Course Description

Teaches the skills necessary for effective business communication, including the writing of business memos; letters and reports; and career, oral, and global communications.

Course Textbook


Course Learning Outcomes

1. Develop cross-cultural communication techniques.
2. Evaluate persuasive appeals found in the media.
3. Create research-based messages that apply communication theories and strategies.
4. Utilize relevant communication concepts to enhance professional development skills.
5. Evaluate strategies to build positive interpersonal relationships through informal or formal communication networks.
6. Assess the effects of group dynamics.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Further Readings are listed in the Unit I-V, VII, and VIII study guides to aid students in their course of study. The readings themselves may or may not be provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material. Students will not be tested on their knowledge of the Suggested Further Readings. Chapter presentations are provided in each unit study guide as Suggested Further Reading to aid students in their course of study.
4. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided in Unit III to aid students in their course of study.
5. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
6. **Unit Assessments**: This course contains four Unit Assessments, one to be completed at the end of Units I, III, V, and VII. Assessments are composed of multiple-choice questions, matching, and written response questions.
7. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units II, IV, VI, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

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**Unit Assignments**

**Unit II Scholarly Activity**

**Digital Footprints**

Students will choose ONE of these four scenarios to complete a paper at least 500 words in length.

**Scenarios: Choose ONLY ONE.**

**Scenario 1:** According to the textbook, the means by which we communicate is growing and expanding in this digital age. Analyze a digital footprint made by you or someone else, and interpret your findings. Tasks:

- Choose at least one site, such as a page from a blog, Facebook, Twitter, LinkedIn, or other online artifact.
- Evaluate the message that is conveyed from what you observe from this digital footprint.
- Explain what you interpret about the target audience/users for this site.
- Based on what you find, how can you classify the person’s or organization’s ethical code or value system?
- Predict how the content enhances or degrades the person’s/organization’s credibility. How could the messages communicated on this site be improved?
- Support your ideas with information from a credible source, such as the textbook. Include the website URL in APA style and appropriate APA style citations.

**Scenario 2:** Many people have a deep desire to make a difference in the world around them by sharing their insights, experiences, lessons learned, observations, stories, or inspirations. Guffey and Loewy (2015) provide guidelines to follow to create an effective blog. Imagine creating a blog for business or personal use and consider what you would say to the world. Tasks:

- Reveal the purpose of your blog, the blog title, topics you would discuss, the target audience, and features it would include to help maintain user interest.
- Discuss any possible ethical issues that developing such a blog could create and how you would overcome them.
- Predict what this digital footprint would say about you if someone else was analyzing it.
- Support your ideas with information from a credible source, such as the textbook.
- You do not need to create an actual blog for this assignment.

**Scenario 3:** If you are against the social media and digital communication movement, this is your opportunity to express your viewpoint on the topic. Tasks:
• Discuss possible dangers or negative effects that social media or other forms of digital communication (texting, instant messaging, etc.) could have on you personally, in your career, with family members, or on society as a whole.
• How can these forms of communication negatively impact a person’s digital footprint?
• Support your ideas with information from a credible source, such as the textbook.

Scenario 4: Guffey and Loewy (2015) classify five ethical traps used to justify or rationalize an unethical decision. A few examples of situations that could become ethical dilemmas include reacting to office gossip, taking another’s ideas and presenting them as your own, or even telling a partial truth or withholding information. Tasks:

• Describe an ethical dilemma (real or hypothetical) and explain what ethical trap(s) a person could use to justify an unethical decision/action.
• What personal values would you draw from in order to handle the situation ethically?
• Explain how this situation could negatively impact a person’s or an organization’s digital footprint.
• Support your ideas with information from a credible source, such as the textbook.

To complete this assignment, a minimum of one (1) reputable source (such as the course textbook) must be cited and referenced to support the work and outline guidelines on which you are basing your analysis. If analyzing a specific page, include the website as a reference in APA style with appropriate APA style in-text citations. Review the grading rubric for this assignment for further details on how your work will be evaluated.

Access the Citation Guide for formatting guidance at http://www.columbiasouthern.edu/downloads/pdf/success/Citation-Guide. You can also get more assistance with APA from the Success Center at https://mycsu.columbiasouthern.edu/student/learningresources/SuccessCenter/ or contact a Success Center specialist at 1.877.875.0533 or TeamSUCCEED@columbiasouthern.edu.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Scholarly Activity

Cultural Perspective

Compare culture clashes or basic differences that could account for possible miscommunications and propose ways to adapt and overcome such differences to enhance intercultural proficiency in your current role or in a hypothetical situation you develop. Analyze an issue from the unit related to intercultural communication.

You may choose from the list below of eligible topics or request professor approval for a specific topic of your choice. Ideas should be fully supported by your own explanations/examples and support material from a credible source.

To complete this assignment, a minimum of one (1) reputable source (such as the course textbook) must be cited and referenced in APA style to support the work and outline guidelines by which you are basing your analysis. Review the grading rubric for this assignment for further details on how your work will be evaluated.

The paper must be a minimum of 500 words in length.

Topics can include, but are not limited to, cultural differences related to:

• business etiquette,
• business practices,
• communication styles,
• crisis communication,
• ethnocentrism,
• ethical decision making,
• gender equality,
• high context versus low context,
• individualism versus collectivism,
• language barriers,
• nonverbal communication,
• power distance,
• prejudices or stereotypes,
• rules and traditions,
- regional differences,
- time orientation,
- use of social media,
- workforce diversity, or
- other topic approved by your professor.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Scholarly Activity**

**Recommendation Report Assignment**

Your task is to create a Justification/Recommendation Report proposing a positive change you want to make in an organization in which you operate (military, business, civic, church, family unit, club, etc.).

Topics: (choose ONE):

- new computer system or software upgrade,
- new policy or procedure,
- employee/member moral or team building initiatives,
- other change that needs to be implemented within your organization, or
- be creative!

Guidelines:

- See the sample Justification/Recommendation Report, Figure 12.14 on pp. 443-444 in the textbook.
  - Note: The textbook example uses MLA writing style, be sure to use APA style. You can access the CSU Citation Guide created by the Success Center to help you with APA style.
- You may use direct or indirect strategy (see textbook pp. 441-442). Consider your audience’s likely reaction to your ideas to help you choose and make a more impactful report.

Format:

- Use memo style format with date, to, from, and subject.
- Include headings for each of your sections (examples below):
  - Significance of Problem: explain the issue/problem you want to change.
  - Alternatives/Solutions 1, 2, and 3: this section should include three recommendations describing benefits (pros), disadvantages (cons), and any costs associated with your solutions. This could be a strategic place to include paraphrased or quoted content from a source to support your viewpoint or to show costs.
  - Conclusions and Recommendations: summarize your ideas and end with your specific recommendation.
  - Reference(s): a minimum one (1) reputable source must be cited and referenced in APA style to support your ideas. Sources such as the CSU Online Library, credible websites, or the textbook are acceptable. There should be at least one corresponding citation(s) showing paraphrased or quoted content used from each listed source(s).
- The paper should be a minimum of one page in length. A title page is not required since you are using a memo style format for this assignment. A reference page is needed and is not included in the page count.

CSU Online Library articles can be accessed by following these three steps: In the student portal, select the CSU Online Library link in the menu on the left side of the page; select a database; search for article by key words.

Access the Citation Guide for APA style formatting guidance at [http://www.columbiasouthern.edu/downloads/pdf/success/Citation-Guide](http://www.columbiasouthern.edu/downloads/pdf/success/Citation-Guide).

You can also get more assistance with APA from the Success Center at [https://mycsu.columbiasouthern.edu/student/learningresources/SuccessCenter/](https://mycsu.columbiasouthern.edu/student/learningresources/SuccessCenter/) or contact a Success Center specialist at 1.877.875.0533 or email TeamSUCCEED@columbiasouthern.edu

For library contact information, go to the library page in the CSU Student Portal. Contact information and library resources may be found on the library page in the CSU Student Portal. Contact information can be found on the right side of the page.
Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Scholarly Activity

Professional Development Resource Assignment

Step 1: Choose a Topic

Choose a topic that can help you enhance your professional development endeavors; one that inspires, fascinates, and speaks to you. To make this assignment relevant, approach it from your current role or a position you are hoping to fill in the future. Decide on a topic of interest from any of the following:

- career exploration strategies,
- career satisfaction,
- career exploration strategies,
- career transitions,
- conducting interviews,
- cover letters,
- career portfolio,
- dress for success,
- ethics and the interview process,
- how to conduct an interview,
- interview anxiety,
- interview follow-up strategies,
- interview questions,
- interview types,
- interviewing skills for job seekers,
- leadership development,
- mentoring,
- networking,
- nonverbal communication in interviews,
- personal branding,
- professional development for the self-employed,
- rejecting job applicants,
- resignation strategies,
- resumes,
- salary negotiation, or
- other topic approved by your professor.

Step 2: Choose a Source

Find a credible source that provides useful information about your topic of interest. You will explain how the information from your source can be used to enhance your own professional development endeavors. Your source can include any of the following (minimum of one source required):

- CSU Online Library article,
- a resource or link found on the CSU Career Services Department website, or
- course textbook chapters 15 and 16 (Guffey & Loewy, 2015).

Sources must be referenced in APA style and paraphrased and/or quoted content from the source should be cited using APA style citations.

- CSU Online Library articles can be accessed from the Student Portal by selecting Learning Resources, then clicking on CSU Online Library. Choose a database such as Business Source Complete, and search for an article by typing in relevant search terms for your chosen topic.
- CSU Career Services Department can be accessed from the Student Portal by choosing the Learning Resources link, then selecting Career Services.

Step 3: Analysis & Organization
Explain how information/concepts from your source can enhance your development as a professional.

- Paragraph 1: describe your current role or a position you want to obtain in the future, and discuss why the topic is relevant to you.
- Paragraph(s) 2+: explain how content from your source is relevant to you and can enhance your professional development efforts.

Here are some questions to consider to get you started:

- What information from your source can be used to enhance your professional development endeavors?
- How can you apply what you learned from your source?
- Why is information in this source important to your career success or professional development efforts?
- What have you learned about yourself from this source?
- Are there any points you agree or disagree with? Why?

Final Paragraph: Summarize your main ideas and end with strong closing statement.

Reference(s): List source(s) in APA Style

- Access the Citation Guide for APA style formatting guidance at http://www.columbiasouthern.edu/downloads/pdf/success/Citation-Guide.
- You can also get more assistance with APA from the Success Center at https://mycsu.columbiasouthern.edu/student/learningresources/SuccessCenter, contact a Success Center specialist at 1.877.875.0533, or email TeamSUCCEED@columbiasouthern.edu

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide in the myCSU Student Portal by clicking on the “Citation Resources” link in the “Learning Resources” area. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”
Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade</th>
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<tr>
<td>Discussion Boards (8 @ 3%)</td>
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<td>24%</td>
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<tr>
<td>Assessments (4 @ 9%)</td>
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<td>Scholarly Activities (4 @ 10%)</td>
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<td><strong>Total</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I  Communication: Creating Self and Change with Words

<table>
<thead>
<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
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<tr>
<td>Read:</td>
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<tr>
<td>Chapter 4:</td>
<td>Planning Business Messages</td>
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<td>Chapter 5:</td>
<td>Organizing and Drafting Business Messages</td>
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<td>Chapter 6:</td>
<td>Revising Business Messages</td>
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<tr>
<td>Article from CSU Online Library:</td>
<td>See Study Guide</td>
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<td>Suggested Reading:</td>
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Notes/Goals:

### Unit II  Digital Footprints: Ethical Self-presentation in a Global and Digital World

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<tr>
<th>Review:</th>
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<tr>
<td>Read:</td>
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<tr>
<td>Chapter 1:</td>
<td>Business Communication in the Digital Age</td>
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<td>Chapter 7:</td>
<td>Short Workplace Messages and Digital Media</td>
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<tr>
<th>Unit III</th>
<th>Group Dynamics and Organizational Culture: Developing Skills that Enhance Professionalism</th>
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<td></td>
<td>- Learning Activities (Non-Graded): See Study Guide</td>
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<tr>
<td>Read:</td>
<td>- Chapter 2: Professionalism: Team, Meeting, Listening, Nonverbal, and Etiquette Skills</td>
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<th>Intercultural Communication: Perspectives on Local and Global Cultures</th>
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<tr>
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<td>- Unit Study Guide</td>
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<tr>
<td>Read:</td>
<td>- Chapter 3: Intercultural Communication</td>
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<td>- Chapter 8: Positive Messages</td>
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<td></td>
<td>- Chapter 9: Negative Messages</td>
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<td>- Chapter 10: Persuasive and Sales Messages, pp. 245-358</td>
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| Notes/Goals: |
### Unit VI: Information Literacy: Evaluating and Applying Evidence in a Data-Rich World

**Review:**
- Unit Study Guide

**Read:**
- Chapter 11: Reporting in the Digital-Age Workplace
- Chapter 12: Informal Business Reports
- Chapter 13: Proposals, Business Plans, and Formal Business Reports
- Suggested Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)

**Submit:**
- Scholarly Activity by Tuesday, 11:59 p.m. CST (Central Time)

### Unit VII: Delivering Professional Messages

**Review:**
- Unit Study Guide

**Read:**
- Chapter 14: Business Presentations, pp. 500-535
- Suggested Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. CST (Central Time)

### Unit VIII: Career Strategies: Professional Development at Every Stage

**Review:**
- Unit Study Guide

**Read:**
- Chapter 15: The Job Search and Resumes in the Digital Age
- Chapter 16: Interviewing and Following Up

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
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