

USC Marshall

School of Business
Department of Business
Communication

Communication Strategy in Business

BUCO 302 • Professor: Dan Oliverio

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Office Hours

Mondays 3:30 – 4:30pm

or by appointment, in-person or Skype

Lecture Times & Location

JFF 327 (Fertitta Hall)

Section 14666 Mondays & Wednesdays, 6pm – 7:50pm

COURSE DESCRIPTION

If you are to achieve anything of consequence in your career, you will do it with the help and participation of other people. Consider then that your success—however you define it—is a function of your ability to communicate with people. Almost without exception, today’s business professionals attribute their success largely to their ability to write well, to speak dynamically, and to cultivate business relationships through strong interpersonal communication skills.

Mastering effective communication is a life-long pursuit even for managers and CEOs who are already successful. Business people at the top of their game continue to refine their ability to persuade, present, inspire, lead, and problem-solve. They achieve mastery by doing, by taking action, and by reflecting on the results of those actions.

In keeping with these practices of successful communicators, most of your work in the course will involve intensive practice in speaking and listening by giving individual and group presentations as they occur in the context of organizations. The course is a laboratory in which you will *discover* the keys to effective communication. In fact, BUCO 302 is an experientially based course. Although you will learn theoretical models and techniques of effective business communication, becoming an effective communicator comes from your own discovery of these ideas so that they are no longer something you know, but something you naturally do and embody. This is the road to mastery.

Goals and Learning Objectives

The overall goal of BUCO 302 is to help you become an articulate, influential, and clear communicator. By studying managerial communication theory, you will learn how it can be applied to exercises and activities that simulate real-world challenges you will face in your professional lives. We will take two approaches to this goal:

Theory: Demonstrate understanding of the elements of business communication theory and apply this understanding to communication in a wide range of business contexts.

Application: Apply communication theory to develop business communication strategies, including evaluation of purpose, audience, context, and channel choice. Demonstrate the ability to analyze, compare, and critique these strategies, and effectively communicate this assessment.

Detailed Course Objectives

This course is designed for you to acquire knowledge and skills in business communication. The BUCO 302 experience will enable you to:

1. Identify and discuss communication theories, models, and principles that impact business communication across diverse industries and fields in a global landscape *by analyzing specific communication behaviors, strategies, and goals through case studies and group discussions.*
2. Apply communication theories and principles to achieve communication goals *by evaluating the purpose of your message, conducting audience analysis, and selecting the appropriate communication channel to successfully construct and deliver presentations individually and as part of a team in various business contexts.*
3. Utilize critical thinking skills to develop and implement communication strategies across diverse business environments *by analyzing, comparing, and evaluating the effectiveness of these strategies via scenario-based simulations and exercises.*
4. Develop an understanding and awareness of ethical principles and intercultural and diversity factors that impact the communication process as business leaders, managers, colleagues and employees *by analyzing and explaining ethical challenges and incidents in their cultural and organizational contexts.*
5. Acquire and apply an understanding of small group communication dynamics, *including learning to evaluate and articulate obstacles that impact effective team communication and developing collaborative deliverables.*

After only fifteen weeks, you probably will not reach a level of professional excellence in *all* business communication areas. Besides, mastery is an ongoing inquiry; there is no top to the mountain. You will, however, clearly understand the strategic objectives toward which you are working, understand the necessary processes involved in meeting those objectives (and helping others meet them), appreciate your strengths and challenges, and feel increased confidence in your communication decisions and in the execution of those decisions.

If you prepare for and attend all classes, participate actively in activities and discussions, and complete all assignments conscientiously, you will improve your skill level. By the end of this course, you will have increased your ability to organize and present ideas more clearly, to develop stronger and more convincing arguments, to thoughtfully apply communication strategies to a variety of professional situations, to participate in job interviews, to work more effectively with other people, and to successfully incorporate media into your message.

Required Materials

The following is a list of basic materials and resources that you'll need in and out of class:

1. Access to Blackboard – Your assignments will be posted and submitted through this online portal. In addition, there will be required readings and videos that will be posted on Blackboard (<http://blackboard.usc.edu>) as PDF files or as links.

2. *Business Communication: Developing Leaders for a Networked World, 3rd Edition*, Cardon, (McGraw-Hill, 2014) – This required text will be used extensively throughout the course. You’ll also find it extremely helpful as a resource in preparing your presentations. The book is available in hardcopy, but I highly recommend you get it in electronic format through McGraw-Hill Connect (see #3 below).
3. LearnSmart™ - This feature of McGraw-Hill Connect (mhconnect) is a digital teaching and learning environment that saves students study time while improving performance. We will be using LearnSmart to read and review textbook materials. It’s far more engaging and efficient than simply reading the textbook and trying to remember what you read. There is a fee for registration, which includes the online version of your textbook. You can access LearnSmart assignments seamlessly via the Assignments area on Blackboard.
4. Strengths Deployment Inventory (SDI) assessment tool. This is a new requirement for **all BUAD 302 sections**. All students are required to register and pay for (\$37.50) the assessment. The assessment itself takes less than 30 minutes to complete. Later in the semester, we will be doing an experiential exercise based on your results. Register and pay for the assessment here:
https://training.secure.force.com/totalsdi/evt_QuickEvent?id=a0a0P00000GDvvl
5. A note pad and pen/pencil – Since you will be using electronic devices such as laptops and electronic tablets only at specific times and when you are directed to do so, any notes you wish to make should be taken on paper. This will free you to engage in listening and speaking. Most of what you need to know or remember will be found on Blackboard or in your textbook.

Tips for Success in this Course

Be Computer Capable – I assume you have an ability to perform basic research in libraries and on the internet, as well as an ability to create presentations using computer software such as PowerPoint, Word, Excel, or something similar. You should use the spell-checking and grammar-checking features built into Microsoft Office for any written deliverables including your PowerPoint presentations.

Be Compelling and Connect – I will ask that you challenge yourself to connect with your audience in a way that holds their attention and makes an impact, conveying ideas and message points in an accurate, thorough, and convincing way. There are many ways to do this including rhetoric (story, example, analogy, concision), personal presentation (eye contact, vocal modulation, pacing, authenticity), and visual aides (charts, video, sound, and PowerPoint slides).

Be Competent in Your Language Skills – In addition to delivering assignments and coming to class on time, it is also your responsibility to address any gaps in your language skills as soon as possible. Help in writing can be found at the USC Writing Center located on the third floor of Taper Hall. You may schedule 30-minute appointments with writing consultants trained to assist you in planning, organizing, and revising your assignments. Some consultants are graduate business students in the Marshall School of Business. Others have special skills in working with students whose native language is not English. The Writing Center also offers daily workshops on troublesome language and grammar issues, and makes available a number of handouts on an

array of grammar and usage points. Their website is <https://dornsife.usc.edu/writingcenter/>. If English is not your first language, you may want to investigate the help available through USC’s American Language Institute: <http://dornsife.usc.edu/ali>.

Be Curious – I expect you will be as enthusiastic about this course as you would be in any course important to your future, and that you will actively participate and take responsibility for your own learning. Communication skills are developed by practice, so class time will often be devoted to exercises that are applicable to the real-world challenges you will face in your professional life. I encourage you to look beyond merely executing an assignment and look to make connections to other courses and areas of your life. Though the course focuses on business communication in organizations, effective communication skills transcend any particular environment or relationship.

Be Coachable – You will come to master effective communication through practice, and then reflecting on what did or didn’t work. In this way, the learning process in this course is more similar to learning to play a sport or musical instrument than it is to learning or understanding information. Said another way, this course takes place in the domain of doing and being more than in the domain of knowing or understanding. Professional athletes and world-class musicians don’t just *know* a sport or a piece of music. They *play* it. And they have coaches to help them play better—to attain mastery. In fact, the more accomplished the athlete or musician, the greater their need for coaching to get them to the next level.

Be Committed – This course is experiential, and the more you put in, the more you’ll get out. There will be opportunities throughout the semester when you will have the opportunity to step outside your comfort zone, going beyond what you would normally do or who you would normally be. If you play full out, you will have a breakthrough—a new and unprecedented level of power and self-expression that will last well beyond this course and further your career. The access to this level of power and self-expression is through a commitment to your own training and development. This means giving up thinking of yourself as a student taking a class, and instead thinking of yourself as a global business leader, one who seeks to attain higher and higher levels of accomplishment and effectiveness—not because you will get a good grade, but because that is what is possible for you and your career.

ASSIGNMENTS AND GRADING

The course encompasses the four main communication tasks that you are likely to face in your early career:

- Presenting yourself at an interview and starting a career
- Communicating information coherently and transparently
- Presenting your recommendations or requests clearly and persuasively
- Communicating and contributing as a member of an effective team

Grading Detail

Assignments	Points	% of Grade
Presentation 1 (individual): Pitch Your Brand (Elevator Pitch)	150	15%
Presentation 2 (team): Analyze a communication success or breakdown	150	15%
Presentation 3 (team): Sell a product or solution	150	15%

Informational Interview report	100	10%
Final Exam	100	10%
Resume packet (job description, resume, cover letter, references, follow-up)	100	10%
Chapter Analysis	50	5%
Free Presentation	50	5%
LearnSmart™ chapters and homework	50	5%
In-class exercises	50	5%
Peer Reviews	50	5%
TOTAL	1000	100%

Grading Proportions

ASSIGNMENT TYPE	POINTS	% OF GRADE
Oral Presentations	550	55%
<i>Individual</i>		
Presentation 1	150	
Free Presentation	50	
	200	
<i>Group</i>		
Chapter Analysis	50	
Presentation 2	150	
Presentation 3	150	
	350	
Written Communications	200	20%
Mock Interview & Resume packet	100	
Informational interview report	100	
Engagement	150	15%
In-class exercises	50	
Peer Reviews	50	
LearnSmart and Homework	50	
Final Exam	100	10%
TOTAL	1000	100%

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about a B. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Assignment Submission Policy:

Assignments must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). If your internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are

unable to attend class on that day, make arrangements for it to be delivered to the classroom by the start of class. Late or not, however, you must complete all required assignments to pass this course.

Please make sure you can access this course in Blackboard and retrieve the course syllabus and other course materials electronically. You should check Blackboard regularly for announcements and new materials. In the event of an emergency, the ability to access Blackboard will be crucial. USC's Blackboard learning management system and support information is available at <http://blackboard.usc.edu>.

Evaluation of Your Work:

You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

Evaluation Rubric

Each work product, deliverable, or assignment—whether oral or written—will be evaluated based on the following criteria.

Delivery		Language Use	Topic Development
<i>Oral</i>	<i>Written</i>		
<ul style="list-style-type: none"> • Automaticity • Pacing/Volume • Pronunciation/Intonation • Eye-contact/Engagement 	<ul style="list-style-type: none"> • Punctuation • Format/Readability • Visual Organization • Spelling 	<ul style="list-style-type: none"> • Grammar • Vocabulary • Syntax • Register • Rhetoric 	<ul style="list-style-type: none"> • Organization • Coherence • Depth of Analysis • Accuracy/Completeness

The criteria above will be applied holistically in the evaluation of a particular work product. Although some assignments will emphasize certain criteria more than others, any one of these criteria, if lacking, could affect the overall quality of a work product. For example, a presentation may contain an excellent analysis, but receive a low grade because its pacing or organization made it difficult to follow.

Assignments will be graded according to the following rubric:

- “A” range = Outstanding or exceptional work demonstrating *all* of the following:
 - Excellence and/or appropriateness in all the criteria above, with only minor or momentary lapses that do not significantly affect effectiveness or engagement.
 - A level of analysis and insight that exceeds expectation, effectively demonstrating mastery of the assignment’s learning objectives, concepts, tools, and techniques.

- A level of professionalism and concision consistent with the standards of communication used by successful companies and teams.
- Appropriate and effective structure:
 - contains a clear, early statement of the purpose and message summary
 - states the sender’s conclusion as the receiver’s main idea
 - has a carefully developed opening, middle, and close
 - recognizes complexities by thoughtfully addressing more than one of them
 - is logically developed and well-organized
 - uses appropriate visual aids
 - employs a style and tone appropriate to the occasion.
- An appropriate variety of sentence structure (syntax) and paragraph development:
 - considers who does what next
 - is free of grammar and usage errors

To put it another way, an “A” indicates a work product that I, as a manager, would simply endorse and pass on to the next level without revision.

- “B” range = Acceptable work demonstrating one or more of the following:
 - addresses the assignment appropriately, but falls short of being fully or appropriately developed.
 - Communicates all parts of the intended overall message, but exhibits some noticeable lapses in delivery, language use, or topic development that detract from overall effectiveness and engagement.
- “C” range = Unacceptable work demonstrating one or more of the following:
 - does not address the assignment fully or appropriately
 - does not communicate all parts of the intended message and lacks of one or more the elements of delivery, language use, or topic development. Immediately make an appointment to see me.

Below “C” range = This grade is reserved for special cases. Work products that fail to carry out the assignment in word or deed get this notation.

Presentations that are read or memorized are unacceptable. If this happens, it is likely that you will not be allowed to continue with a live presentation or that your recorded presentation will receive a C or lower. (See Presentation Delivery below.)

Presentation Delivery

I am particularly interested in developing your ability to connect with your audience. It is extremely difficult, if not impossible, to make this connection when you are reading your presentation or reciting it word-for-word. Reading, *or even appearing to read*, a presentation will lower your grade significantly. Likewise, reciting a memorized presentation is virtually guaranteed to lower your effectiveness as a presenter and therefore your grade. In this class, you will learn how to use notes appropriately as prompts so that you are free to connect with your audience.

Engagement and Participation

Because this class is largely experiential (learning by doing), participation in the conversational environment is fundamental and necessary to the class. In many other courses, you come to class

to show you what you learned in your reading or homework. In this class, however, much of your homework will show what you learned in class. Said another way, coming to class and participating is how you will internalize the content and fulfill the objectives of this class.

Participation in this class can be more accurately viewed as making a contribution to the learning environment that benefits your fellow students. There are many ways you might contribute to the class, and your participation grade is based on the quality of these contributions throughout the semester.

Verbal Participation – Generally, verbal participation means responding to a comment or question in a way that moves the classroom conversation forward. Examples include volunteering for an exercise or assignment, asking a question in a class discussion, or making an assertion, declaration, or request in front of the class. Moving the conversation forward does not necessarily mean agreeing with what’s being said. It means understanding, considering, and responding within the scope and context of the conversation. There will also be many opportunities to participate verbally in smaller groups and one-on-one with your fellow students (not in front of the whole class.)

Non-Verbal Participation – In any conversation, only one person can talk in class at a time, so a lot of your participation will be non-verbal, which is perhaps the most important yet most overlooked form of participation in a conversation. Examples of non-verbal participation include making eye-contact with the person who is speaking and giving them your full attention (not taking notes or checking your phone)—actually listening and considering their point of view rather than just waiting for them to stop talking so you can talk. Another example is coming to class and arriving on time. Entering late or leaving early is disruptive and detracts from other people’s participation and learning.

Attendance

There are no so-called excused absences in this class. There is nothing to excuse. Your time is yours to spend as you choose, and I understand that you may decide to miss class in order to take advantage of some other opportunity or attend to some breakdown. This is a choice you make, and there’s no need to apologize or get permission from me.

However, as a matter of integrity, the professional thing to do is to send me an email as soon as you decide you will not be in class. Notify me of your absence and when you expect to return to class. Notifying me after your absence is of no use and is the same as not notifying me at all.

While attendance is not graded per se, I know from experience that successful students participate vigorously (see “Engagement and Participation” above). Success is not possible if you miss class, arrive late, or depart early. In your career, you’ll find that success often comes down to whether you were present at a meeting, or not; whether you met the client, or you didn’t. As Woody Allen is sometimes quoted as saying, “Eighty percent of success is just showing up.”

*If you expect to be late, please notify me several hours in advance by email. Coming to class late is extremely disruptive to class and has a negative impact on the learning environment. **Habitual tardiness will incur a 10-point deduction for each occurrence.***

ELC Exercises

Exercises in Marshall’s Experiential Learning Center are an extremely valuable and required part of the course. They are held during normal class time, and *your participation is required*

throughout. (You can't come for only part of an exercise). If you anticipate being absent for an ELC exercise (see Course Calendar), please notify me immediately so arrangements can be made as soon as possible. Missing an ELC exercise without communicating the absence well in advance will result in a 50-point deduction.

Free Presentations

There will be an opportunity for you to give short presentations on any business-related topic that you think would benefit the class. Sometimes I will provide the topic. These "free presentations" are intended to provide you a forum to practice and hone your presentation and communication skills and to receive immediate feedback. In the end, they will greatly benefit your graded presentations and let you learn by doing.

ADDITIONAL INFORMATION

Statement On Course Recording And Copyright Concerns

It is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor. No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and me.

Students are expected to be familiar with USC's Academic Integrity Policies (i.e., copying, fraudulent possession of an exam, plagiarism, submission of purchased papers, submitting the same assignment to more than one instructor) and be aware of recommended sanctions (i.e., F for the course, suspension or expulsion) associated with violating such policies. See Appendix A in the SCAMPUS Guidebook for more detail.

Add/Drop Process

The last day to add the class or drop and receive a refund is **Friday, September 8**. The last day to withdraw *without* receiving a "W" is **Friday, October 6**. The last day to drop *with* a mark of a "W" is **Friday, November 10**.

Retention of Graded Coursework

Final exams and all other graded work affecting the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to you. That is, if I returned a graded paper to you, it is your responsibility to file it, not mine).

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (mobile phones, PDAs, iPhones, Blackberries, other texting devices, laptops, iPods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Academic Integrity and Conduct

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own (plagiarism). Plagiarism—presenting someone else's ideas as your own, either verbatim or recast in your own words—is a serious academic offense with serious consequences. All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook (<https://policy.usc.edu/student/scampus/>). A discussion of plagiarism appears in the University Student Conduct Code (section 11.00 and Appendix A).

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at <https://sjacs.usc.edu>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <https://dps.usc.edu/contact/report/>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report or can initiate the report on behalf of another person. Relationship and Sexual Violence Prevention and Services (RSVP) <http://engemannshc.usc.edu/rsvp/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/reporting-options/> describes reporting options and other resources.

Statement on Academic Conduct and Support Systems

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are

equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems

Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs (www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

The Office of Disability Services and Programs (www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call - Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255 - Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call - Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center - For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086 - Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support - Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710 - Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/> Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of Blackboard, teleconferencing, and other technologies.

Incomplete Grades

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other “emergency” that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

An “emergency” is defined as a serious documented illness, or an unforeseen situation that is beyond the student’s control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student’s grade, the instructor is required to fill out an “**Assignment of an Incomplete (IN) and Requirements for Completion**” form (<http://www.usc.edu/dept/ARR/grades/index.html>) which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed.

COURSE CALENDAR

LS = LearnSmart™ chapter from the text *Business Communication: Developing Leaders for a Networked World*, 3rd edition, by Peter Cardon;

BB = www.blackboard.usc.edu, an online assignment and grading platform;

ELC = Experiential Learning Center (on the lower level of JFF).

W E E K	Date	Topics/ Daily Activities	Readings, Homework, and Deliverables (due by beginning of class that day)	Course Learning Objectives
I. Career and Employment Communication				
1	Mon 8/21	Course intro, online access, syllabus highlights. Class introductions		
	Wed 8/23	Career trajectory and story Set up Presentation #1. Assign Ch. 16 analysis	<input type="checkbox"/> LS Ch. 8: “Social Media for Business Communication” (Optional--just to practice accessing LearnSmart)	2, 3
2	Mon 8/28	Guest speaker from Career Services. Set up Assign future chapter analyses	<input type="checkbox"/> LS Ch. 16: “Employment Communications”	1, 2, 3
	Wed 8/30	Your text presence. Cover letters, follow-ups and interviewers. Informational Interview & Mock Interview.	<input type="checkbox"/> LS Ch. 6: “Improving Readability with Style and Design” <input type="checkbox"/> Hardcopy of resume & references due in class	2, 3
II. Interviewing & Credibility				
3 ¹	Mon 9/4	LABOR DAY (no class)		
	Wed 9/6	Seeing the other side of the mirror. Relationships exercise. Speaking from notes. Camera work.	<input type="checkbox"/> LS Ch. 1: “Establishing Credibility” <input type="checkbox"/> LS Ch. 2: “Interpersonal Communication and Emotional Intelligence” <input type="checkbox"/> Job Description (highlighted, bring to class) <input type="checkbox"/> Take 1 of Presentation #1 (via YouSeeU) (Due 9/7; Peer review due 9/9)	1, 2, 3, 4, 5
4	Mon 9/11	Mock Interviews in the ELC	<input type="checkbox"/> Interview packet (Job description w/highlights, cover letter, resume, references, follow-up) submitted to BB	3, 5
	Wed 9/13	Coaching (Marshall Recruiter Reception)	<input type="checkbox"/> Presentation #1 FINAL (submit via YouSeeU by Fri 9/15)	1, 2, 3, 4, 5
III. Teams, Tribes, and Cultures				
5	Mon 9/18	Discussion of teams and set up of cross-cultural interview assignment	<input type="checkbox"/> LS Ch 3: “Team Communications and Difficult Conversations”	1, 3, 4, 5
	Wed	Cross-cultural exercise and	<input type="checkbox"/> LS Ch 4: “Communicating Across Cultures”	2, 4

¹ Last week to add/drop.

	9/20	discussion	<input type="checkbox"/> Cross-Cultural Interview	
6	Mon 9/25	ELC Exercise - SDI		1, 3, 4, 5
	Wed 9/27	Channels of communication Set up Presentation #2	<input type="checkbox"/> LS Ch. 7: "Email and Other Traditional Tools for Business Communication"	1, 2, 3

IV. Giving Team Presentations				
7	Mon 10/2	Making teams and topics for Presentation #2.	<input type="checkbox"/> LS Ch. 12: "Research and Business Proposals and Planning for Business Reports"	1, 2, 3, 4, 5
	Wed 10/4	Being with people, stillness, hands, feet, and gestures. Coaching	<input type="checkbox"/> LS Ch. 13: "Completing Business Proposals and Business Reports"	3, 4, 5
8	Mon 10/9	ELC Practice	<input type="checkbox"/> Presentation #2 Mock/Peer Eval	1, 2, 3, 4, 5
	Wed 10/11	Coaching for Presentation #2		3, 4, 5
9	Mon 10/16		<input type="checkbox"/> Presentation #2 FINAL (in class)	1, 2, 3, 4, 5
	Wed 10/18		<input type="checkbox"/> Presentation #2 FINAL (in class)	1, 2, 3, 4, 5

V. Creating Business Messages				
10	Mon 10/23	Being clear: inquiries, requests, assertions, and declarations.	<input type="checkbox"/> LS Ch. 9: "Routine Business Messages"	1, 2, 3, 4
	Wed 10/25	Distinguishing influence, pressure, coercion, and invitation.	<input type="checkbox"/> LS Ch. 10: "Persuasive Messages"	1, 2, 3, 4
11	Mon 10/30	ELC Exercise (TBD)		3, 4, 5
	Wed 11/1	Integrity, messaging, and listening for the future.	<input type="checkbox"/> LS Ch. 11: "Bad-News Messages" <input type="checkbox"/> Informational Interview Due	2, 3, 4

VI. Presenting Persuasive Arguments				
12 ²	Mon 11/6	Presentation as story. Set up Presentation #3	<input type="checkbox"/> LS Ch. 14: "Planning Presentations"	1, 2, 3
	Wed 11/8	Inhabiting your message Make teams	<input type="checkbox"/> LS Ch. 15: "Delivering Presentations"	2, 3, 4, 5
13	Mon 11/13	ELC – HiFli Exercise		3, 4, 5
	Wed 11/15	Coaching		3, 4, 5

VII. Persuasive Team Presentations				
14	Mon 11/20	Coaching		3, 4, 5
	Wed 11/22	Thanksgiving Holiday (no class)		
15	Mon 11/27	Presentations in ELC	<input type="checkbox"/> Presentation #3 (in ELC)	1, 2, 3, 4, 5
	Wed 11/29	Review for final exam		1, 2, 3, 4, 5

² Last week to withdraw ("W" on transcript)

Study Days				
	Wed 12/6	7pm – 9pm JFF 327	<input type="checkbox"/> Final Exam	1, 2, 3, 4, 5

Specific dates and assignments subject to change.

APPENDIX I



Undergraduate Program Learning Goals

According to AACSB, the Learning Goals state how the degree programs demonstrate the Marshall mission. Learning Goals should be broad statements, describing the goal of learning as well as the outcome. Accordingly, below the **goal** is what Marshall intends the students should be and the *outcome* further describes students' application and transfer of knowledge. The goals should express expectations that reflect the depth and breadth of student knowledge and skills that are sustainable foundations for life-long learning in support of their professional and personal development.

1. **Our graduates will have an understanding of the key business areas and their interplay to effectively manage different types of modern enterprise.**
2. **Our graduates will have a global mindset demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and cultural issues.**
3. **Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities to strategically navigate complex demands of business environments.**
4. **Our graduates will demonstrate leadership skills aspiring to be sensible, future-oriented leaders and innovators.**
5. **Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.**
6. **Our graduates will be effective communicators in speaking and writing to facilitate information flow in organizational, social, and intercultural contexts.**

Learning objectives associated with each learning goal:

According to AACSB, the more places in a curriculum [exist] that support one or more learning goals [and their objectives], the greater the probability of student success.

1. Learning goal: **Our graduates will have an understanding of the key business areas and their reciprocity to effectively manage different types of modern enterprise.**

Learning objectives:

- Students will gain factual, conceptual, procedural, and metacognitive knowledge of the following areas: Accounting, finance, marketing, management & organizational behavior, operations and information management, and entrepreneurship.
- Students will integrate disciplinary knowledge to develop a general management perspective and know how to tailor it to different types of modern enterprise.
- Students will understand and utilize current technology in all disciplines.

2. Learning goal: **Our graduates will have a global mindset demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and cultural issues.**

Learning objectives:

- Students will understand the complexities of business in the global economy and society, including its local, regional and global impact.

- Students will understand the different markets such as product, capital, commodity and factor, labor and global markets.
- Students will apply theories, models, and frameworks to analyze those markets.
- Students will have knowledge of the role of the legal, regulatory, competitor, financial, and consumer environments on business.
- Students will have knowledge of other cultures and their implications for business practice.
- Students will be able to adapt behavior and business practices to diverse business environments and cultures.

3. Learning goal: Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities to strategically navigate complex demands of business environments.

Learning objectives:

- Students will gather, categorize, analyze, interpret, and evaluate relevant qualitative and quantitative information.
- Students will critically question problems, competing priorities and points of view in situations characterized by ambiguity and/or uncertainty.
- Students will apply analytic tools and frameworks of business disciplines to create and defend well-reasoned conclusions and solutions based on relevant criteria and standards.
- Student will develop abstract ideas and design novel conceptual frameworks based on facts and theories.

4. Learning Goal: Our graduates will demonstrate leadership skills aspiring to be informed, sensible, future-oriented leaders and innovators.

Learning objectives:

- Students will recognize the intricacies of individual and organizational group behaviors and demonstrate leadership skills at all levels in organizations, such as team leadership, departmental leadership, executive leadership, and entrepreneurial leadership.
- Students will demonstrate the ability to be creative and innovative thought-leaders.

5. Learning goal: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.

Learning objectives:

- Students will understand and abide by professional codes of conduct.
- Students will understand the importance of ethics across cultures.
- Students will know how to apply ethical frameworks to assess appropriate courses of conduct.
- Students will recognize situations and issues that present ethical challenges and will be able to develop solution approaches.
- Students will understand businesses' responsibilities to stakeholders and moral obligations to society at large.

6. Learning goal: Our graduates will be effective communicators in speaking and writing to facilitate information flow in organizational, social, and intercultural contexts.

Learning objectives:

- Students will assess and characterize diverse communication goals and audience needs across cultures and utilize the appropriate oral or written form of communication as well as applicable

media and technology.

- Students will understand interpersonal and organizational communication dynamics and implement effective internal and external organizational communication strategies.
- Students will conduct research using a broad range of sources, synthesizing and judging the quality of collected information and support their written or oral claims logically and persuasively.
- Students will write effectively in professional contexts and in all common business formats.
- Students will create and deliver context specific presentations and/or lead meetings individually or collaboratively.

APPENDIX II

ALIGNMENT OF COURSE LEARNING OBJECTIVES WITH MARSHALL'S SIX UNDERGRADUATE PROGRAM LEARNING GOALS

Goal #	Marshall Program Learning Goal Description Covered in this Course (Goals 3, 5, 6 and relevant selected sub-goals)	Course Objectives	Relevant Course Assignments
3	<p>Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators.</p> <p>Specifically, students will:</p> <p>3.1 Students will understand the concepts of critical thinking,</p> <p>3.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.</p> <p>3.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>3.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</p>	Moderate Course learning objectives 1, 2, 3, 4, 5	<p>ELC: Impromptu</p> <p>ELC: HiFli Exercise</p> <p>ELC: Q and A Exercise</p> <p>Presentation #1: Career Path</p> <p>Presentation #2: Communication Success/ Breakdown</p> <p>Presentation #3 Proposal/Consult</p> <p>Resume Packet</p> <p>Final Written Exam</p> <p>Assigned Readings (text)</p> <p>Class Discussion</p>
4	<p>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders.</p> <p>4.1 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)</p> <p>4.2 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., marketing, finance, accounting.</p> <p>4.3 Students will understand factors that contribute to effective teamwork</p>	Moderate Course learning objectives 1, 2, 3, 4, 5	<p>ELC: Impromptu Exercise</p> <p>ELC: HiFli Exercise</p> <p>ELC: Q and A Exercise</p> <p>Informational Interview</p> <p>Assigned Readings (text)</p> <p>Discussion</p>
5	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.</p> <p>Specifically, students will:</p> <p>5.1 Understand professional codes of conduct.</p> <p>5.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	Moderate Course learning objectives 2, 3, 4, 5	<p>Informational Interview</p> <p>Assigned Readings (text)</p> <p>Discussion</p>

6	<p>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:</p> <p>6.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>6.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p> <p>6.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	High Course learning objectives 1, 2, 3, 4, 5	<p>ELC: Impromptu Exercise</p> <p>ELC: HiFli Exercise</p> <p>ELC: Q and A Exercise</p> <p>Presentation #1: Career Path</p> <p>Presentation #2: Communication Success/ Breakdown</p> <p>Presentation #3: Industry Trend</p> <p>Presentation #4: Proposal/Consult</p> <p>Final Exam</p> <p>Resume Packet</p> <p>Final Written Exam</p> <p>Assigned Readings (text)</p> <p>Class Discussion</p>
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