

Lecture Class

Mon./Wed.	JFF 327	2:00 pm to 1:50 pm	Section 14658
	JFF 327	4:00 pm to 5:50 pm	Section 14662
	JFF 327	6:00 pm to 7:50 pm	Section 14668

Office Hours

Mondays/Wednesdays 10:00 am to 11:30 am and by appointment (phone, Skype, and FaceTime)

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 so 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 texts cited below as well as articles and cases distributed in class via Blackboard.

1. *Business Communication: Developing Leaders for a Networked World*, 3rd Edition, Cardon, (McGraw-Hill, 2018)
2. *Connect Subscription for Business Communication: Developing Leaders for a Networked World*, 3rd Edition, Cardon, (McGraw-Hill, 2018)
3. *The New Articulate Executive*, Toogood (McGraw-Hill, 2010)
4. *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	3.30
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	250 (up to)	16.13
Engagement/Participation	100	6.67
TOTAL	1550	100

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 1,550 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

Written Communication

450 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	250 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 "zero" 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 inbox 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 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 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 expressed 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 2018 KEY DATES

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

January 8	Spring semester classes begin
January 15	Martin Luther King Day, university holiday
January 26	Last day to drop a class without a mark of “W”
February 19	Presidents’ Day, university holiday
February 23	Last day to drop a course without a mark of “W” on the transcript *Please drop any course by the end of week three
March 11-18	Spring recess
April 6	Last day to drop a class with a mark of “W” for Session 001
April 27	Spring semester classes end
April 28-May 1	Study days
May 2-9	Final examinations
May 10	Spring semester ends
May 11	Commencement

CAREER RESOURCES

Marshall Undergraduate Career Services: Marshall Undergraduate Career Services in JFF 201 provides [career support to students](#). A variety of [resources](#) are offered to students, including mentoring, career panels, and opportunities for students to search for [internships explicitly focusing on Marshall students](#). Also available is a set of [faculty developed career videos](#), designed to help students understand various career options in business (i.e., what can I do with a career in advertising?) and what courses and minors support this career path. We appreciate your help in promoting these videos to students. Please contact the [Marshall Undergraduate Career Team](#) in JFF 201 if you would like information on or would like to support the career development of our students.

USC Career Center: USC Career Center also offers career support to undergraduate students. Among the services offered include on-campus recruiting, the USC [Career Fest](#), [Career Fair](#), [internships week](#) a set of [career-focused panels](#) that connect students with USC alums in various fields.

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 four or more times prior to January 29, 2018, I will ask you to withdraw. These policies maintain professionalism and ensure a system that is fair to all students.

Retention of Graded Coursework

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 the student. If I returned a graded paper to you, it is your responsibility to file it.

Statement for Students with Disabilities: USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity: In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies. Please activate your course in Blackboard. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency.

Incomplete Grades: A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other "emergency" that occurs after the 12th week of the semester.

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

Grade Disputes

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. Faculty may initiate a change in grade if there is an error in the calculation of a grade. Students may appeal a grade according to university policy as set forth in *SCampus*. 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 in *SCampus* under University Governance / Academic Policies at <https://policy.usc.edu/scampus-part-c/>.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct: Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

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 (plagiarism). Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook ([www.usc.edu/scampus](http://scampus.usc.edu) or <http://scampus.usc.edu>). A discussion of plagiarism appears in the University Student Conduct Code (section 11.00 and Appendix A). Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <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.”

Support Systems: *Student Counseling Services (SCS)* - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

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

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

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

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

COURSE SCHEDULE (Note: Schedule is subject to change)

Texts/Online Access:

- Business Communication: Developing Leaders for a Networked World (BC)
- Business Communication: Developing Leaders for a Networked World Connect Online (Connect)
- The New Articulate Executive (TNAE)
- Type Talk at Work (TTAW)

Note: Please scan the tentative schedule (especially the gray ELC dates) to detect potential conflicts with your religious observances. I am very responsive to scheduling concerns/requests when students are proactive and let me know **IN ADVANCE** (at least two weeks ahead of the requested modification) to request a modified schedule.

Date	Topic	Suggested Readings	Due	Course Learning Objectives
Week 1 1/8	-Course overview -Presentation #1			
1/10	-Syllabus and reading quiz -Guest speaker -Career development assignments -Template decisions	-Syllabus -(TNAE) iii-26	-Information sheet	1, 2
Week 2 1/15	<i>University Holiday</i>			
1/17	JFF ELC exercise			1, 2, 3, 4, 5
Week 3 1/22	-Cover letters -Resumes	-(BC) Chapter 16	-Job description -Connect homework due by 11:59 pm	1, 2
1/24	-References -Thank you notes/letters -Communication analysis assignment		-Bring cover letter to class -Bring thank you contact information to class -Online certificate due http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html -MBTI \$\$\$ (\$21.00 cash)	1, 2, 3, 4, 5
Week 4 1/29	-Interviewing -Establishing credibility -Emotional intelligence -Review for presentation #1	-(TNAE) 29-79 -(BC) Chapter 1	-Bring resume to class -Connect homework due by 11:59 pm	1, 2, 3, 4, 5
1/31	JFF ELC presentation(s) #1	-Blackboard readings -Focus statement presentation -Branding statement presentation -Bring references to class		1, 2, 4, 5
Week 5 2/5	-©MBTI discussion	-(TTAW) Chapters 1-4	-Completed/scored ©MBTI	1, 2, 3, 4, 5
2/7	-Managing electronic communication -Managing social media	-(BC) Chapter 7 -(BC) Chapter 8	-Connect homework (two) due by 11:59 pm	1, 2, 3, 4, 5
Week 6 2/12	-Planning presentations -Effective use of visuals -Review for presentation #2	-(BC) Chapter 14 -(BC) Chapter 15 -(TNAE) 83-187	-Connect homework (two) due by 11:59 pm	1, 2, 3, 4, 5
2/14	JFF ELC presentation #2	Career survey/fit presentation -one document camera visual required (three maximum) -completed handwritten outline required		2

Date	Topic	Suggested Readings	Due	Course Learning Objectives
Week 7 2/19	<i>University Holiday</i>			
2/21	-Understanding your temperament	-(TTAW) Chapters 5 & 7	-Online registration and questionnaire completion of the SDI Instrument -Color copy needed in class	
Week 8 2/26	-Communication within teams -Funding/final team selection	-(BC) Chapter 3	-Connect homework due by 11:59 pm	1, 2, 4
2/28	JFF ELC SDI exercise	-Bring online results for SDI exercise		1, 2, 3, 4, 5
Week 9 3/5	-Interpersonal communication -Emotional intelligence	-(BC) Chapter 2	-Connect homework due by 11:59 pm	1, 2, 3, 5
3/7	-Team exercise (part 1)		-Bring (TTAW) book to class	1, 2
Week 10 3/12	<i>University Holiday</i>			
3/14	<i>University Holiday</i>			
Week 11 3/19	-Managing cultural differences -Review for presentation #3	-(BC) Chapter 4	-Connect homework due by 11:59 pm	1, 2, 4
3/21	JFF ELC presentation #3	Funding presentation -one completed handwritten outline required -copy of visuals (four slides per page)		1, 2, 5
Week 12 3/26	-Final project discussion			
3/28	-Team exercise (part 2)	-(TTAW) Chapters 8 & 9	-Final project update #1	1, 2, 4
Week 12 4/2	-Persuasive business messages	-(BC) Chapter 10	-Connect homework due by 11:59 pm -Final project focus groups	1, 2, 4
4/4	-Team dynamics (part 3)		-Final project update #2	
Week 13 4/9	-Generations discussion -Simulation Elections	-(BC) Chapters 12 & 13 (skim for direction for the final project)	-Generational team talk teams -Connect homework (two) due by 11:59 pm	1, 2, 4
4/11	JFF ELC exercise	-Final project update #3 (no in-class presentation)		1, 2, 3, 4, 5
Week 14 4/16	-Persuasion -Career packet read around (in-class)	-(BC) Chapter 5	-Connect homework due by 11:59 pm -Updated application package -Teaser presentation	1, 2, 4
4/18	JFF ELC exercise			1, 2, 3, 4, 5
Week 15 4/23	-Course summary -Setting the tone -Managing yourself -Review for presentation #4	-(TNAE) 191-214 -(TTAW) Chapters 16 & 17		1, 3, 5

Date	Topics	Suggested Readings/Due	Course Learning Objectives
4/25	JFF ELC presentation #4	Final presentation -one completed handwritten outline required -copy of annotated slides -send an email to geck@marshall.usc.edu before the start of class with an attached PPT copy (<i>PDFs or Google Doc links of your annotated slides will not accepted</i>)	1, 2, 3, 4, 5
5/7	Final exam (2 pm section)	2:00 pm to 4:00 pm (bring laptop/tablet to class)	3, 5, 6
5/2	Final exam (4 pm section)	4:30 pm to 6:30 pm (bring laptop/tablet to class)	
5/2	Final exam (6 pm section)	7:00 pm to 9:00 pm (bring laptop/tablet to class)	

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: HiFli Exercise ELC: Q&A Exercise MBTI Self Analysis Presentation #1: Branding and Focus Presentation #2: Career Fit Presentation #3: Funding Presentation #4: Teach 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 Us Presentation #5: Chapter Analysis Presentation #6: Focus Group Presentation #7: Teaser Resume/Cover Letter/References (written) MBTI Self Analysis ELC: HiFli Exercise ELC: Q&A Exercise Final Written Exam Assigned Readings (text) and Discussion</p>