

Lecture Class

Monday/Wednesday 14650 : 10:00am-11:50am Room: JFF 327  
14654 : 12:00pm-1:50pm Room: JFF 327

Office Hours

Monday 8:45 – 9:45 ACC 400C Open door - In-Person  
Wednesday 8:45 – 9:45 ACC 400C by set appointment ONLY

---

**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* Second Edition (Mc Graw-Hill 2015).

## 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 several 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 (Professional Interest)	100	10.0
Presentation 2 (Position Pitch)	100	10.0
Presentation 3 (Team Presentation: Team Charter)	50	5.0
Presentation 4 (Final Team Presentation: Shark Tank)	100	10.0
Table Talks (Three total – 1 graded, 2 not graded)	50	5.0
Career Package: Resume/ Cover Letter/ LinkedIn Profile	150	15.0
Memo Writing	100	10.0
Journals (5 - 10 points each)	50	5.0
Quizzes (2 – 50 points each)	100	10.0
Final Exam	125	12.5
Participation/Engagement	75	7.5
<b>TOTAL</b>	<b>1,000</b>	<b>100.0%</b>

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 – Presentations and Impromptus
- Written Communication – Career Package, Memo Writing, Quizzes, and Final Exam
- Classroom assignments/exercises/quizzes
- Active participation in classroom discussions

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

**Oral Presentations 400 pts.**

Each of you will complete four significant graded presentations—two individual and two as part of a group. Furthermore, we will have three opportunities to do impromptu presentations in class. Group presentations will consist of a group grade and will include a written deliverable of peer feedback.

**Individual**

Informative (Professional Path/Interests) 100 pts.  
Persuasive (Position Pitch) 100 pts.

**Group**

Informative (Team Charter) 50 pts.  
Persuasive (Shark Tank Pitch) 100 pts.

**Impromptus**

Three total (1 graded and 2 not graded) 50 pts.

**Written Communication 300 pts.**

Career Package 150 pts.  
(Resume, Cover Letter, LinkedIn Profile)  
Memo Writing 100 pts.  
Journals (5 total – 10 points each) 50 pts.

**Quiz and Final Exam 225 pts.**

Quizzes (2 – 50 points each) 100 pts.  
Final Exam 125 pts

A final exam is a required component of this required business course and will be based on the entire semester’s content. The final consists of two parts: a written portion and completion of the peer feedback. Not completing either portion of the final will automatically drop your final grade by one full grade. A complete and thorough description of the final will be loaded onto BlackBoard and covered in class. Please see the course schedule for final exam date.

**Engagement/Participation 75 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.

**ENGAGEMENT WILL BE SCORED AS A LETTER GRADE. IT IS POSSIBLE TO RECEIVE NEGATIVE POINTS IN THIS CATEGORY!**

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 readings and news stories, attend office hours and review all of your presentations, etc.

Important Note: Please silence all electronic devices before class and stow them in your bag or backpack. Please do not check your electronic messages in class. I also ask that you do not work on your computer during class (even for taking notes); this has proved to be an unyielding distraction to other students in the class. This is an interpersonal class that is interactive with lots of opportunities to participate. Interacting with digital devices will negatively impact your participation grade.

My request regarding wireless devices is in keeping with the Marshall School's Wireless Environment Protocol. It states:

*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, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. 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. Audio taping 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.*

## 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 (*MLA*).

**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 prior to the class. 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.**

**Furthermore, due to the Thanksgiving break and our Wednesday class still being required attendance, we will hold a Blackboard Ultra webinar and you will be required to send me an email regarding funding your Shark Tank idea. If you do not participate in BOTH activities you will lose 25 points from your participation grade.**

## MOCK INTERVIEWS

Mock interviews in the Fall Semester of 2017 will be scheduled for the ELC in JFF during the week of **October 9 (during our October 11<sup>th</sup> 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 **CLEAN HARD COPY** of your resume, cover letter or you will be turned away. Students who do not meet these standards will not be allowed to interview.

## IMPORTANT DATES IN THE COURSE

Dates marked in **red** will be VERY difficult to make up. If you need to miss any of these dates, I need to be contacted in email 24 hours prior and it will be **up to you** to find a session/ time to reschedule.

- Monday, August 21 - First Day of Class
- Monday, September 4 - Labor Day, university holiday
- Thursday, September 7 11:59 p.m., Deadline for submitting electronic resume to LSOA
- Wednesday, September 13 - ELC, (JFF, Rooms A-F); *Mock Interviews*
- Tuesday, September 19 - Meet the Firms, California Science Center, 6 pm – 9 pm
- Wednesday, September 27 - ELC, (JFF, Rooms A-F); *Presentation #1, Hire Me*
- Wednesday, October 4 - ELC, (JFF, Rooms A-F); *Positive Communication Exercise*
- Wednesday, October 11 - ELC, (JFF, Rooms A-F); *Presentation #2 – Midnight Journal Entry*
- Wednesday, November 1 - ELC (JFF, Rooms A-F); *Video Conference Exercise*
- Wednesday, November 15 - ELC, (JFF, Rooms A-F); *Hi Fli*
- Friday, November 17 - ELC (JFF, Rooms ABC/DEF/LMN); (Rehearsal for Final Presentation)
- Friday, December 1 - ELC (JFF, Rooms ABC/DEF/LMN); (Final Presentation)/Last Day of Class
- Friday, December 8 11am – Final (14654)
- Monday, December 11 8am – Final (14650)

## GRADING DETAILS

Because of the Marshall School targeted mean (3.0 for undergraduate core business classes), your ultimate grade in the course is determined by the absolute quality of your performance, the overall percentage score within the class, and your standing in the overall class (i.e. your ranking) at the end of the course. Striving for excellence will yield maximum learning and an enhanced opportunity to achieve the final grade you desire. Many students who work hard will achieve a final grade in the 'B' range for the course. The amount of effort to produce the products in this class is not a graded aspect of the rubrics used and will not be taken into consideration when grading.

Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is 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 major presentations will be graded on a point basis, for example, 90/100, your final grade will be letter-graded and all aspects of your performance will be taken into consideration and 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.

## **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 four or more times prior to **September 8, 2017**, 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](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/department/department-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](mailto: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](http://blackboard.usc.edu).

**Incomplete Grades:** In incomplete (IN) grade may be assigned due to an “emergency” that occurs after the 12<sup>th</sup> 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 12<sup>th</sup> 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 evidence 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](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	<p>Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators.</i> 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><b>High (Course learning objectives 2, 3, 4)</b></p>	<p>ELC: Hi-Fli Exercise            ELC: Win as much as you can Exercise            Cross Cultural Comm. Exercise (In-Class)            Audience Analysis Exercise (In-Class)            Executive Presence Assessment            Presentation #2: Pitching Yourself (audience analysis/emotional triggers/telling the <i>right</i> story)            Team Presentation #3 – HBR Case Study Review            Presentation #4: Shark Tank Pitch            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> 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><b>Moderate (Course learning objectives 2, 3, 4, 5 )</b></p>	<p>ELC: Ethics Exercise            Nokia Case Study: In-Class            Team Presentation #3 – HBR Case Study Review            Cross Culture Comm. Exercise (In-Class)            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><b>High (Course learning objectives 1-5)</b></p>	<p>Presentation #1: Professional Assessment            Presentation #2: Yourself Pitch            Presentation #3: HBR Business Case Review            Presentation #4: Shark Tank Pitch            Networking Report (Written)            Resume/Cover Letter (Written)            YouSeeU Report (Video)            Executive Presence Assessment            Ted Talk content analysis            ELC: Hi-Fli Exercise            Nokia Ethics Exercise            Cross Culture Comm. Exercise (In-Class)            Final Written Exam            Assigned Readings (text) and Discussion</p>