

BUAD 302 - Communication Strategy in Business

Syllabus - Fall 2015 - M/W – 8:00 a.m. & 10:00 a.m.

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COURSE DESCRIPTION

You are working in an increasingly complex world characterized by explosive growth in access to and quantity of information—and your professional life will likely revolve around how you generate, organize, evaluate, and manage the communication of this information. 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.

Armed with astute communication strategies, business professionals can effectively exercise influence—an essential management skill—and produce desired results.

Whether making a presentation, creating and executing an integrated persuasive appeal, or engaging in group problem solving—you should be able to convey ideas and feelings to your audience clearly, accurately, and persuasively. This course is designed to sharpen your existing skills as a strategic thinker, writer, and speaker and to employ those skills to realize an actionable understanding of strategic communication.

The class is structured to emphasize experiential learning so that our study of managerial communication theory can be applied to exercises and activities mirroring real-world challenges you will face in your professional lives.

At the end of this course, you will be a more articulate and influential business communicator. You will understand the rhetorical reasoning that supports the strategies you learn such that you can successfully meet all types of new communication challenges.

Business Communication Strategy—Theory

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

Business Communication Strategy—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 LEARNING OBJECTIVES

This course is designed for you to acquire knowledge and skills in business communication. The BUAD 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 15 weeks, you probably will not reach a level of professional excellence in all business communication areas; mastery sometimes takes years and always takes dedication. 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.

REQUIRED MATERIALS

Business Communication: Developing Leaders for a Networked World

Peter W. Cardon

McGraw-Hill 2015, ISBN: 9780073403281

PREREQUISITES AND/OR RECOMMENDED PREPARATION

In addition to computer and language skills, I assume an ability to perform basic research as part of this course. 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.

Everyone is expected to take an active role in the learning process. That includes arriving to class prepared to give input, answer questions when called upon, volunteering answers to questions and actively engaging in the process. Attendance, attitude, and preparation are important. Positive contributions to the class can provide a rich reciprocal learning experience. The right attitude means a desire and willingness to study and learn. Food, gum, smoking, and vaping are not allowed in the classroom at any time.

In addition, vulgarity, swearing and harassment of any kind will not be tolerated. Please remember that while you are in class *no mobile phones or other electronics may be used unless they have been approved in advance.*

Whether writing or speaking, you should be able to connect with your audience, conveying ideas and message points in an accurate, complete, and convincing way. 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 lives.

My goal is to help you become more professional business communicators. 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, develop stronger and more convincing arguments, thoughtfully apply communication strategies to a variety of professional situations, participate in job interviews, work more effectively with other people, and how to incorporate media into your message.

Should you need to be absent I expect to receive an e-mail from you *prior to the start of class*. Keep in mind that a message in advance of class does not “excuse” your absence – it simply shows me that you are taking responsibility for choosing to do something else during class time.

Multiple absences, even when accompanied by conscientious notification, may be viewed as unprofessional behavior and negatively impact your engagement/participation grade. To receive top points for engagement/participation you need to take an active role in class discussions, volunteer for leading ELC and in-class exercises, bring relevant news stories to the attention of the class and lead in-class discussion based on these news stories, attend office hours and review all of your presentations, etc.

POINTS OF INTEREST

Copies of PowerPoint lectures will be available through your Blackboard account. You should use the spell-checking and grammar-checking features built into Microsoft Office for any written deliverables including your own PowerPoints. I will ask that you challenge yourself to include charts, video, sound, and external links into your PowerPoints. For PowerPoints, these types of “good to great” elements can make a positive impact on this component of your presentation grade.

If you are having difficulties with the mechanics of writing, help exists. The USC Writing Center located on the third floor of Taper hall is an excellent resource. 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 for whom English is a second language. 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: <http://www.usc.edu/dept/LAS/writing/writingcenter/>.

International students and non-native writers and speakers of English will also want to investigate the help available to them through USC’s American Language Institute: <http://dornsife.usc.edu/ali>.

GRADING POLICIES

Final grades in the course will depend on your performance in the following types of assignments, in addition to participation and engagement:

- Oral Presentations and Online Briefings
- Written Communication
- Classroom Assignments, Exercises, and Exam

ASSIGNMENT OVERVIEW

Components of Final Grade (1000 points total)

Oral presentations

550 points

Each of you will complete four significant graded presentations—two individual and two as part of a team. Team presentations may consist of both an individual grade and a group grade and may include a written deliverable of peer feedback.

Individual

Informative (Professional Path/Interests)	125 points
Persuasive (Sales/Product Pitch)	125 points

Team/Group

Informative (Business Book Review)	150 points
Persuasive (Programming Pitch)	150 points

Written Communication

175 points

Resume	50 points
Cover Letter	50 points
Networking Report	75 points

Online Briefing

50 points

(YouSeeU Individual Assignment)

Engagement/Participation

75 points

Quizzes, homework, in-class activities	50 points
Mock Interviews	25 points

Final Exam

150 points

Please note that ELC exercises are non-negotiable. Missing an ELC exercise will negatively impact your grade by 25 points at the end of the semester (per missed session) unless excused IN ADVANCE, by me. Further, if you miss the mock interviews you will lose 50 points unless excused by me—in advance. There will be no make-ups for the ELC exercises or for the mock interviews. It is also your responsibility to write down the day/time for the interviews once you sign up--this is a professional commitment and you will be expected to treat it as you would any internship or job interview in the world of work.

ASSIGNMENTS AND GRADING DETAIL

- In business, you are expected to complete your projects on time. Assignments are due at the beginning of the class period on the date assigned unless specified otherwise. Any assignment turned in late will receive half credit as a starting point. Late assignments must be turned in within one week of the original due date or you will receive an “F” for that assignment.
- If you are unable to attend class on the day a written assignment is due, I expect it to be in my email in-box by the start of class.
- Your written assignments should be free of spelling, punctuation, or grammar errors. ANY errors in mechanics reduce the effectiveness of written communication and will dramatically lower your grade.
- Where a bibliography, reference notes, or other stylistic requirements are used, the information must conform to a standard style manual (APA or MLA).

Questions Related To Assignments

Please have your assignment-related questions prepared at least by the class session preceding the due date for the assignment. It is not possible for me to answer individual, complex questions related to assignments via e-mail the night before an assignment is due. We will discuss each assignment multiple times; it benefits everyone to discuss questions in the classroom.

Of course, you can also make appointments to discuss questions and ideas in office hours—but please book these appointments as far in advance as possible. I hold generous office hours, but I cannot guarantee I will have time to meet with you if you request an appointment at the last minute. If we meet to discuss assignments, I am here to help. However, remember that I expect you to generate specific questions and ideas regarding your work versus just asking me to “look it over” or asking me to tell you “if you’re on the right track.”

Oral Assignments Tips and Insights

You learn as much from observing and critiquing presentations as you do from making presentations. Be an attentive, active listener when others are making presentations. You will be asked to critically evaluate the performance of your classmates as well as yourself throughout the semester. My assessment of your level of overall professionalism in class will be deeply influenced by the thoughtfulness with which you listen to and evaluate the work of others—and the astuteness of your self-evaluations.

I am particularly interested in your developing an ability to connect with your audience (we’ll be focused on smaller audiences composed of 30 or fewer members), engage them in your ideas, and retain your credibility. It is extremely difficult, if not impossible, to make this connection when you are reading your presentation or reciting it word-for-word after committing it to memory. Reading verbatim – or even appearing to read or recite – a presentation will lower your grade significantly as will an inability to establish sustained eye contact throughout a presentation.

It is permissible to use notes, of course, but our task is to wean you from the temptation to write out your presentation in complete sentences and memorize it. Doing this is virtually guaranteed to deal a deathblow to your effectiveness as a presenter.

Many 302 students report that even with much rehearsal, the delivery aspects of their presentations do not develop as quickly as they would like. Most of the time, this is due to inadequate preparation of the content and organization of the material. To deliver a message with conviction and confidence, you must believe in the value of your content and its relevance and worth to your audience. A hastily prepared presentation rarely yields such a delivery.

Written Assignment Logistics

The Marshall School of Business computing environment supports the Microsoft Office bundle of productivity tools. All assignments must be prepared with these tools – or tools that produce compatible files – and printed on a laser or inkjet printer.

All assignments should be prepared on an 8 ½” x 11” paper. I expect all of your written work to be formatted with 1” margins, and using a 12-point typeface. If a hardcopy is requested, all parts of multi-page assignments should be stapled together in the upper left corner. Please do not enclose any of your work in binders or folders. Again, please indicate your full name and the time your class meets on all documents.

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.

Review of Grades

If an assignment is returned to you and you believe that some error has occurred in the grading, you can, within one week of the date the assignment is returned, request—using a memo—that I re-evaluate the assignment. If necessary, I am glad to clarify my commentary on returned assignments (after you have had time to digest the commentary), but if you wish to discuss your grade, you must initiate the discussion with a memo. Any reference and discussion of grades (written or otherwise) must be initiated and conducted with diplomacy and thoughtfulness.

If you are requesting a grade review, the original assignment or presentation evaluation form should be attached to your memo. The memo should fully and carefully explain why you think the assignment should be re-evaluated. Arguing that “I worked hard and put in a lot of time” or simply saying “I don’t understand why I received this grade” are neither full nor careful explanations. Remember that the re-evaluation process can result in three types of grade adjustments: positive, none, and negative.

MOCK INTERVIEWS

Mock interviews will take place as an ELC exercise in POPOVICH HALL (3RD Floor). You must complete all components of this exercise or you will lose 50 points from your final total course points. On the day of the interview you must be dressed in professional interview attire and have a resume and cover letter for a specific job for your interview partner or you will be turned away. **Students who do not meet these standards will not be allowed to interview.**

GRADING SCALE

Assignments	Points	% of Grade	My Points
Presentation 1	125	12.5	
Presentation 2	125	12.5	
Presentation 3 (Team)	150	15.0	
Presentation 4 (Final Team)	150	15.0	
Resume	50	5.0	
Cover Letter	50	5.0	
Networking Report	75	7.5	
Mock Interviews	25	2.5	
YouSeeU Assignment	50	5.0	
Participation/Engagement/Activities	50	5.0	
Final Exam	150	15.0	
TOTAL	1000		

MARSHALL GUIDELINES

Add/Drop Process

In compliance with USC and Marshall's policies classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes. You can be dropped from class if you do not attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two sessions and are dropped, you risk being not being able to add to another section this semester, since they might reach capacity. You can only add a class after the first week of classes if you receive approval from the instructor.

Marshall Grading Guidelines

Course Grading Policy: Marshall's target mean GPA is 3.0 for required classes and 3.3 for electives. The mean target for graduate classes is 3.3. Assignment/Exam Grading Policy: the instructor determines what qualifies as an accurate grade on an assignment, exam, or other deliverable, and the instructor's evaluation of the performance of each individual student is the final basis for assigning grades for the course.

Final exams and all other graded work which affected 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, i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine.

Statement for Students with Disabilities

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 TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Their address is 3601 Watt Way, Grace Ford Salvatori Hall, 120.

Statement on Academic Integrity

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. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A.

<http://www.usc.edu/dept/publications/SCAMPUS/gov/>

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: <http://www.usc.edu/student-affairs/SJACS/>. 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.

Emergency Preparedness/Course Continuity

In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access: <http://cst.usc.edu/services/emergencyprep.html>

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 (cell phones, PDAs, iPhones, Blackberries, other texting devices, laptops, and 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.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

Incomplete Grades

In incomplete (IN) grade may be assigned due to an “emergency” that occurs after the 12th week of classes. 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 course should be initiated by the student, and negotiated with the instructor. Class work to complete the course should 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.

Assignment Submission Policy

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 or to my box by the start of class. Late or not, however, *you must complete all required assignments to pass this course*.

Evaluation of Your Work

You may regard each of your assignments as an “exam” in which you apply what you have 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, however, 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. For presentations, explain fully and carefully based providing me with examples per the timer countdown of the video why you think the presentation should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. Students may appeal a grade according to university policy as set forth in SCampus. Faculty may initiate a change in grade if there is an error in the calculation of a grade. However, a faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found on page 125 of SCampus and at:

http://www.usc.edu/dept/publications/SCAMPUS/gov/disputed_academic_evaluation_procedures.html.

APPENDIX
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	Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators.</i> Specifically, students will: 3.1 Students will understand the concepts of critical thinking, 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. 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. 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.	Moderate (Course learning objectives 2, 3, 4)	ELC: Ethics Exercise ELC: Hi-Fli Exercise ELC: Good Neighbors Exercise Crisis Comm. Exercise (In-Class) Audience Analysis Exercise (In-Class) Emotional Intelligence Assessment Presentation #2: Sales/Product Pitch (audience analysis/emotional triggers/telling the <i>right</i> story) Presentation #4: Programming Pitch Final Written Exam Assigned Readings (text) and Discussion
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society.</i> Specifically, students will: 5.1 Understand professional codes of conduct. 5.2 Recognize ethical challenges in business situations and assess appropriate courses of action.	Moderate (Course learning objectives 2, 3, 4, 5)	ELC: Ethics Exercise ELC: Good Neighbors Exercise The Trap of Misperceptions Exercise: In-Class Assigned Readings (text) and Discussion
6	Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts.</i> Specifically, students will: 6.1 Identify and assess diverse personal and organizational communication goals and audience information needs. 6.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts. 6.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.	High (Course learning objectives 1-5)	Presentation #1: Professional Assessment Presentation #2: Sales/Product Pitch Presentation #3: Business Book Review Presentation #4: Programming Pitch Networking Report (Written) Resume/Cover Letter (Written) YouSeeU Report (Video) Emotional Intelligence Assessment Ted Talk content analysis ELC: Ethics Exercise ELC: Hi-Fli Exercise ELC: Good Neighbors Exercise Final Written Exam Assigned Readings (text) and Discussion

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct

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 Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. 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/>.

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* <http://capsnet.usc.edu/departments/public-safety/online-forms/contact-us>. This is important for the safety 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. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. 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* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html 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.

Communication Strategy in Business/BUAD 302/Colman
Schedule of Class Activities – Subject to Changes at the Instructor’s Discretion
 Mondays & Wednesdays, 8:00 a.m. – 9:50 a.m. /10:00 a.m. – 11:50 a.m.

Date	Chapters and Topics	Assignments Due/Remarks ALL READINGS ARE DUE BEFORE CLASS	Course Learning Objectives
WEEK 1 Monday 8/24/15	<i>Introduction to Class</i> Syllabus Overview Get Acquainted Activity Individual Introductions		1, 2
Wednesday 8/26/15	<i>Establishing Credibility</i> Communication and Career Development, Intro to Career Package Assignments & Presentation #1	<i>Read Chapter 1</i> ✓ Create profile on YouSeeU ✓ Interview questions due	1, 2, 4, 5
WEEK 2 Monday 8/31/15	<i>Interpersonal Communication & EQ</i> In-Class Networking Exercise	<i>Read Chapter 2</i> ✓ Career aspirations	1, 2, 3
Wednesday 9/2/15	Career Center Presentation		1, 4, 5
WEEK 3 Monday 9/7/15	Labor Day, Universtiy Holiday		
Wednesday 9/9/15	<i>Employment Communications</i> Developing Winning Resumes & Cover Letters Creating a Professional Future Review for Presentation #1	<i>Read Chapter 16</i>	1, 2, 4
WEEK 4 Monday 9/14/15	ELC PRESENTATION #1	DUE: Presentation #1	2
Wednesday 9/16/15	<i>Planning Presentations</i> Intro to Presentation #2; The Power of Story	<i>Read Chapter 14</i>	1, 2, 3, 5
WEEK 5 Monday 9/21/15	Interviewing for Employment	✓ Assigned articles/TED Talks ✓ Bring resume	1, 2, 4
Wednesday 9/23/15	<i>Delivering Presentations</i> Behavioral Theories that Impact Communication; Non-Verbal Communication;	<i>Read Chapter 15</i>	1, 3, 4
WEEK 6 Monday 9/28/15	ELC ACTIVITY	Good Neighbors	3, 5
Wednesday 9/30/15	<i>Persuasion Messages</i> Strategic Planning for Persuasive Writing and Speaking Prep for Hi-Fli Exercise Assign: Mock interview partners	<i>Read Chapter 10</i> DUE: Resume/CL/Job Description DUE: Job description for mock interviews	4, 5
WEEK 7 Monday 10/5/15	ELC EXERCISE: HI-Fli		2, 5
Wednesday 10/7/15	Emotional Intelligence in the Workplace; In-Class Exercise	DUE: Networking Report ✓ Assigned articles ✓ EI assessment	1, 2, 4

WEEK 8 Monday 10/12/15	Mock Interviews – JKP ELC		
Wednesday 10/14/15	Practice Pitches for Presentation #2; Favorite Pitches; Student Driven Persuasive & Audience Analysis Exercises		2, 3
WEEK 9 Monday 10/19/15	ELC: PRESENTATION #2	DUE: Presentation #2	1, 2
Wednesday 10/21/15	<i>Team Communication & Difficult Conversations</i> Intro to Presentation #3; Team Assignments and First Team Meetings; In-Class Exercise	<i>Read Chapter 3</i>	1, 2, 5
WEEK 10 Monday 10/26/15	Using Media to Communicate a Story; Favorite TED Talks (Student Driven)	✓ Team TED Talk presentations	2
Wednesday 10/28/15	USC-CT, In-Class Activity Prep for Presentation #3; Team Meetings		1, 5
WEEK 11 Monday 11/2/15	ELC: PRESENTATION #3	DUE: Presentation #3	1, 4
Wednesday 11/4/15	Intro to Final Presentation #4 Inclusion and Communication; Assemble Final Teams	✓ Assigned articles/HBR	1, 4, 5
WEEK 12 Monday 11/9/15	<i>Communicating Across Cultures</i> Managing New Communication Channels in the Workplace; Team Meetings	<i>Read Chapter 4</i>	2, 5
Wednesday 11/11/15	<i>Business Ethics and Social Responsibility</i>		1, 4, 5
WEEK 13 Monday 11/16/15	ELC ACTIVITY	Ethics Exercise	1, 4, 5
Wednesday 11/18/15	<i>Email and Social Media For Business</i> Review YouSeeU Individual Assignment; Team Meetings	<i>Read Chapters 7 & 8</i>	1, 3, 4
WEEK 14 Monday 11/23/15	Presentation #4 Team Coaching/Feedback: Be Prepared!	DUE: YouSeeU Individual Assignment	2, 5
Wednesday 11/25-28/15	Thanksgiving Break		
WEEK 15 Monday 11/30/15	ELC: PRESENTATION #4	DUE: Presentation #4	2
Wednesday 12/2/15	Course Wrap-up/Final Exam Review Final Team Meeting Course Summary/Goals Review/What Did You Learn?	✓ Final Write-Up Due	1, 3, 4
Sat. - Tues. 12/5-8/15	Study Days		
WEEK 16 <i>Final Exam</i>	Monday/Wednesday, 8:00 a.m. – Wednesday, 12/9/15, 8:00 a.m. – 10:00 a.m. Monday/Wednesday, 10:00 a.m. – Monday, 12/14/15, 8:00 a.m. – 10:00 a.m.		