

Lecture Class

Tues./Thurs.

14675 : 10:00-11:50am Room: Hoffman Hall 302

14685 : 2:00-3:50pm Room: Hoffman Hall 306

14687 : 4:00-5:50pm Room: Hoffman Hall 306

Office Hours

Tues/ Thursday

12:15 – 1:40 ACC 400C Open door - In-Person

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 fifteen 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

Required reading includes the text cited below as well as articles and cases distributed in class via Blackboard.

Cardon, Peter W. *Business Communication: Developing Leaders for a Networked World* (Mc Graw-Hill 2014).

COURSE ASSUMPTIONS

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

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 SUMMARY

Assignment	Points	% of Grade
Presentation 1	125	12.5
Presentation 2	125	12.5
Presentation 3 (Team)	125	12.5
Presentation 4 (Final Team Presentation)	125	12.5
Resume	75	7.5
Cover Letter	75	7.5
Networking Report	50	5.0
YouSeeU Assignments – each worth 25 points for a total of 75	75	7.5
Participation/Engagement	75	7.5
Final Exam	150	15.0
TOTAL	1,000	100.0%

You are expected to *arrive on time and be prepared* for all class sessions. Final grades in the course will depend on your performance in the following types of assignments in addition to participation and engagement:

- Oral Presentations & Online Briefings
- Written Communication
- Classroom assignments/exercises/exams

These types of assignments represent 1,000 total points and are described in more detail below.

Oral Presentations **500 pts.**

Each of you will complete four significant graded presentations—two individual and two as part of a group. Group presentations will 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 pts.
Persuasive (Position Pitch) 125 pts.

Group

Informative (Business Book Review) 125 pts.
Persuasive (Programming Pitch) 125 pts.

Written Communication 200 pts.

Resume 75 pts.
Cover Letter 75 pts.
Networking Report 50 pts.

Online Briefing 75 pts.

(YouSeeU Individual Assignments)

Engagement/Participation 100 pts.

I assume that you will be present and on time for every class and ready to begin work at the time class is scheduled to start. 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 will need to take an active role in class discussions, volunteer for leading Experiential Learning Center (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.

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 by me. Further, if you miss the mock interviews you will lose 50 points. There will be no make-ups for the ELC Exercises or for the mock interviews. 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.

Final Exam 150 pts.

A final exam is a required component of this required business course and will be based on the entire semester’s content. I will provide a thorough and detailed comprehensive review prior to the exam. Please see the course schedule for final exam date.

Assignment Protocol

- In business, you’re 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*). An example of MLA formatting is on our Blackboard space.

GRADING DETAILS

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.

Also, please note that while your four major presentations will be graded on a point basis, for example, 100/125, other assignments will be letter-graded due to the context of the assignment per the professor's discretion.

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 in the Fall Semester of 2015 will be scheduled for the ELC in POPOVICH HALL (3RD Floor) during the week of October 12 (**during our October 13th class**). You must complete this exercise or you will **lose 50 points** from your final total course points.

You must be dressed in professional interview attire and have a HARD COPY of your resume, cover letter, and the job posting for a specific position or you will be turned away. Students who do not meet these standards will not be allowed to interview.

Course Schedule (Note: Schedule is subject to change)

Date	Class Topic/ Activities	Assignments (All readings due prior to class)	Due Dates	Course Learning Objectives
Week 1				
25-Aug	Course Introduction and Syllabus Review; Individual Introductions; Basics of Communication Strategy: Why It Matters to You!	Create your Goal Plan for the course	Create Profile on YouSeeU and upload a 3 minute video of you discussing your Goal Plan (instructions on BB)	1,5
27-Aug	Career Center Presentation – Guest Speaker		YouSeeU 3 minute video of key concepts you learned – due before Sept 4	1,2,3
Week 2				
1-Sep	Credibility in class exercise and Behavioral Theories that Impact Communication; Non- Verbal Communication; Interpersonal Communication	Chapter 1: Establishing Credibility Chapter 2: Principles of Interpersonal Communication	Take Social Styles Assessment (posted on BB)	1,2,3,4
3-Sep	Communication and Career Development Part A; Intro to Career Package Assignments and Presentation One: Informative (Professional Path/ Interests) Mission and Values Exercise – bring digital device to class	Chapter 16: Employment Communications		1,2,4,5
Week 3				
8-Sep	How to prepare and give a presentation; Overcoming Presentation Anxiety; Reading your Audience exercise	Chapter 14: Planning Presentations & Chapter 15: Delivering Presentations		1,2,3,5
10-Sep	Communication and Career Development Part B; Developing Winning Resumes/Cover Letters;		First Draft Resume/ Cover Letter	2,5
Week 4				
15-Sep	ELC INDIVIDUAL PRESENTATION ONE (125 Points)		Presentation One Final Resume/ Cover Letter	2
17-Sep	Persuasion Techniques: Strategic Planning for Persuasive Writing and Speaking – Introduction to Networking Report	Chapter 9: Persuasive Messages		1,3,4
Week 5				
22-Sep	Intro to Presentation Two; Persuasive (Sales/ Product Pitch) Communication; The Power of Story	Assigned Articles/TedTalk Video (Simon Sinek)	Provide group member with feedback on YouSeeU	1,2,4
24-Sep	Feedback Sessions with Professor – 10 minutes sign up during Sept 22nd			
Week 6				
29-Sep	ELC INDIVIDUAL PRESENTATION TWO (125 Points)		Presentation Two	2
1-Oct	Your Elevator Pitch			2,5
Week 7				
6-Oct	ELC EXERCISE: Hi-Flu		Networking Report	2,5
8-Oct	Preparation for Mock Interviews: Role playing interview round robin.	Assigned Articles (Posted on BB)		4,5

Date	Class Topic/ Activities	Assignments (All readings due prior to class)	Due Dates	Course Learning Objectives
Week 8				
13-Oct	ELC: Mock Interviews			1,2,3,4,5
15-Oct	Intro to Presentation Three; Listening; Creating an agenda – In-Class Exercise Team Assignments and First Team Meetings	Chapter 3: Listening, Team Comm., and Difficult Conversations		1,2,5
Week 9				
20-Oct	Ethics in the workplace – Exercise and applying USCCT	Assigned Articles (Posted on BB)		1,4,5
22-Oct	Team Development and Communication; Team problem solving			1,2
Week 10				
27-Oct	Executive Presence at Work; Channels of communication at work; Leadership in 2030	Assigned Articles (Posted on BB)		1,2,5
29-Oct	Managing New Communication Channels in the Workplace; Email exercise in class	Chapter 7: Email and Social Media for Business Communication		1,5
Week 11				
3-Nov	Presentation #3: Group Informative (125 Points) - ELC		Presentation Three	2
5-Nov	Additional forms of communication businesses use – Writing a communication plan	Chapter 8: Routine Messages		
Week 12				
10-Nov	Communicating in a Global Workplace; In- Class Exercise	Chapter 4: Comm. Across Cultures Take the CQ Self-Assessment (Posted on BB)		2
12-Nov	Intro to Final Presentations: Group Persuasive (Programming Pitch) Inclusion and Communication;	Assigned Articles		3,5
Week 13				
17-Nov	ELC Exercise: Win as much as you can, How Trustworthy are You? And Business Bingo	Take How Trustworthy Are You (Posted on BB)		1,2,3,5
19-Nov	Impression Management, wrapping up class, “Shift Happens” video	Assigned Articles		1,2,3,4,5
Week 14				
25-Nov	Blackboard assignment: Chapter 10 Case <i>Not completing this assignment will result in losing 25 points.</i>	Chapter 10 Case – pages 277-278		1,2,4,5
27-Nov	Thanksgiving Break			
Week 15				
1-Dec	Final Team Presentations (125 Points)			1,3,4
3-Dec	Final Team Presentations (125 Points)			2,5
Week 16				
8-Dec	Office hours open door			
10-Dec	Final due (150 Points)		Final Exam and Peer Feedback	1,2,3,4,5

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. I can drop you from my class if you don't attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two session 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.

Further, if you are absent six or more times prior to **September 12, 2014**, I will ask you to withdraw by that date. These policies maintain professionalism and ensure a system that is fair to all students.

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.

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

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/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.

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>

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’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, 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 (As examples only)
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: Hi-Fli Exercise ELC: Win as much as you can Exercise Crisis Comm. Exercise (In-Class) Audience Analysis Exercise (In-Class) Executive Presence 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 The Trap of Misperceptions Exercise: In-Class Assigned Readings (text) and Discussion

6	<p>Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i>. 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>	<p>High (Course learning objectives 1-5)</p>	<p>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) Executive Presence Assessment Ted Talk content analysis ELC: Hi-Fli Exercise ELC: Ethics Exercise Crisis Comm. Exercise (In-Class) Final Written Exam Assigned Readings (text) and Discussion</p>
---	---	---	---