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Lecture Class

Tuesday/Thursday 4:00 PM – 5:50 PM Room: JFF 331

Office Hours

Tuesday/Thursday 3:00 PM – 4:00 PM and by appointment

COURSE DESCRIPTION

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

Business professionals armed with astute communication strategies, 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.

You will be a more articulate and influential business communicator at the end of this course. 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.

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.

By the end of the semester, you will 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 TEXTBOOK

Cardon, Peter W. *Business Communication: Developing Leaders for a Networked World*, 3rd Edition. (McGraw-Hill 2017).

COURSE ASSUMPTIONS

The ability to perform basic research as part of this course is necessary. It is expected that 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.

The goal of this course 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, and work more effectively with other people.

POINTS OF INTEREST

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

ASSIGNMENTS AND GRADING SUMMARY

Assignments	Points	% of Grade
Individual Presentation 1	125	12.5
Individual Presentation 2	125	12.5
Team Presentation 1	225	22.5
Resume	50	5.0
Cover Letter	50	5.0
Networking Report	75	7.5
Personal Video Assignment	75	7.5
Participation/Engagement	50	5.0
Midterm Exam	75	7.5
Final Exam	<u>150</u>	<u>15.0</u>
TOTAL	1,000	100.0%

You are expected to arrive on time and be prepared for all class sessions. The **Experiential Learning Center (ELC) exercises are non-negotiable.** Missing an ELC exercise will negatively impact your grade by 50 points at the end of the semester (per missed session) unless excused by the professor. Further, if you miss the mock interviews you will lose 50 points unless excused by the professor. There will be **no make-ups for the ELC exercises or for the mock interviews.** These are professional commitments and you will be expected to treat it as you would any internship or job interview.

GRADING SUMMARY

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.

GRADING SCALE

Points	Letter Grade	Grade Points
950-1000	A	4.0
900-949	A-	3.7
870-899	B+	3.3
850-869	B	3.0
800-849	B-	2.7
770-799	C+	2.3
750-769	C	2.0
700-749	C-	1.7
600-699	D	1.0
0-599	F	0.0

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, it is expected that you inform the professor before 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 lower your grade. See rubrics at the end of the syllabus for specific guidance and criteria.
- Where a bibliography, reference notes, or other stylistic requirements are used, the information must conform to the standard APA 6th style manual.

Presentations	550 Total Points
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Each of you will complete four significant graded presentations, two individual and two as part of a group. Group presentations will consist of both an individual grade and a group grade based on peer evaluations.

Individual Presentations

The individual course assignments are designed to prepare you for entry into the job market, the following assignments will help develop and sharpen your job-hunting skills, both oral and written.

Job search requires detailed research. Think about the type of position in which you are most interested. This can be an internship, a position post-graduation or your own endeavor. Either way, keep your career goal for the next 2 to 5 years in mind. It'll help you gain a more precise idea of what it is you're looking for while assessing your own abilities. Dress professionally.

1. Informative (Professional Path/Interests) 150 points
At least 3 but no more than 5 minutes. Briefly describe your career aspirations and where you would like to be the year after graduation, and five years into your career. Deliver and record your presentation in the ELC.
2. Persuasive (Position Pitch) 150 points
At least 5 but no more than 6 minutes. Briefly introduce the company (could be your own company) and position of choice, persuade your audience (fellow students) that you are the perfect match. For example, consider the following:
 - What is the primary business of your chosen company?
 - Is it a small firm or large corporation?
 - How does the business operate?
 - What are the reasons you want to work for the company?
 - What position are you applying for?
 - What do you know about your prospective department or role?
 - What salaries & benefits does the company provide?
 - What are your opportunities for professional advancement?
 - What do skills, talents or innovation do you have to offer?
 - Why are you the "Perfect Match?"

Use 3 to 5 visuals to accompany your presentation. Practice your presentation prior to the presentation date. Feel free to share with your pitch with your classmates, so you can receive feedback. Deliver and record your presentation at the ELC.

Group Presentations

The group presentation assignments are designed to give you the opportunity to practice working in a team, using the key concepts of team communication and the logistics of working together. Teams are randomly selected at the discretion of the professor. You may select one of the following Team Presentations. Consider the following:

Preparation:

- Meet several times in person. Create and implement meeting agendas and minutes. Rehearse your individual parts alone and with your team. Carefully plan your parts and transitions.

Presentation Day:

- Dress professionally.
- Be prepared, do not expect to do these presentations “off the cuff” without practicing.
- Your presentation should have an introduction, a body, and a conclusion.
- Your introduction should include an agenda of speaking points.
- Your team will speak for 15-16 minutes.
- You will use approximately 10 visuals.
- Demonstrate passion about your content.

1. Business Case Analysis (Informative) 150 points

Teams can ask the professor or find their own case studies. Each group is expected to present a 15-16 minute presentation (Q&A period is not included in the time limit) discussing the following:

- a. What was the case about?
 - i. Background
 - ii. Key players
 - iii. Details of what occurred
- b. Discuss the experts’ analysis and suggestions
- c. Using the USCCT 5 step process or another process, determine what steps your team would suggest in order to address the situation?

The Group Presentation will be graded on:

- Effective and clear summary and analysis of the case study.
- Mindful assessment of the situation.
- Applicability and credibility of the steps to address the situation.
- Clarity of presentation content organization.
- Effectiveness of your delivery as a team.

OR,

2. New Company Pitch (Persuasive) 150 points

Teams will design their own company and create a 15-16 minute (Q&A period is not included in the time limit) presentation in order to secure funding. The presentation will state clearly:

- a. What does the company provide?
 - i. Detailed description products or services
- b. Who are the customers or clients?
- c. The organizational structure
 - i. Mission
 - ii. Values
 - iii. Executive Team
 - iv. Corporate Location
- d. How much money is your company asking for and how will monies be utilized?
- e. Why should someone invest in you? What will they receive?

The Group Presentations will be graded on:

- Effective and clear presentation on what the company is and why they need the monies.
- Clarity of presentation, content, and argument.
- Persuasiveness of the presentation, content and presenters.
- Effectiveness of your delivery as a team.

3. Peer Feedback

The team will provide the professor feedback on how the group members participated for the duration of their group collaboration activities. This feedback will be used to **adapt the team score for each person**. For instance, if the team got a B on the presentation but in the feedback team members stated an individual did not do what he/she was supposed to do, that individual's team score will be adjusted down accordingly. Please inform me of any challenges sooner rather than later. Or conversely, if the team indicates one individual carried the majority of the work, his/her grade will be adjusted up accordingly. A copy of the feedback form can be found at the end of this syllabus or on Blackboard. **Each team member must complete the peer feedback form for the group project. Team members will not receive a grade on the group presentations until the feedback form is received by the professor.** The last day to complete and submit the form is the **final exam date**.

Written Communication

175 points

1. Resume

50 points

If you have already prepared a resume, review it, determine if you need to tailor it to highlight the skills, education, and other qualifications to match the job specifications for future interviews. Print out or on a separate sheet add a job description. It must have descriptive information regarding the position (i.e., duties, qualifications, skills, education, etc.). Do not invent them. Here are some resources for finding position announcements:

<http://www.job-interview.net/>

<http://careers.usc.edu/> (USC Career Planning & Placement Center)

<http://www.latimes.com/classified/jobs/>

<http://www.monster.com>

Peer Review/Workshop. Bring a copy of your resume and job description to class for the peer review/workshop. See schedule for the date.

2. Cover Letter

50 points

Prepare a cover letter which highlights personality traits (the "other" qualifications and requirements) of the position. You should identify "actual" experience and skills relating to the position to illustrate you have the necessary qualifications. Think about what distinguishes you from a potential competitor.

A cover letter is created to "sell" yourself, so a prospective employer will be inclined to interview you. An interview is the goal of a cover letter. Your ability to tailor your cover letter to the qualifications outlined in the job advertisement, as well as your ability to highlight your personality traits, is extremely important.

Please bring a copy of your cover letter to the peer review/workshop. See schedule for the date.

3. Networking Report

75 points

The ability to network in today's fast-paced business environment is imperative to building your career. 82% of all jobs are found through networking. Now that you have identified your desired position, identify three ways you can network. The report should be APA 6th and no more than 3 pages long (excluding the cover page). Identify at least three professional organizations or industry associations you can join in order to build your professional network. Only 1 may be a USC affiliation.

- What is the name and ways to contact the organization?
- Where are they located?
- Are monthly meetings held? When?
- Do they have yearly conventions?
- What is the full member cost? Student cost?
- Why would you benefit from joining this organization?

Do not simply list the questions here and respond to them. Write a coherent general business report which includes an: executive summary, introduction, findings, conclusion, and recommendations' detailing what you have researched.

Personal Video Assignment	75 points
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Put together a 3-4-minute personal video (recorded) on your goals for this class. Your goals can be anything you would like to achieve by the end of the class. Please put some thought and organization to this video. When completed, please email to the professor.

Participation/Engagement	50 points
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I expect you will be present, on time for every class and ready to begin work at the time class is scheduled to begin. Should you need to be absent, I expect to receive an e-mail from you prior to the start of class. Keep in mind a message in advance of class does not “excuse” your absence, it simply shows 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 discussion based on these news stories and attend office hours.

Final Exam	150 points
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A final exam is a mandatory 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.

Review of Grades

If an assignment is returned to you and you believe that an error has occurred in the grading, you can request that the assignment be re-evaluated. 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. Any reference and discussion of grades (written or otherwise) must be initiated and conducted with diplomacy and thoughtfulness. You 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.

Facilitated ELC Activities

There will be a total of 6 activities in the ELC. There are the 2 presentations and 4 facilitated events. The presentations are covered in the above presentations section and the 4 facilitated events are covered here.

1. Hi-Fli

This facilitated activity puts the entire class in a real corporate setting with decisions to be made. Are you ready?

2. Mock Interviews

This assignment consists of 3 components. You will be paired with 2-4 other students (depending on class size) in mock interview partnerships. This assignment consists of the following items:

a. Job Interview

You have brought a job description to class that will serve as the foundation for your taped interview. Your entire 302 class will be participating in the interviews at the same time in the ELC. Each student is encouraged to select a job description that best represents his/her ideal job. The job you select should be a position that you are currently (or soon to be) qualified for and may be an internship position. Your job description should be no more than one page. Please make sure you put your name and the words, “Job

Description” at the top of the page and bring an extra copy for your professor (in addition to the one you will bring for your interview partner). You may be asked to discuss this job in class and talk about why you picked it as the focus of your interview.

Working with your interview partner you will discuss each other’s selected job outside of class in advance of the mock interview. The job description should minimally include the name of the company, the job title, salary range, and job requirements. You may select a position that you find on a company website or through an employment site.

b. **Interview Script**

Working with your mock interview partner you will each be asked to develop an interview script for your partner’s job interview. That will serve as the basis of a 15 minute interview. Approximately 7-10 questions should be developed. You are encouraged to create questions that uniquely reflect the nuances of your partner’s selected position while finding out their commitment level and qualifications. The interview script should only include the questions you will be asking and not the interviewee’s answers. Please do not share your script with your interview partner in advance of the interview.

c. **The Interview: As Interviewer and Interviewee**

You and your interview partners will be in the same ELC room as one other partnership. In both of these roles, you will be evaluated by your peers in the room (one other interview team). You will be evaluated on criteria that include your preparation, professionalism (including appearance), depth of questions and responses, delivery, and overall performance. Again, your peers in the room who are not part of your partnership will be evaluating you and your interview partner) in both of the above roles. We will provide evaluation forms that your peers will complete for you. After the first partnership has concluded their interview as both interviewer and interviewee, the second partnership will take the spotlight and the first group will watch and evaluate.

Your recordings will be available for review online and your professor may require you to provide a written assignment based on reviewing your performance.

3. **Strengths Deployment Instrument (SDI)**

The SDI helps you learn more about yourself under two conditions — when things are going well and when you're dealing with conflict. The first part of the assessment requires you to focus on when things are going well, and the second part requires you to focus on when you're facing conflict. To get the most value from this experience, provide honest responses about yourself – not how you or someone else thinks you should be. There are no "right" or "wrong" answers.

Taking the assessment is mandatory. It has a cost of \$30. Once you register, an invitation will be sent to you to take the assessment. Here is the link to get you started. Also, I’ve posted registration instructions in blackboard. https://training.secure.force.com/totalsdi/evt_QuickEvent?id=a0a0d00000Ez2aP

4. **Q & A**

This ELC facilitated activity engages the class in various Question and Answer situations. Are you ready?

DETAILED COURSE SCHEDULE

Date	Topic/Activity	Assignments	Assignment Due	Course Learning Objectives
Week 1 8/27/19	Course Introduction and Syllabus Review; Individual Introductions; Basics of Communication: Why It Should Matter to You!			1, 5
8/28/19	Introduction to Presentation One. Impromptu.		Introduction to the ELC	1, 2, 3
Week 2 9/3/19	How to prepare and give a presentation; Overcoming Presentation Anxiety; Reading your Audience exercise	CH 14 CH 15		1, 2, 3, 5
9/5/19	Persuasive Communication; The Power of Story	CH 10		1, 3, 4
Week 3 9/10/19	Credibility & Behavioral Theories Impacting Communication Career Center	CH 1	Personal Video Assignment	1, 2, 3, 4
9/12/19	Non-Verbal Communication; Interpersonal Communication	CH 2		1, 2, 3, 4
Week 4 9/17/19	INDIVIDUAL PRESENTATION ONE PROFESSIONAL PATH/INTEREST (ELC Fertita)		Individual Presentation 1	4, 5
9/19/19	Communication and Career Development; Introduction to Presentation Two: Informative (Professional Path/ Interests) Mission and Values Activity	TedTalk Video- Simon Sinek	Peer Review, Draft of Resume & Cover Letter	2, 5
Week 5 9/24/19	Communication and Career Development; Developing Winning Resumes/Cover Letters Resume/Cover Letter Activity:	CH 16		1, 2, 4, 5
9/26/19	Impromptu: Elevator Pitch Team Assignments First Team Meeting	CH 3	Mock Interviews	1, 2, 5
Week 6 10/1/19	STRENGTHS DEPLOYMENT INSTRUMENT (SDI) ACTIVITY (ELC Fertita)		SDI	2, 5
10/3/19	Ethics in the workplace; Ethics activity. Mock Interviews.	Assigned Articles		2
Week 7 10/8/19	Introduction to Team Presentation; Dynamics of Group Communication	CH 7 Articles Assigned	Resume & Cover Letter Due	1, 5
10/10/19	Persuasion Techniques: Strategic Planning for Persuasive Writing and Speaking Introduction to Networking Report	Articles Assigned		1, 4, 5
Week 8 10/15/19	Q & A ELC Activity			
10/17/19	FALL RECESS		Individual Presentation 2	1, 2, 3, 4, 5
Week 9 10/22/19	Midterm ASSESSMENT	CH 8 CH 9		3,4,5

10/24/19	Communicating Across Cultures Intercultural Communication Guest Speaker: Zelda Anderson, MBA	CH 4		2,5
Week 10 10/29/19	INDIVIDUAL PRESENTATION #2 POSTION PITCH (ELC FERTITA)			1, 2, 3, 5
10/31/19	In Class Case Study; Additional forms of communication businesses use; Writing a communication plan	Articles Assigned		
Week 11 11/5/19	INDIVIDUAL CONFERENCES			
11/07/19	INDIVIDUAL CONFERENCES			
Week 12 11/12/19	Networking Report – In class Oral Presentation		Networking Report	2
11/14/19	Impression Management; Shift Happens video; Chapter 10 Case Study	CH 10 Case (p. 297-298)		1, 2, 4, 5
Week 13 11/19/19	HI-FLI (ELC FERTITA)		Hi-Fli	1, 5
11/21/19	Executive Presence at Work; Channels of communication at work; Leadership in 2030; Wrap up and preparation for the final exam	Articles Assigned		1, 2, 5
Week 14 11/26/19	GROUP CONFERENCES			
11/28/19	THANKSGIVING HOLIDAY			
Week 15 12/3/19	TEAM PRESENTATIONS (Day 1)		Team Presentation 1	1, 5
12/5/19	TEAM PRESENTATION (Day 2)		Team Presentation 1	1, 5
12/12/19 4:30 PM 6:30 PM	FINAL EXAM		Final Exam; Peer Feedback	1, 2, 3, 4, 5

(Note: Course Schedule subject to change at professor's discretion)

Fall 2018 Important Dates

August 26	First Day of Fall Semester
September 2	Labor Day, University Holiday
September 13	Last day to drop/add undergrad students (refund)
November 15	Last day to drop a class with a W
November 27 – December 1	Thanksgiving Recess, University Holiday
December 6	Last Day of Fall Semester
December 7 - 10	Study Days
December 11 - 18	Final Examinations
December 11 – 26	Final Grades via Grading and Roster System (GRS) Fall, 2019, Session 001

Note: Information available at the USC Office of Academic Records and Registrar: <http://www.usc.edu/dept/ARR>

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 professor.

Further, if you are absent six or more times I will ask you to withdraw if the date has not passed. These policies maintain professionalism and ensure a system that is fair to all students.

Marshall Grading Guidelines: 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. The professor determines what qualifies as an accurate grade on an assignment, exam, or other deliverable, and the professor's evaluation of the performance of each individual student is the final basis for assigning grades for the course.

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 you, i.e., if I returned a graded paper to you, it is your responsibility to file it.

Students with Disabilities: The Office of Disability Services and Programs (www.usc.edu/disability) 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 (or to your TA) 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.

Academic Integrity and Conduct: 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 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.

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 make sure you can access this course in Blackboard and retrieve the course syllabus and other course materials electronically. You should check Blackboard regularly for announcements and new materials. In the event of an emergency, the ability to access Blackboard will be crucial. USC's Blackboard learning management

system and support information is available at blackboard.usc.edu.

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 (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

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 (<http://www.usc.edu/dept/ARR/grades/index.html>) 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.

Assignment Submission Policy: Assignments must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). If your internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my box by the start of class. Late or not, however, you must complete all required assignments to pass this course.

Evaluation of Your Work: You may regard each of your assignments as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If, however, you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. For presentations, explain fully and carefully based providing me with examples per the timer countdown of the video why you think the presentation should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

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

Technology Policy: Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Support Systems: The following are resources available to all students.

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 micro aggressions 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

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 (or to your TA) 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.

Undergraduate Program Learning Goals

USC Marshall School of Business Undergraduate Program Learning Goals

According to the AACSB, Program Goals state how the degree programs demonstrate the Marshall mission. Program Goals are broad statements, describing the goal of learning as well as the outcome. Accordingly, below the **goal** is what Marshall intends the students should be and the *outcome* further describes students' application and transfer of knowledge. The program goals express expectations that reflect the depth and breadth of student knowledge and skills that are sustainable foundations for life-long learning in support of their professional and personal development.

1. **Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities to strategically navigate complex demands of business environments.**
2. **Our graduates will demonstrate leadership skills aspiring to be sensible, future-oriented leaders and innovators**
3. **Our graduates will be effective communicators in speaking and writing to facilitate information flow in organizational, social, and intercultural contexts**
4. **Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.**
5. **Our graduates will have a global mindset demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and cultural issues.**
6. **Our graduates will have an understanding of the key business areas and their interplay to effectively manage different types of modern enterprise.**

Program Learning Sub Goals/Outcomes:

According to AACSB, the more places in a curriculum [exist] that support one or more learning goals [and their objectives], the greater the probability of student success.

Learning Goal #1: Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators. Specifically, students will:

1. 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
2. Be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking
3. Critically analyze academic 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
4. Effectively gather, store, and use qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems
5. Understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas

Learning Goal #2: Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders. Specifically, students will:

1. Recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.

2. Understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.
3. Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)

Learning Goal #3: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:

1. Identify and assess diverse personal and organizational communication goals and audience information needs
2. Understand individual and group communications patterns and dynamics in organizations and other professional contexts
3. Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.

Learning Goal #4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society. Specifically, students will:

1. Understand professional codes of conduct.
2. Recognize ethical challenges in business situations and assess appropriate courses of action.

Learning Goal #5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace. Specifically, students will:

1. Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.
2. Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.

Learning Goal #6: Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.

Specifically, students will:

1. Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.
2. Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.
3. Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, and factor and labor markets).
4. Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.

APPENDIX (NOTE: HIGHLIGHTED AREAS CAN BE UPDATED BY FACULTY AS PERTAINS TO THEIR ASSIGNMENTS)

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, 4, 5, 6 and relevant selected sub-goals)	Course Objectives	Relevant Course Assignments
3	<p>Learning Goal #3: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:</p> <ol style="list-style-type: none"> 1. Identify and assess diverse personal and organizational communication goals and audience information needs 2. Understand individual and group communications patterns and dynamics in organizations and other professional contexts 3. Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts. 	<p>High (Course learning objectives 2, 3, 4)</p>	<p>ELC: SDI ELC: Hi-Fli Exercise ELC: Q & A Exercise Impromptu Crisis Comm. Exercise (In-Class) Audience Analysis Exercise (In-Class) Emotional Intelligence Assessment Presentation #2: Sales/Product Pitch (audience analysis/emotional triggers/telling the <i>right</i> story) Presentation #4: New Company Pitch Final Exam Assigned Readings (text) and Discussion</p>
4	<p>Learning Goal #4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society. Specifically, students will:</p> <ol style="list-style-type: none"> 1. Understand professional codes of conduct. 2. Recognize ethical challenges in business situations and assess appropriate courses of action. 	<p>Moderate (Course learning objectives, 1-5)</p>	<p>ELC: SDI ELC: Hi-Fli Exercise ELC: Q & A Exercise Impromptu Emotional Intelligence Assessment Crisis Comm. Exercise (In-Class) Assigned Readings (text) and Discussion Final Written Exam</p>
5	<p>Learning Goal #5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace. Specifically, students will:</p> <ol style="list-style-type: none"> 1. Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world. 2. Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors. 	<p>Moderate (Course learning objectives 2, 3, 4, 5)</p>	<p>ELC: SDI ELC: Q & A Exercise The Trap of Misperceptions Exercise: In-Class Assigned Readings (text) and Discussion</p>
6	<p>Learning Goal #6: Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises. Specifically, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics. 2. Understand the interrelationships between functional areas of business so as to develop a general perspective on business management. 3. Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, and factor and labor markets). 4. Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices. 	<p>High (Course learning objectives 1-5)</p>	<p>Presentation #1: Professional Assessment Presentation #2: Sales/Product Pitch Presentation #3: Business Case Analysis Presentation #4: New Company Pitch Networking Report (Written) Resume/Cover Letter (Written) Personal Video Assignment Emotional Intelligence Assessment Ted Talk content analysis ELC: SDI ELC: Hi-Fli Exercise ELC: Q & A Exercise Crisis Comm. Exercise (In-Class) Final Written Exam Assigned Readings (text) and Discussion</p>

RUBRIC FOR WRITTEN WORK

Description	Excellent	Good	Fair	Poor
Content 45%	<ul style="list-style-type: none"> • All of the major elements of the assignment have been addressed thoroughly and completely. • The content is comprehensive, accurate, and/or persuasive. • The purpose of the paper is clear and obvious (stated in Introduction). 	<ul style="list-style-type: none"> • Most of the major elements of the assignment have been addressed thoroughly and completely. • The content is fairly comprehensive, accurate, and/or persuasive. • The purpose of the paper is fairly clear and obvious (stated in Introduction). 	<ul style="list-style-type: none"> • Some of the major elements of the assignment have been addressed thoroughly and completely. • The content is not comprehensive, accurate, and/or persuasive. • The purpose of the paper is vague and not obvious. 	<ul style="list-style-type: none"> • Few/none of the major elements of the assignment have been addressed. • The content is incomplete. • The purpose of the paper has not been stated.
Structure 25%	<ul style="list-style-type: none"> • The introduction provides excellent background of the topic and previews major points. • The paper is written for the correct audience. • The conclusion is logical, flows naturally from the body of the paper, summarizes the major points in the paper, and concludes the “discussion” with the reader. • The “flow” of the paper is logical and makes sense. • The major points and premises of the paper are clearly stated. No ambiguity. 	<ul style="list-style-type: none"> • The introduction provides good background of the topic and previews many major points. • The paper is written for the correct audience. • The conclusion is logical, but lacks one of the following elements: flows naturally from the body of the paper, summarizes the major points in the paper, and concludes the “discussion” with the reader. • The “flow” of the paper is logical but contains a few lapses in continuity. • Most of the major points and premises of the paper are clearly stated. Little ambiguity. 	<ul style="list-style-type: none"> • The introduction provides some background of the topic and previews some major points. • The paper is written for the correct audience. • The conclusion is logical, but lacks a few of the following elements: flows naturally from the body of the paper, summarizes the major points in the paper, and concludes the “discussion” with the reader. • The “flow” of the paper is logical but contains several lapses in continuity. • Some of the major points and premises of the paper are clearly stated. Some ambiguity. 	<ul style="list-style-type: none"> • The introduction provides little background of the topic and previews few major points/No introduction • The paper is not written for the correct audience. • The conclusion is not logical/no conclusion • The “flow” of the paper is not logical and contains several lapses in continuity. • Few of the major points and premises of the paper are clearly stated. Much ambiguity.
Appearance/ Formatting 10%	<ul style="list-style-type: none"> • The entire paper follows APA 6th formatting throughout. This includes title page, body, references, citations, etc. • The paper uses the appropriate APA 6th 	<ul style="list-style-type: none"> • Most of the paper follows APA 6th formatting throughout. This includes title page, body, references, citations, etc. • Most of the paper uses the appropriate 	<ul style="list-style-type: none"> • Some of the paper follows APA 6th formatting. This includes title page, body, references, citations, etc. • Some of the paper uses the appropriate APA 	<ul style="list-style-type: none"> • None of the paper follows APA 6th formatting. This includes title page, body, references, citations, etc. • None of the paper uses the appropriate APA 6th headings,

	headings, fonts, spacing throughout.	APA 6 th headings, fonts, spacing throughout.	6 th headings, fonts, spacing throughout.	fonts, spacing throughout.
Grammar/ Spelling/ Punctuation/ Sentence Structure 20%	<ul style="list-style-type: none"> • Sentences are complete, clear, and understandable. Proper grammar is used with no awkward wording. • Use transition sentences between paragraphs/topics to enhance the flow of the paper. • There are no spelling errors. • Proper punctuation is used throughout the paper. 	<ul style="list-style-type: none"> • A few sentences are difficult to understand and awkward grammar/sentence structure. • Transition between paragraphs/topics difficult in a few spots. • A few spelling errors • A few punctuation errors. 	<ul style="list-style-type: none"> • Several sentences are difficult to understand and awkward grammar/sentence structure. • Transition between paragraphs/topics difficult in several spots. • Several spelling errors • Several punctuation errors. 	<ul style="list-style-type: none"> • Many sentences are difficult to understand APA 6th awkward grammar/sentence structure. • Transition between paragraphs/topics difficult in many spots. • Many spelling errors. • Many punctuation errors.

RUBRIC FOR ORAL PRESENTATIONS

Description	Excellent	Good	Fair	Poor
Content 45%	<ul style="list-style-type: none"> All of the major elements of the assignment have been addressed thoroughly and completely. The content is comprehensive, accurate, and/or persuasive. The purpose of the presentation is clear and obvious (stated in Introduction). 	<ul style="list-style-type: none"> Most of the major elements of the assignment have been addressed thoroughly and completely. The content is fairly comprehensive, accurate, and/or persuasive. The purpose of the presentation is fairly clear and obvious (stated in Introduction). 	<ul style="list-style-type: none"> Some of the major elements of the assignment have been addressed thoroughly and completely. The content is not comprehensive, accurate, and/or persuasive. The purpose of the presentation is vague and not obvious. 	<ul style="list-style-type: none"> Few/none of the major elements of the assignment have been addressed. The content is incomplete. The purpose of the presentation has not been stated.
Structure 25%	<ul style="list-style-type: none"> The introduction provides excellent background of the topic and previews major points. The presentation is prepared for the correct audience. The conclusion is logical, flows naturally from the body of the presentation, summarizes the major points of the presentation, and concludes the “discussion” with the audience. The “flow” of the presentation is logical and makes sense. The major points and premises of the presentation are clearly stated. No ambiguity. 	<ul style="list-style-type: none"> The introduction provides good background of the topic and previews many major points. The presentation is written for the correct audience. The conclusion is logical, but lacks one of the following elements: flows naturally from the body of the presentation, summarizes the major points of the presentation, and concludes the “discussion” with the audience. The “flow” of the presentation is logical but contains a few lapses in continuity. Most of the major points and premises of the presentation are clearly stated. Little ambiguity. 	<ul style="list-style-type: none"> The introduction provides some background of the topic and previews some major points. The presentation is written for the correct audience. The conclusion is logical, but lacks a few of the following elements: flows naturally from the body of the presentation, summarizes the major points in the presentation, and concludes the “discussion” with the audience. The “flow” of the presentation is logical but contains several lapses in continuity. Some of the major points and premises of the presentation are clearly stated. Some ambiguity. 	<ul style="list-style-type: none"> The introduction provides little background of the topic and previews few major points/No introduction The presentation is not written for the correct audience. The conclusion is not logical/no conclusion The “flow” of the presentation is not logical and contains several lapses in continuity. Few of the major points and premises of the presentation are clearly stated. Much ambiguity.
Oral Presentation Skills 20%	<ul style="list-style-type: none"> Presenter makes constant eye contact with the audience Presenter rarely looks at notes or reads slides Presentation flows smoothly and has 	<ul style="list-style-type: none"> Presenter makes frequent eye contact with the audience Presenter occasionally looks at notes or reads slides Presentation is fairly smooth but has a few 	<ul style="list-style-type: none"> Presenter makes some eye contact with the audience Presenter frequently looks at notes or reads slides Presentation has several “rough 	<ul style="list-style-type: none"> Presenter makes no eye contact with the audience Presenter reads presentation from notes/slides

	obviously been rehearsed/prepared.	“rough spots” (off topic, lost train of thought, etc.) Evidence of preparation beforehand.	spots” (off topic, lost train of thought, etc.) Little evidence of preparation beforehand.	<ul style="list-style-type: none"> • Presentation has many “rough spots” (off topic, lost train of thought, etc.) No evidence of preparation beforehand.
Presentation Quality 10%	<ul style="list-style-type: none"> • High quality presentation with appropriate use of media (e.g., film, video, slides, handouts, etc.) • Visuals clearly add value to the overall presentation 	<ul style="list-style-type: none"> • Good quality presentation with appropriate use of media (e.g., film, video, slides, handouts, etc.) • Visuals add some value to the overall presentation 	<ul style="list-style-type: none"> • Presentation is of adequate quality with appropriate use of media (e.g., film, video, slides, handouts, etc.) • Visuals add little value to the overall presentation 	<ul style="list-style-type: none"> • Presentation is of poor quality and the media that is used is not appropriate. • Visuals add no value to the overall presentation

Peer Evaluation Form for the Team Assignments

Your name _____

Team Presentation #: 1 2 Both
(Circle one above)

Write the name of each of your group members in a separate column. The specifics of this assessment will be kept confidential by the professor. The peer review is required in order to obtain a grade on the Team Assignment. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group Member Name: _____	Group Member Name: _____	Group Member Name: _____
Attends group meetings regularly and arrives on time.	1 2 3 4	1 2 3 4	1 2 3 4
Contributes meaningfully to group discussions.	1 2 3 4	1 2 3 4	1 2 3 4
Completes group assignments on time.	1 2 3 4	1 2 3 4	1 2 3 4
Prepares work in a quality manner.	1 2 3 4	1 2 3 4	1 2 3 4
Demonstrates a cooperative and supportive attitude.	1 2 3 4	1 2 3 4	1 2 3 4
Contributes significantly to the success of the project.	1 2 3 4	1 2 3 4	1 2 3 4
TOTALS			

Feedback on team dynamics:

1. How effectively did your group work?

2. Were the behaviors of any of your team members particularly valuable or detrimental to the team?

3. What did you learn about working in a group from this project that you will carry into your next group experience?