect you to appear in suitable, professional business attire. You have considerable latitude in selecting the clothing that business colleagues would regard as appropriate. Clearly, though, you must present yourself in the way you would if you were addressing a gathering of contemporary business professionals.

**Visual Support.** This assignment requires that you provide your audience with some form of visual support that is professionally prepared and appropriate for your topic and presentation. For this assignment, you may wish to consider presentation software such as *PowerPoint* or *Prezi*. Please keep room size in mind when designing font size and images.

**Topic Selection.** You will be asked to select a communication topic relevant to business (e.g., crisis communication, cross-cultural communication, persuasive messaging, storytelling in leadership, communication in negotiations, executive presence, non-verbal communication, listening, slide design). Each team may select its own communication-related topic, provided it is relevant to business contexts and supports our course learning goals. If you have any

questions at all about topic selection, please consult with your instructor in advance of your decision.

## **THE BUSINESS BRIEFING (informative presentation)**

**Background.** The business briefing is among the more common informative speaking assignments that a manager or executive will face. During a business career, most managers will deliver hundreds, if not thousands, of brief informative talks, each focused in some way on their businesses. Their intention is to provide listeners with current, accurate, useful information that will shape their investment, purchase, employment, and other decisions.

**Assignment.** Your task is to research a publicly traded firm, gathering as much relevant, useful information as possible from company publications, corporate web sites on the Internet, annual reports, industry summaries, and third-party sources, such as *Bloomberg*, *Moody's*, *Standard and Poor's*, and others. You must decide which information would be most useful to a prospective investor, employee, or customer, organize it in an easy-to-understand fashion, and trim it to fit a six-to-eight minute timeframe.

**Time Requirement.** Your briefing should be no less than six minutes but no more than eight minutes in length. You will be penalized for delivering a briefing that does not meet this requirement.

**Outline.** You must produce a one-page outline of your remarks to the class. Please upload this document to Canvas along with your PowerPoint slide deck. Your outline should include the following:

- a standard outline of your main points and key sub-points.
- a proper list of the *principal* research sources cited in your briefing.
- the name and trading symbol (NASDAQ or NYSE) of the firm, your name, the date of your briefing, and the section number.

**Speaking Dates and Times.** Your instructor will determine the method for selecting the day and time you will deliver your business briefing. Please consult with her to make certain you know exactly when you are expected to speak. The speaking schedule will be posted on Canvas.

**How You Will Be Graded.** As with the other presentations in this course, the business briefing will be evaluated for three basic ingredients: organization, expression, and support. To receive a "B," your briefing must have a clear explanation of the organization, structure, ownership, and purpose of the business you have chosen. It should also include such information as basic products and services (or product and service categories), plant locations, distribution schemes, annual revenues, recent profit-and-loss figures, and other relevant financial information. Your audience must be clear on what this company does, who their principal customers (or markets) are, against whom they compete, and what sort of value they add to the economy. Briefings that are clearly superior may receive a grade of "A." Briefings

that fail to achieve minimum standards in a majority of categories or which fail profoundly in at least one of the requisite categories may receive a lower grade.

**Appropriate Dress.** In presenting this briefing, we will expect you to appear in suitable, professional business attire. You have considerable latitude in selecting the clothing that business colleagues would regard as appropriate. Clearly, though, you must present yourself in the way you would if you were addressing a gathering of contemporary business professionals.

**Visual Support.** This assignment requires that you provide your audience with some form of visual support that is professionally prepared and appropriate for your topic and presentation. For this assignment, you may wish to consider presentation software such as *PowerPoint* or *Prezi*. Please keep room size in mind when designing font size and images.

**Topic Selection.** You will be asked to select an industry that will serve as the focus for each of your presentations in this course. Within that industry, you should identify a publicly held company for this assignment. And for the Business Briefing, you should specify one of three perspectives for your audience. That is, you will provide them with a briefing on the business you have selected from the point-of-view of a prospective employee, customer, or shareholder.

Again, this is an informative speaking occasion, so you are not to become an advocate on behalf of this company's products, services, stock shares, or employment opportunities. You are simply gathering, organizing, and presenting information that will be of some use to your audience as they make a decision about employment, purchases, or investment. If you have any questions at all about topic selection, please consult with your instructor in advance of your decision.

### **STRATEGIC INITIATIVE PITCH (persuasive presentation)**

**Background.** The Strategic Initiative Pitch is intended to provide your audience with a strategic initiative you might propose for a publicly traded company in an industrial category of your choice, or an analysis of the success or failure (to date) of an initiative already undertaken.

**Assignment.** You must select a strategic business issue and persuade your audience to adopt, change, or reinforce their position on that issue. You may, alternatively, select an initiative already undertaken and construct a persuasive argument (complete with compelling, documented evidence) around why the initiative succeeded or failed. ***Your presentation must be strategic in nature and may not be a simple sales pitch.*** Some form of visual support for your presentation is *required* for this assignment.

**Time Requirement.** Your presentation should be no less than six minutes but no more than eight minutes in length. You will be penalized for delivering a presentation that does not meet this requirement.

**Outline.** You will also produce a two-page memo summarizing key insights and relevant data points, and include references. Please submit this document along with your PowerPoint slide deck on Canvas.

**How You Will Be Graded.** As with the other presentations, this one will be evaluated for three basic ingredients: organization, expression, and support. Specifically, to receive a grade of “B,” your presentation must have a clear focus of topic, a well-defined sense of purpose, an understandable introduction and overview of the problem or opportunity, an understandable summary or conclusion, and a clear, unambiguous recommendation. It must also be easy to follow. In addition, your presentation must be adequately expressed, both in diction and delivery. Further, the presentation must be supported with credible, current and understandable information. The greater the variety and credibility of your support, the better. Presentations that are clearly superior may receive a grade of “A.” Those that fail to achieve the minimum standards in a majority of categories or which fail profoundly in at least one of the requisite categories will receive a lower grade.

**Speaking Dates and Times.** Your instructor will determine the method for selecting the day and time you will deliver your persuasive presentation. Please consult with her to make certain you know exactly when you are expected to speak. The speaking schedule will be posted on Canvas.

**Appropriate Dress.** For this presentation, we will expect you to appear in suitable professional, business attire. Considerable latitude is afforded to you in selecting the clothing that business colleagues would regard as appropriate. Clearly, though, you must present yourself in the way you would if you were addressing a gathering of contemporary business professionals.

**Visual Support.** Some form of visual support for your presentation is *required* for this assignment. If your support is technical, difficult or conceptually complex, you will find that visual support may help your audience in understanding your purpose and key points.

### **FINAL EXAM PART I: TELEVISION SPOT NEWS INTERVIEW**

On **February 26<sup>th</sup>**, you will participate in a news interview with a local reporter. The interview content will focus on a case study that you will receive one week prior to the interview. To assist your interview preparation, we will discuss different types of interview questions in class and view sample interviews. Video files containing each television interview will be distributed to class members through a shared folder.

### **FINAL EXAM PART II: MULTIPLE-CHOICE**

The multiple-choice exam is designed to assess your understanding of key concepts covered in the course. You’ll see questions focused on our course texts as well as the supplemental articles. **The multiple-choice exam is due by 12:30 PM on February 26<sup>th</sup>.**

**Spring 2026 Module 3**  
**COMMUNICATING WITH IMPACT**  
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*Initial* outline of topics, readings, and due dates for your own planning purposes. Specific readings are subject to change. Additional details about readings, assignments, and daily in-class activities will be posted on Canvas (<https://canvas.nd.edu>).

<b>Class Session Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Deliverables</b>
January 12, 2026	Course Overview & Introductions		Complete communication self-assessment (On Canvas)  Complete active listening self-assessment (On Canvas)
January 14, 2026	Executive Presence and Presentation Impact	The IMPACT Paradigm: Chapter 1  Article: The New Rules of Executive Presence (On Canvas)	Personal Report of Communication Apprehension Self-Assessment (On Canvas)
January 19, 2026	<b>Martin Luther King Jr. Day</b>		
January 21, 2026	Team Presentations	Persuasive Presentations: Section I	Executive Summary (one page)  Self-Reflection (one page)
January 26, 2026	Team Presentations	The IMPACT Paradigm: Chapter 2	Executive Summary (one page)  Self-Reflection (one page)
January 28, 2026	The Art of Effective Feedback	Article: What's Your Listening Style  Article: Deliver	

		<p>Feedback That Sticks</p> <p>Article: Overcoming Your Fear of Giving Tough Feedback</p> <p>Watch: Sinek “<a href="#">How do cell phones impact our relationships</a>” (12.57 min)</p>	
February 2, 2026	Business Briefings (Informative Presentation)	<p>The IMPACT Paradigm: Chapter 3</p> <p>Persuasive Presentations: Section 2</p>	Presentation Outline (one page)
February 4, 2026	Business Briefings (Informative Presentation)	Guide to Persuasive Presentations: Section 3	Presentation Outline (one page)
February 9, 2026	Business Briefings (Informative Presentation)	The IMPACT Paradigm: Chapter 4	Presentation Outline (one page)
February 11, 2026	Persuasive Speaking for Impact	<p>Article: The Necessary Art of Persuasion</p> <p>Guide to Persuasive Presentations: Section 4</p>	
February 16, 2026	Strategic Initiative Pitches	Guide to Persuasive Presentations: Section 5	Strategy Memo (two pages)
February 18, 2026	Strategic Initiative Pitches	Guide to Persuasive Presentations: Section 6	Strategy Memo (two pages)
February 23, 2026	Strategic Initiative Pitches	Guide to Persuasive Presentations: Section 7	Strategy Memo (two pages)

February 26, 2026 (Note: Class meets from 10:30 AM-12:30 PM)	Final Exam Part I: High-Stakes, Spontaneous Communication Exercise  Part II: Please complete your multiple-choice exam on Canvas by 12:30 PM.		News Media Interview
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**Please complete Course Instructor Feedback (CIFs) online before the survey closes.**