USCMarshall
School of Business

BUAD 302 Communication Strategy in Business

Dr. Cynthia Heller Alt, PhD

Fall 2020
Section: 14646/ 14652

Email: Calt@Marshall.usc.edu

Lecture Class
  Monday/Wednesday   14646: 8:00am-9:50am   Room: Zoom
                      14652: 10:00am-11:50am Room: Zoom
Office Hours
  Monday/Wednesday   12:30 – 1:45   BlackBoard Collaborate Ultra - Open door
                      Or 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 life will likely revolve around how you generate, organize, evaluate, and manage the communication of this information. Almost without exception, today's business professionals attribute their success largely to their ability to write well, to speak dynamically, and to cultivate business relationships through strong interpersonal communication skills.

Armed with astute communication strategies, business professionals can effectively exercise influence—an essential management skill—and produce desired results.

Whether making a presentation, creating and executing an integrated persuasive appeal, or engaging in group problem solving—you should be able to convey ideas and feelings to your audience clearly, accurately, and persuasively. This course is designed to sharpen your existing skills as a strategic thinker, writer, and speaker and to employ those skills to realize an actionable understanding of strategic communication.

The class is structured to *emphasize experiential learning* so that our study of managerial communication theory can be applied to exercises and activities mirroring real-world challenges you will face in your professional lives.

At the end of this course, you will be a *more articulate and influential business communicator*. You will understand the rhetorical reasoning that supports the strategies you learn such that you can successfully meet all types of new communication challenges.

This course is taught in a flipped format. All course materials can be found in Blackboard (https://blackboard.usc.edu). This course is divided into modules, and each module is intended to cover one key learning expectation. Module activities may include reading assignments, weekly lessons, interactive exercises, homework assignments, Blackboard discussion forums, class sessions, and quizzes or exams. It is expected that students will have completed all required activities and assignments *before* attending their class session each week**.** You will also find the Zoom links for our synchronous sessions as well as the BlackBoard Collaborate Ultra (Professor/Student Hours) link for my availability to address questions and coach/mentor outside the class hours.

Students should ensure that they can access all of the online tools via Blackboard prior to the start of classes.

VIRTUAL CLASSROOM POLICIES

1. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (b) below, attendance and active participation is expected at the synchronous Zoom class sessions.
    a. Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
    b. For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions. Exams and other synchronous assessments will be

scheduled for students to be able to complete the assessment between 8 a.m. and 10 p.m. in your local time zone.

    c. [*If applicable*] In addition, for any student who does not attend the Zoom session live, you will be required to complete the following assignment as an alternate method of contribution to the class: [*insert; or see one sample below*]

2. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom. Please do:

    i. Log into class early or promptly

    ii. Arrange to attend class where there is a reliable internet connection and without distractions

    iii. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.

    iv. If you use a virtual background, please keep it respectfully professional.

    v. Display both your first and last name during video conferencing and synchronous class meetings.

    vi. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.

    vii. Engage in appropriate tone and language with instructors and classmates.

3. Please try **not** to:

    i. Engage in a simultaneous activity not related to the class.

    ii. Interact with persons who are not part of the class during the class session.

    iii. Leave frequently or not be on camera for extended periods of time.

    iv. Have other persons or pets in view of the camera.

4. All Zoom sessions will be recorded and posted in the Blackboard Course pages. Please keep in mind the chat sessions are also recorded as well.

TECHNOLOGY REQUIREMENTS

The following equipment and system requirements are recommended to successfully participate in this online course:
- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser
  - Google Chrome
  - Firefox
  - Internet Explorer (not recommended)
  - Safari (Mac – not recommended with BlackBoard)

For technical support please see:
- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)

  For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).
- **Zoom Video Web Conferencing System (**MarshallTALK)

  For assistance using Zoom, go to Zoom Support Page. You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.
- **Marshall Systems** (MyMarshall, Marshall Outlook email)

  For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc,edu, or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
  - On a computer or mobile device, go to MyMarshall Home Page and click the "**Help**" link on the upper right.
  - Log in using your Marshall username and password.

    (If you don't know your Marshall login please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other

mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

REQUIRED MATERIALS

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

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

HBR Coursepack: https://hbsp.harvard.edu/import/732959 (cost $46.75)

Totalsdi assessment: Link and directions provided on BlackBoard (cost is $30.00). Assessment needs to be registered for by September 6th and completed by Sept 18th.

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 communication theories, models, and principles that impact business communication across diverse industries and fields in a global environment by analyzing communication behaviors, strategies, and goals through case studies and discussions.
2. Apply communication theories, models, and principles to achieve communication goals by evaluating purpose of message, conducting audience analysis, and selecting the appropriate communication channel and medium to successfully construct and deliver messages individually and as part of a team in various business contexts.
3. Interpret ethical principles, intercultural, and diversity factors that impact the communication process among employees, managers, colleagues, and business leaders by analyzing ethical challenges or incidents in organizational contexts.
4. Evaluate dynamics that impact effective team communication and deliverables by participating in team projects, role play, and experiential exercises.

After this semester, 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.

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.

The readings, class lecture, and my comments in class will suggest a particular point of view. This perspective is my own and **does not have to be yours**! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. **Please express yourself**!! A significant part of a college education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree.

A richer discussion will occur when a variety of perspectives are presented in class for discussion. In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues

and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. In order to achieve this learning environment, I adhere to the following:

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, socio-class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive environment for all students. I commit to the following and request them from you as well:
- Respect the dignity and essential work of all individuals,
- Promote a culture of respect within the university community,
- Value the privacy, property, and freedom of others,
- Reject bigotry, discrimination, violence or intimidation of any kind,
- Practice personal and academic integrity and expect it of others, and
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

If you see ways I can approve, please let me know.

POINTS OF INTEREST
Our Virtual Classroom
At the start of each module, I will be sending out a pdf of our virtual classroom. I will make sure to provide you with links to videos and additional readings either at this site and in BlackBoard.

JoinPD.com/ Pear Deck
I will be utilizing Pear Deck technology, an online student engagement tool for both asynchronous and synchronous work. For the asynchronous work, I will be posting the links in BlackBoard. It is important that you complete this work by the deadline posted so you will have access to your report for our synchronous session. When using the technology for our live sessions, you will need to log into JoinPD.com using your USC/Google email account and with the password that I will post at the beginning of each class. In both situations, you will have the opportunity to respond to questions and make comments in the system. Once the session is closed, you will receive a link to save your work. I will get a report that shows who logged in and who was participating. This will provide guidance into your participation grade.

BlackBoard
We will use Blackboard to obtain readings and expectations for each class, hand in all written assignments, and post feedback and grades. Copies of PowerPoint lectures will be available through your BlackBoard account.

Turnitin.com
You will be expected to upload all your assignments into Turnitin.com. I will always set the system so you can see your "overlap" score and make any additions you need. I maintain that anything over an overlap score of 20 is unacceptable and will result in a lowering of your grade in the least.

Experiential Learning Lab
During our semester we will be holding several sessions with the Experiential Learning Lab (ELC) facilitators. These sessions will be exercises. Please note that ELC exercises are non-negotiable. **Missing an ELC exercise will negatively impact your grade by 25 points** at the end of the semester (per missed session) unless excused by me prior to the class.

Mock Interviews
Mock interviews are your opportunity to practice your interviewing skills. For some of you, this may be the first time will have participated in an interview. We are scheduled for our MOCK Interviews during **our September 9th class**. You must be dressed in **professional interview attire** (yes, even with us doing this via Zoom) or you will be turned away. Students who do not meet these standards will not be allowed to interview. **If you miss the mock interviews, you will lose 50 points** unless excused by me—in advance.

There will be no make-ups for the ELC Exercises or for the mock interviews.

IMPORTANT DATES IN THE COURSE

Dates marked in red will be VERY difficult to make up. If you need to miss any of these dates, I need to be contacted in email 24 hours prior.

- Monday, September 7 - Labor Day, university holiday
- Wednesday, September 9 - Zoom; Mock Interview
- Monday, Sept 21 - *Totalsdi*
- Monday, October 5 – Bongo Video Individual Presentation #1: *Dream Job*
- Monday, October 12 – Bongo Video; *Individual Presentation #2: Hire Me*

- Wednesday, October 28; *Team Discussion and Memo due: Ethics Case*
- Monday, November 2 **AND** Wednesday, November 4, Final Team Presentations
- Wednesday, November 11 - ELC; *Equity Split*
- Wednesday, November 18 – Final (14646 – 8am/ 14652 – 10am

GRADING SUMMARY

Graded Assignments	Points	% of Grade
Bongo Video 1 (Individual Career Aspirations)	0	0
Bongo Video 2 (Individual "Hire Me")	150	15.0
Zoom Presentation 3 (Team: Shark Tank/ Nonprofit)	150	15.0
Ethics Case: Team memo and discussion	150	15.0
Bongo Video Journals (5 - 20 points each)	100	10.0
Discussion Boards (5 - 10 points each)	50	5.0
Journal Exercises (10 - 10 points each)	100	10.0
Career Package: Resume/ Cover Letter/ LinkedIn Profile	75	7.5
Final Exam	150	15.0
Participation/Engagement	75	7.5
TOTAL	1,000	100.0%

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

Oral Presentations   **550 pts.**

Each of you will complete three graded presentations—one individual and two as part of a group. Group presentations will consist of a team grade that **MAY** be adjusted based on peer feedback at the end of the semester.

Individual

Career Aspiration	0 pts.
Persuasive (Hire me)	150 pts.
Bongo Video Journals	
(5 total – 20 points each)	100 pts.

Group

Ethics case – memo and discussion	150 pts.
Persuasive (Shark Tank/ Nonprofit)	150 pts.

Written Communication   **225 pts.**

Career Package	75 pts.
(Resume, Cover Letter, LinkedIn Profile)	
Discussion Boards postings and 3 responses	
(5 total – 10 points each)	50 pts.
Journal Exercises (10 - 10 points each)	100 pts.

Final Exam   **150 pts.**

Final Exam   150 pts.

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

Engagement/Participation   **75 pts.**

I assume that you will be present and on time for every class and ready to begin work at the time class is scheduled to start. Should you need to be absent I expect to receive an e-mail from you PRIOR to the start of class. Keep in mind that a message in advance of class does not "excuse" your absence – it simply shows me that you are taking responsibility for choosing to do something else during class time. Multiple absences, even when accompanied by conscientious notification, may be viewed as unprofessional behavior and negatively impact your engagement/participation grade.

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

Effective class participation consists of analyzing, commenting, questioning, discussing, and building on others' contributions; it is not repeating facts or monopolizing class time. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key business skill. One of the goals of this course is to help you sharpen that ability. The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, I assume the responsibility of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the group*. I expect students to provide the initiative for sound and lively discussion.

ASSIGNMENT PROTOCOL
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. **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.

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

Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is a (B). Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall points across all assignments within the class.
3. Your ranking among all students in the class.

GRADING SCALE

Weighted Score	Overall Points	Letter Grade	Grade Points
95.0-100	950-1000	A	4.0
90.0-94.9	900-949	A-	3.7
87.0-89.9	870-899	B+	3.3
85.0-86.9	850-869	B	3.0
80.0-84.9	800-849	B-	2.7
77.0-79.9	770-799	C+	2.3
75.0-76.9	750-769	C	2.0
70.0-74.9	700-749	C-	1.7
60.0-69.9	600-699	D	1.0
0-59.9	0-599	F	0.0

Also, please note that while your major presentations will be graded on a point basis, for example, 90/100, your final grade will be letter-graded and all aspects of your performance will be taken into consideration and per the professor's discretion. Grades are not rounded up and are not negotiable.

Review of Grades

Reviews or discussions of grades will not occur when the assignment is handed back. If an assignment is returned to you and you believe that some error has occurred in the grading, you can, within *one week of the date the assignment is returned*, request—using a memo—that I re-evaluate the assignment. If necessary, I am glad to clarify my commentary on returned assignments (after you have had time to digest the commentary), but if you wish to discuss your grade, you must initiate the discussion with a memo. Any reference and discussion of grades (written or otherwise) must be initiated and conducted with diplomacy and thoughtfulness.

If you are requesting a grade review, the original assignment or presentation evaluation form should be attached to your memo. The memo should fully and carefully explain why you think the assignment should be re-evaluated. Arguing that "I worked hard and put in a lot of time" or simply saying "I don't understand why I received this grade" are neither full nor careful explanations. Remember that the re-evaluation process can result in three types of grade adjustments: positive, none, and negative.

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

Request for Incomplete

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 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.

MARSHALL GUIDELINES

Add/Drop Process:

In compliance with USC and Marshall's policies classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes. I can drop you from my class if you don't attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two session and are dropped, you risk being not being able to add to another section this semester, since they might reach capacity. You can only add a class after the first week of classes if you receive approval from the instructor.

Further, if you are absent four or more times prior to August 31, 2020, I will ask you to withdraw by that date. These policies maintain professionalism and ensure a system that is fair to all students.

Religious/Cultural Observance:

Persons who have religious or cultural observances that coincide with this class should let me know in writing (by e-mail for example) by August 26, 2020. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you by that date, I will assume that you plan to attend all class meetings. My understanding of key holidays this semester:

Jewish	Rosh Hashanah	Sat-Sun, Sept 19-20, 2020
	Yom Kippur	Mon, Sept. 28, 2020
	Shemini Atzeret / Simchat Torah	Sat-Sun, Oct. 10-11, 2020
Islam	Hijra - Islamic New Year	Thursday Aug 20, 2020
	Day of Ashura / Muharram	Saturday Aug 29, 2020
Hindu	Ganesh Chaturthi	Saturday Aug 22, 2020

USC Writing Center:
If you are having difficulties with the mechanics of writing, help exists. The USC Writing Center located on the third floor of Taper hall is an excellent resource. You may schedule 30-minute appointments with writing consultants trained to assist you in planning, organizing, and revising your assignments. Some consultants are graduate business students in the Marshall School of Business. Others have special skills in working with students for whom English is a second language. The Writing Center also offers daily workshops on troublesome language and grammar issues, and makes available several handouts on an array of grammar and usage points: http://www.usc.edu/dept/LAS/writing/writingcenter/.

International students and non-native writers and speakers of English will also want to investigate the help available to them through USC's American Language Institute: http://dornsife.usc.edu/ali.

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.

Student Mental Health and Well-being

University of Southern California (USC) is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Mental Health Services at (213) 740-9355 and https://studenthealth.usc.edu/counseling/. Your mental health is as important as your physical health. You would go to a doctor if you had a fever, you should view your mental health with the same approach.

Support Systems:
Counseling and Mental Health - (213) 740-9355– 24/7 on call
https://studenthealth.usc.edu/counseling/
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
https://studenthealth.usc.edu/sexual-assault/
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
https://usc-advocate.symplicity.com/care_report/
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

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.

USC Campus Support and Intervention - (213) 821-4710
https://uscsa.usc.edu/
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu Non-emergency assistance or information.

Academic Conduct:
Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the Student Conduct Code. 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.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men*

http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Emergency Preparedness/Course Continuity:
In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access:
http://cst.usc.edu/services/emergencyprep.html

Please *activate your course in Blackboard* with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

APPENDIX			
Alignment of Course Learning Objectives with Marshall's Undergraduate Program Learning Goals			
Goal #	**Marshall Program Learning Goal Description Covered in this Course (Goals 1, 2, 3, and 4 and relevant selected sub-goals)**	**Course Objectives**	**Relevant Course Assignments**
1	**Our graduates will demonstrate critical thinking skills *so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.*** - Students will 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 - Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking - Students will 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 - Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems - Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas	**Moderate (Course learning objectives 2, 3, 4)**	ELC: Q&A, ELC: Equity Split Exercise Executive Presence Assessment Social Styles Assessment Presentation Two: Hire Me Team Discussion: Business Ethics Discussion Boards Bongo Videos Journal Exercises Final Exam Assigned Readings (text) and Assigned Readings, Class Activities, and Discussion
2	**Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders in the 21st century's evolving work and organizational structures.*** - Students will 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. - Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies. - Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)	**Moderate (Course learning objectives 2, 3)**	Totalsdi Presentation Two: Hire Me Executive Presence exercise Team Discussion: Business Ethics Team Presentation: Shark Tank Assigned Readings, Class Activities, and Discussion
3	**Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.*** - Students will identify and assess diverse personal and organizational communication goals and audience information needs - Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts - Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts	**High (Course learning objectives 1-5)**	Presentation One: Dream Job Team Discussion: Business Ethics Team Presentation: Shark Tank Resume/Cover Letter ELC: Q&A ELC: Equity Split Exercise Discussion Boards, Journal Exercises Final Exam Assigned Readings, Class Activities, and Discussion
4	**Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.*** - Students will recognize ethical challenges in business situations and assess appropriate courses of action - Students will understand professional codes of conduct	**Moderate (Course learning objectives 2, 3, 4, 5)**	ELC: Q&A Team Discussion: Business Ethics Assigned Readings, Class Activities, and Discussion