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Lecture Class

Mon./Wed.

HOH 302 12:00 pm to 1:50 pm

HOH 302 2:00 pm to 3:50 pm

HOH 302 4:00 pm to 5:50 pm

Office Hours

TBD

TBD

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.

1. *Business Communication: Developing Leaders for a Networked World*, 2nd Edition, Cardon, (McGraw-Hill, 2014)
2. *The New Articulate Executive*, Toogood (McGraw-Hill, 2010)
3. *Type Talk at Work*, Kroeger, Thuesen, & Rutledge (Dell Publishing, 2002)

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

<u>Assignments</u>	<u>Points</u>	<u>% of Grade</u>
Individual Focus Statement Presentation/Branding Presentation	50	3.33%
Individual Career Survey/Fit Presentation	100	6.67%
Team Chapter Analysis Presentation	100	6.67%
Team Funding Presentation	200	13.33%
Individual Resume/Cover Letter/References	75	5.00%
Individual Career Packet Read Around	25	1.67%
Individual/Team Final Project (multiple components)	500	33.33%
Individual Final Exam	150	10.00%
In-Class Quizzes, Assessments, Homework, and Exercises	200	13.33%
Engagement/Participation	100	6.67%
TOTAL	1500	100.00%

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 three types of assignments represent 1,500 total points and are described in more detail below.

Oral Presentations

850 points

Each of you will complete six significant graded presentations—three individual and three as part of a team.

Individual

Individual Focus Statement Presentation/Branding Presentation	50 points
Individual Career Survey/Fit Presentation	100 points
Individual/Team Final Project (multiple components)	250 points

Team

Team Chapter Analysis Presentation	100 points
Team Funding Presentation	200 points
Individual/Team Final Project (multiple components)	150 points

<u>Written Communication</u>	400 points
Individual Resume/Cover Letter/References	75 points
Individual Career Packet Read Around	25 points
Individual/Team Final Project (multiple components)	100 points
In-Class Quizzes, Assessments, Homework, and Exercises	200 points

Engagement/Participation **100 points**

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 or text 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 ELC and in-class exercises, bring relevant news stories to the attention of the class and lead in-class discussions based on these news stories, attend office hours and review your presentations, etc.

Please note that ELC exercises are non-negotiable. Missing an ELC exercise will negatively impact your grade by 25 participation/engagement points (per missed session) unless excused by me. Further, if you miss the mock interviews you will lose 50 participation/engagement points unless excused by me—in advance. There will be no make-ups for the ELC exercises or for the mock interviews.

Final Exam **150 points**

A final exam is a required component of this required business course and will be based on the entire semester’s content. 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 partial 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).

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.

Assignment Submission Policy

Any assignment turned in late, even if by only a few minutes, will receive partial credit for the assignment (for example, if your work is an A grade (100%), you will be given a D grade (60%)). 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. If you miss a Connect Homework Assignment, you will not be able to make it up, so plan ahead.

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. 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. 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

Evaluation Protocol

Your content should be contemporary, reliable, sensible, and relevant. Each work product will get a grade based on the quality of the work:

- “A range = Outstanding or exceptional work.
 - Reflects mastery of course, concepts, tools, and techniques, plus a solid understanding of implications, applications, or interrelationships, as may be appropriate.
 - Reflects your ability to apply and express that understanding with meaningful language. In business, this would mean your manager would accept the work with no revision, be willing to put his or her name on it, and send it forward.
 - Signifies that the communication
 - 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.
 - Demonstrates mature sentence variety and paragraph development
 - considers who does what next
 - AND 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.

“B” range = Acceptable work. At or just below expectation. Demonstrates limited proofreading effort, lack of attention to organization and only minimal attempt to insure that message is both coherent and concise.

“C” range = Unacceptable. The work is well below expectation and demonstrates little or no effort to develop a professional work product. Immediately make an appointment to see me.

Below “C” range = This number is reserved for special cases. Work products that fail to carry out the assignment in word or deed get this notation. Moreover, presentations that are read and/or memorized are dealt a similar fate.

Presentation Grading Protocol

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 verbatim – or even appearing to read – a presentation will lower your grade significantly. It is permissible to use notes, of course, but my 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. If you plan to use notes, you are allowed **one** single sided page of notes (maximum one page/one side - 8 1/2 x 11 sheet of paper, minimum 40 point font, yes...40 point).

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.

SPRING 2016 KEY DATES

Below are the key dates on the University calendar. Please refer to our course schedule and calendar for additional information.

Classes Begin	January 11
Martin Luther King’s Birthday	January 18
Presidents’ Day	February 15
Spring Recess	March 13-20
Classes End	April 29
Study Days	April 30-May 3
Exams	May 4-11
Commencement	May 13

MOCK INTERVIEWS

Mock interviews in Spring 2016 will take place as an ELC exercise in POPOVICH HALL (3RD Floor). You must complete all components of this exercise or you will lose 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, cover letter, and reference list 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.**

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 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.

Further, if you are absent six or more times prior to September 17, 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 3.00 for required classes and 3.30 for electives. The mean target for graduate classes is 3.30. 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 as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

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.

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/department/department-public-safety/online-forms/contact-us>. 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. *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 <http://sarc.usc.edu> describes reporting options and other resources.

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.

Emergency Preparedness/Course Continuity: In case of emergency, and if 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.

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	<p>Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>.</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>	<p>Moderate Course learning objectives 1, 2, 3, 4, 5</p>	<p>ELC: Share the Load Exercise ELC: HiFlI Exercise ELC: Handling Difficult Questions Exercise MBTI Self Analysis Presentation #1: Branding and Focus Presentation #2: Career Fit Presentation #3: Funding Presentation #4: Teach/Train Us Presentation #5: Chapter Analysis Presentation #6: Focus Group Presentation #7: Teaser Career Packet Read Around Exercise Final Written Exam Assigned Readings (text) and Discussion</p>
5	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society</i>.</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>	<p>Moderate Course learning objectives 2, 3, 4, 5</p>	<p>Generational Misperceptions Exercise Assigned Readings (text) and Discussion</p>
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, 2, 3, 4, 5</p>	<p>Information Sheet Presentation #1: Branding and Focus Presentation #2: Career Fit Presentation #3: Funding Presentation #4: Teach/Train Us Presentation #5: Chapter Analysis Presentation #6: Focus Group Presentation #7: Teaser Resume/Cover Letter/References (written) MBTI Self Analysis ELC: Share the Load Exercise ELC: HiFlI Exercise ELC: Handling Difficult Questions Exercise Final Written Exam Assigned Readings (text) and Discussion</p>