



BUAD 302 – COMMUNICATION STRATEGY in BUSINESS

Syllabus – FALL 2021-T/TH

Section 14677 10:00 – 11:50 AM (PST) 4 units

Section 14683 2:00 – 3:50 PM (PST) 4 units

If you are registered for this course and it meets outside of 7:00 am to 10:00 pm (PST), in your time zone, please consider registering for a section that meets within the aforementioned timeframe. If you are unable to do so, please contact me immediately.

Classroom Location:

This course is scheduled as a synchronous face-to-face course session.

Section 14677 – JFF 327 (10:00 AM)

Section 14683 – JFF 331 (2:00 PM)

Professor: Kidogo A. Kennedy, Ed.D.

Office: <https://usc.zoom.us/j/5401303012>

Mailbox: ACC 400

Office Hours: T/Th, 1:00 pm to 2:00 pm via Zoom

Office Phone: (323) 301-5865

Email: kidogoke@usc.edu and Kidogo.Kennedy@marshall.usc.edu

COURSE FORMAT

This course is a synchronous and face to face engagement. The *Schedule of Course Activities* details all of the dates, required activities, readings, homework, exams, and assignments. Details may also be located on Blackboard. It is expected that students complete required activities before attending course instruction.

Zoom is the platform used for office hours. You can access office hours from Blackboard under **USC Zoom Pro Meeting**. For more information about Zoom, go to: [Zoom Support Tutorials](#)

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 diversity, equity, inclusion (DEI) how you generate, organize, evaluate, and manage the communication of information within organizational culture. Almost without exception, today’s business professionals attribute their success largely to their ability to listen actively, to speak dynamically, to cultivate business relationships through strong interpersonal communication skills and to write well.

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

Whether providing personal information, making a presentation, creating and executing an integrated persuasive appeal, or engaging in group problem solving—it is vital for you to convey ideas and empathize with your audience to provide clear, accurate, and persuasive information. This course is designed to sharpen your existing skills as a strategic thinker, speaker and writer to demonstrate these skills by the actionable understanding of strategic communication.

The class utilizes experiential learning, so our study of managerial communication theory can be practically applied using exercises and activities which mirror real-world challenges you may face in your professional lives.

BUAD 302 is *more than a speech course focused on delivery strategies*. Instead this course is designed to help you consider how structure, presence and critical thinking work together to create the foundation for strategic communication in business, civic and social settings for large and small audiences. Often, students have the impression BUAD 302 is a “speech” course because many assignments are presentations. However, this is a course focused on developing your ability to design and execute messages that achieve strategic goals in business—a more complex and useful objective and crucial skill of effective communication. Nevertheless, delivery strategies will indeed be practiced and polished such as they support and advance the goal of strategic communication, but at its basic, foundational core, BUAD 302 is a critical thinking course.

Business Communication Strategy – Theory and Application

- **Demonstrate** understanding of the elements of business communication theory and practically apply understanding to a wide range of business communication contexts.
- **Demonstrate** the ability to analyze, compare and critique these strategies, and effectively communicate this assessment.
- **Apply** communication theory to develop business communication strategies, including evaluation of purpose, audience, context, and channel choice.

Detailed Learning Objectives

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

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 15 weeks, you may not reach a level of professional excellence in all business communication areas; mastery takes years of dedicated practice. However, you will move toward accomplishing the strategic learning objectives toward which you are working, understand the necessary processes involved in meeting those objectives (and assist your peers meet them), appreciate your strengths and challenges, and feel increased confidence in the execution of your communication decisions.

Required Materials and Technology Requirements/Resources

Required Materials

Text

Business Communication: Developing Leaders for a Networked World, Third Edition Peter W. Cardon.
McGraw-Hill, ISBN: 9781264109104

- We are not be using Connect.

Assessment

- Strengths Deployment Instrument (SDI)

Technology Requirements/Resources

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)

Technical Support

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 Mon - Fri 9:30am - 5pm and weekends from 8am - 5pm (PST).

Zoom assistance, 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).

Students with technology and internet needs should contact:

- [Marshall emergency funding resources](#)
- [USC resources: basicneeds@usc.edu](#)
- **NO STUDENT MAY TAPE, PHOTOGRAPH, OR RECORD ANY CLASS SESSION, DISCUSSION, OR MATERIALS WITHOUT THE PROFESSOR’S ADVANCED, EXPRESS WRITTEN PERMISSION TO DO SO.**

Microsoft Word, Office 365 Package

- 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 port.

Netiquette, Learning, Preparation and Attendance

Netiquette for Students

When attending your live, online synchronous class sessions please remember to always present yourself professionally and act appropriately as if you were in a physical classroom.

- Arrive on time and enable camera during synchronous course sessions.
- Always wear appropriate dress. Avoid revealing clothing, pajamas, bathrobes, or swim attire.
- Choose a location that is quiet, without distractions and is well lit so your full face is visible.
- Avoid laying down during class. You are expected to be alert and engaged.

- Working on your electronic devices on extraneous matters, including, but not limited to; social media, news, work for other courses, corresponding with anyone, is considered a violation of the class’s technology policy.
- Avoid interacting with persons who are not part of the class.
- Avoid to the best of your ability having other persons or pets in view of the camera.
- Always use appropriate tone and language with instructors and/or classmates during class discussions, wall postings, instant messaging, and email.

Learning and Preparation

Computer and language skills, along with an ability to perform basic research is expected. You are also expected to actively participate in your own learning. Active participation in learning process includes but is not limited to arriving to class, via Zoom, prepared to:

- Collaborate with your peers
- Answer questions when called upon and volunteer to answer questions

Your goal is to practice building a connection with your audience through articulating your ideas logically, authentically and persuasively. Remember, communication skills are developed by practice, so our class time will often be devoted to exercises applicable to the real-world.

My goal is to assist you improve your ability to organize and present ideas clearly, develop strategic arguments, apply communication strategies to a variety of professional situations, participate in job interviews, improve interpersonal relationships, and embed media into your message.

Attendance and Participation

Should you need to be absent:

- Send me an e-mail **prior to the start of class**.
 - *A message in advance of class does not “excuse” your absence—it illustrates 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.
 - ***In-class activities, Oral Presentations (excluding medical consideration), Barrett Values and discussion board points cannot be made-up.***

Assignments and Grading

Assignments

Each of you will complete four significant graded presentations—three individual and one as part of a team. Presentations may consist of both an individual grade and a group grade and may include a written deliverable of self-assessment, a slide deck and/or peer feedback.

In-class activities: 75 points (5 points each)

1. Listening exercise
2. Emotional intelligence exercise
3. Credibility exercise
4. Non-verbal behavior
5. Credibility exercise
6. Identity circle
7. Strength/Weakness exercise
8. Better Horizons analysis
9. Mission/Vision statement exercise
10. Cover letter exercise
11. Friendly or friend exercise
12. Getting to know you exercise
13. Uncovering bias exercise
14. International news exercise
15. Leaders you admire exercise

Homework activities: (80 points)

- 5 Discussion Board posts (50 points)
- Barrett Values Assessment (30 points)

Oral Assessments: (615 points)

Impromptu (Ongoing individual assessment): (20 points)

Individual Presentation #1: My name is...(50 points)

Individual presentation #2: I am the perfect match...(100 points)

Individual presentation #3: Networking Presentation (125 points)

- Oral presentation (100 points)
- Power Point (25 points)

Team presentation #4: (320 points)

- Team charter (25 points)
- Presentation Power Point (25 points)
- Presentation AOS Outline (75 points)
- Peer review evaluations (25 points)
- 4 Meeting agenda's complete with meeting notes (25 points)
- Oral presentation (125 points)

Written Assessments: 190 points

AOS outline Exam #1: (50 points)

Midterm Exam #2: T/F; multiple choice (70 points)

Final Exam #3: T/F; multiple choice (70 points)

Career Focus (40 points)

- Position description (10 points)
- Cover letter w/feedback (15 points)
- Resume/w feedback (15 points)

Experiential Learning Center (ELC) Activities (CR/NC)

Please note: **ELC exercises are non-negotiable and are REQUIRED ACTIVITIES.** Missing an ELC exercise/activity will **negatively impact your grade by 25 points (per missed session)** unless the absence is excused **IN ADVANCE**, by me. You will still need to make-up the missed activity to receive credit for participation.

There will be a total of 5 activities facilitated by the ELC.

- **Strengths Deployment Instrument (SDI).** 9/30/21
 - The SDI helps you learn more about yourself under two conditions — when things are going well and when you're dealing with conflict. To get the most value from this experience, provide honest responses about yourself – not how you or someone else thinks you should be. Are you ready?
 - 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. To register for the SDI assessment, please follow this link: https://training.secure.force.com/corestrengths/evt_QuickEvent?id=a0a6Q00000H7jb4
- **Hi-Fli.** 10/20/21
 - This facilitated activity places you in a corporate setting where decisions made. Are you ready?
- **Q & A.** 11/4/21
 - This ELC facilitated activity tests your ability to navigate tenuous conversations on the fly. Are you ready?

Grading

In business of education, you are expected to complete your projects on time.

Assignments are due by the date assigned unless specified otherwise

Any assignment turned in late, will receive a *1/3 grade deduction as a starting point* (for example, if your work is a B+ grade, you will earn a B grade). Additionally, unless arrangements have been **made in advance**, items will not be accepted more than one week after the due date. Finally, late assignments will not be accepted after the last regular class meeting of the semester. You must complete all required assignments to pass this course.

- Technical issues are not accepted excuses, it is your responsibility to ensure that your assignments are turned in and/or uploaded BEFORE the due time indicated. Avoid waiting until the last minute. The majority of the feedback you will receive from me will be on Bongo or Turnitin—I suggest checking them after each submission.
- 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.
- Where a bibliography, reference notes, or other stylistic requirements are used, the information must conform to a standard style manual (APA or MLA).
- All written assignments should be submitted as a Microsoft Office file, **please no PDF** (if emailed to me or submitted/uploaded to Turnitin).
- All assignments/activities/presentations will be submitted through Blackboard. Unless otherwise indicated, they are due prior to the start of class.

Review of Grades

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.

- If a graded assignment is returned to you (between 7 – 14 days), and you believe that some error has occurred in the grading, request in office hours or by email (within one week) that I re-evaluate the assignment.
- I am glad to clarify my comments during office hours on returned assignments (after you have had time to review them).
- Remember, the re-evaluation process can result in three types of grade adjustments: *positive, none, and negative*.
- Final grades represent how you perform in the class relative to other students.
- Your grade is earned by your mastery of learning goals. Historically, the average grade for this class is about a (B OR 3.0).

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. You can be dropped from class if you do not attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two sessions and are dropped, you risk being not being able to add to another section this semester, since they might reach capacity. You can only add a class after the first week of classes if you receive approval from the instructor.

Marshall Grading Guidelines

Assignment/Exam Grading Policy: the instructor determines what qualifies as an accurate grade on an assignment, exam, or other deliverable, and the instructor’s evaluation of the performance of each individual student is the final basis for assigning grades for the course.

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course if the graded work has not been returned to you, i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine.

Evaluation of Your Work

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 p. 125 of SCampus and at: http://www.usc.edu/dept/publications/SCAMPUS/gov/disputed_academic_evaluation_procedures.html.

USC Statement on Academic Conduct and Support Systems

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>.

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).

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.

| Spring 2021 Important Dates | |
|-----------------------------|------------------------------|
| August, 23 | First Day of Spring Semester |
| September, 26 | Labor Day |
| October, 14 -15 | Fall Recess |
| November, 24 - 28 | Thanksgiving Holiday |
| December 3 | Classes End |
| December, 4 -7 | Study Days |
| December 8 -15 | Exams |
| December, 16 - January, 9 | Winter Recess |

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

Course Schedule

Please be advised, I retain the right to change, add or delete activities and assignments if deemed required.

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| | | | | Course Learning Objectives |
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| Date | Topic | Activity | Assignment/Reading Due before class | |
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| Week 1a 8/24/21 | Topics: Course introduction <ul style="list-style-type: none"> • Communication is active, empathetic and transactional. Organizational Structure <ul style="list-style-type: none"> • Think • Plan (AOS) • Act Credibility (3 C's) <ul style="list-style-type: none"> • Competence • Character • Caring | Activity: Listening exercise 5 points Small Group Discussion (in-class) What are your course goals? | Read: Establishing Credibility (Ch. 1) (Ch. 2) View: Kathy Hatala https://www.youtube.com/watch?v=UxVxlyZORks | 1, 5 |
| 1b 8/26/2021 | Topics: <ul style="list-style-type: none"> • Interpersonal Communication • Emotional Intelligence • Establishing Credibility • Collaboration agreement Experiential Learning (ELC) <ul style="list-style-type: none"> • CR/NC (each learning experience must be attended to pass BUAD 302 without exception). • ELC Dates: 9/16; 9/30; 10/7; 10/21 | Activity: Impromptu (20 points) Emotional intelligence exercise (in-class) 5 points Credibility exercise (in-class) 5 points | Read: Ch. 1 Ch. 2 View: Daniel Goldman introduces emotional intelligence: https://www.youtube.com/watch?v=Y7m9eNoB3NU Upload Emotional Intelligence and Credibility Activity to Black Board by 11:59 pm | 1, 2, 3 |
| Week 2a 8/30/2021 | Topics: <ul style="list-style-type: none"> • Planning Presentations • Presentation anxiety • Presence • Delivering Presentations <i>Aristotelian outline scaffold (AOS)</i> <ul style="list-style-type: none"> • Analyze • Think • Plan • Act | Activity: Breathing techniques <ul style="list-style-type: none"> • Box • 4,7,8 Impromptu Discussion Board #1 1) What is your plan for mitigating presentation anxiety? 2) What are the benefits and/or challenges of a communication strategy which privileges the listener (audience-centered) before yourself | Read: Ch. 5 (pp.157-162) CH 14 CH 15 View: Chimamanda Ngozi Danger of the Single Story https://www.youtube.com/watch?v=D9Ihs241zeg&t=44s Marshall Mathers & Andre Young "My Name Is" https://www.youtube.com/watch?v=wgztaU7p-WM | 1, 2, 3, 5 |

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| | | <p>or the message (self/content-centered?) (10 points)</p> <p><i>Use 2 APA in-text citations per question from specified chapters and videos to support your assertions and/or observations.</i></p> | | |
| <p>2b 9/2/2021</p> | <p>Topics:</p> <p>Routine Business messages Non-Verbal Communication Interpersonal Communication</p> | <p>Activity:</p> <p>Impromptu</p> <p>What am I saying? Non-verbal behavior exercise. (5 points)</p> <p>Trust me: Personal credibility exercise. (5 points)</p> <p>Identity circle (5 points)</p> | <p>Read:</p> <p>Ch. 9</p> <p>View: How to find the person who can help you get ahead at work https://www.youtube.com/watch?v=gpE_W50OTUc</p> <p>Homework:</p> <p>Register for SDI, you may find instructions on Black Board.</p> <p>Upload activities by 11:59 PM.</p> | <p>1, 3, 4</p> |
| <p>Week 3a 9/7/2021</p> | <p>Topic:</p> <p>Persuasive Messages</p> <ul style="list-style-type: none"> The 3 C's and the 3 Amigos <p>Interpersonal Communication Emotional Intelligence</p> | <p>Activity:</p> <p>Assign Dyad Partners Complete Barrett Values assessment and upload test results. Due by 11:59 PM 9/7/21 (10 points) https://www.valuescentre.com/tools-assessments/pva/</p> <p>Discussion Board #2 (10 points)</p> <p>Aristotle once stated, "Character may almost be called the most effective means of persuasion." Is this assertion true in today's business world? Why or why not?</p> | <p>Read</p> <p>Ch. 10</p> <p>View Malala Yousafzai Nobel Prize Speech https://www.youtube.com/watch?time_continue=44&v=MOqIotJrFVM&feature=emb_logo</p> <p>View: Brene Brown The Power of Vulnerability https://www.youtube.com/watch?time_continue=10&v=iCvmsMzIF7o&feature=emb_logo</p> <p>What is intercultural communication?</p> | <p>1, 2, 3, 4</p> |

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| | | <p>Due by 11:59 PM 9/7/21</p> <p><i>Use 2 APA in-text citations per question from specified chapters and videos to support your assertions and/or observations.</i></p> | <p>https://www.youtube.com/watch?v=kDrCWR1Q79M&t=66s</p> <p>Upload activities by 11:59 PM.</p> | |
| <p>3b 9/9/2021</p> | <p>Topics:</p> <p>Barret Values Dyad Discussion</p> | <p>Activity:</p> <p>Complete Barrett Values Activity Part 1 (10 points) Part 2 (10 points) Due by 11:59 PM 9/9/21</p> <p>Discussion Board #3: (10 points)</p> <p>1. Isolate 3 values from Barrett Values Assessment and discuss how each may or may not be aligned with strategic business communication.</p> <p>2. Discuss how vulnerability may or may not be aligned with strategic business communication.</p> <p><i>Use 2 APA in-text citations per question from specified chapters to support your assertions and/or observations.</i> Due by 11:59 PM 9/9/21</p> | <p>Homework:</p> <p>Locate a position description mostly aligned with your career goals; be prepared to share your position and goals with your practice partner.</p> | <p>1, 2, 3, 4</p> |
| <p>Week 4a 9/14/2021</p> | <p>Topics:</p> <p>Practice INDIVIDUAL PRESENTATION #1 The story of my name is... (In class)</p> | <p>Activity:</p> <p>Tell the story of your name in 2-3 minutes using appropriate content & structure</p> | <p>Homework:</p> <p>Schedule an appointment to visit the Marshall or USC Career Center for 1:1 feedback (resume and cover letter) by 11:59</p> | <p>4, 5</p> |

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| | <p>Ethics in the workplace</p> <ul style="list-style-type: none"> Toxic Workplace Culture | <p>Ethics Activity</p> <p>Strength/Weakness exercise (5 points)</p> | <p>pm (PST) on or before 10/7/21</p> <p>Identify a job call or internship opportunity aligned with your career trajectory.</p> <p>Upload activities by 11:59 PM.</p> | |
| <p>4b 9/16/2021</p> | <p>Topics:</p> <p>Review Individual PRESENTATION #2</p> <ul style="list-style-type: none"> I Am the Perfect Match... Presentation Day 10/07/21 <p>In this 3-5-minute encounter, tell the hiring committee how your, experience, purpose and core values have inspired your career choice.</p> | <p>Activity:</p> <p>Present INDIVIDUAL #1</p> <p>The story of my name is... (In class)</p> <p>Prompt: What talent or expertise do you bring to the organization?</p> <p>How might your assets align with the organizational values at (business)?</p> | <p>Read:</p> <p>Do Ethics Matter? https://www.corporatecomplianceinsights.com/why-ethics-matter-a-business-without-values-is-a-business-at-risk/</p> <p>What Does Business Ethics Mean? https://www.corporatecomplianceinsights.com/business-ethics-questions/</p> | <p>2, 5</p> |
| <p>Week 5a 9/21/2021</p> | <p>Topics:</p> <p>Employment Communication Career Assignment</p> <ul style="list-style-type: none"> Cover letter Resume Networking presentation Date for presentation <p>Discuss ELC SDI exercise (9/30/21)</p> <ul style="list-style-type: none"> Register for SDI (See Announcement on BB) | <p>Activity:</p> <p>Impromptu</p> <p>Discussion Board #4:</p> <p>What are your academic/professional goals in the next year and five years? My goals for the next year are... My goals in the next five years are...</p> <p>According the values assessment my top three values are...?</p> <p>For the last question</p> | <p>Read:</p> <p>Ch. 16</p> <p>Bring:</p> <p>Bring a digital or hard copy of your position description, cover letter & resume.</p> <p>Upload activities by 11:59 PM.</p> | <p>2, 5</p> |

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| | | <p><i>Use 2 APA in-text citations per question from specified chapters to support your assertions and/or observations.</i></p> <p>How do your values line up with who you are and your capacity for effective decision making?</p> <p>Mission statement (5 points)</p> | | |
| <p>5b 9/23/2021</p> | <p>Topics:</p> <ul style="list-style-type: none"> Persuasive messages Career Center Presentation | <p>Activity:</p> <p>Impromptu</p> <p>Assign team members (Group Presentation)</p> | <p>Read:</p> <p>Ch. 10</p> <p>Bring:</p> <p>Bring a digital or hard copy of your position description, cover letter & resume.</p> <p>Upload activities by 11:59 PM.</p> | <p>1, 2, 5</p> |
| <p>Week 6a 9/28/2021</p> | <p>Topics:</p> <p>Review Individual Presentation #2</p> <ul style="list-style-type: none"> Present the findings of your Networking assignment in 2-3 minutes. Presentation Day (10/7/21) | <p>Activity:</p> <p>Team building</p> <p>Analyze Better Horizons Credit Union (see Black Board for assignment details).</p> <p>Create a brief presentation to discuss findings using AOS. (5 points)</p> | <p>Due:</p> <p>Upload activities by 11:59 PM.</p> <p>Upload activities by 11:59 PM.</p> | |
| <p>6b 9/30/2021</p> | <p>Topics:</p> <p>ELC DAY #2</p> | <p>Activity:</p> <p>SDI</p> | <p>Homework:</p> <p>Find a scene from a movie, documentary, interview or television show that includes an interesting but difficult</p> | <p>2</p> |

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| | | | conversation. Be prepared to share the clip with your group. | |
| Week 7a 10/5/2021 | Topics: <ul style="list-style-type: none"> • Team Communication • Difficult Conversations • Effective Group Communication • Team Presentation #4 | Activity: Impromptu Friendly or Friends? Difficult conversations exercise (5 points) Individual Conference sign-up | Read: Ch. 3 View: ‘So you won’t take down lies?’: Alexandria Ocascio-Cortez challenges Facebook CEO https://www.youtube.com/watch?v=8KFOx-mc2Ao Upload activities by 11:59 PM. | 1, 5 |
| 7b 10/7/2021 | Topics: Review Individual Presentation #3 <ul style="list-style-type: none"> • Present the findings of your Networking assignment in 2-3 minutes. • Presentation Day (10/28/21) Review Group Presentation #4 <ul style="list-style-type: none"> • Team charter (25 points) • Presentation Power Point (25 points) • AOS Outline (75 points) • Peer review evaluations (25 points) • 4 Meeting agenda’s complete with meeting notes (25 points) • Oral presentation (125 points) | Activity: Present Individual #2: I am the Perfect Match... | Due: Position description (10 points) Cover letter w/feedback (30 points) Resume w/feedback (30 points) from the Career Center Counselor by 3:00 pm on or before 10/7/21. | 1, 4, 5 |
| Week 8a 10/12/21 | Midterm CH 1, 2, 5, 10 | Midterm Exam 100 points | Due: Midterm due by the end of class time 10/12/21. | 1, 2, 3, 4, 5 |
| 8b 10/14/21 | Topics: Fall Recess | Activity: Practice mindfulness | Read: Relax | |
| Week 9a 10/19/21 | Topics: <ul style="list-style-type: none"> • Individual Conferences by Appointment • Team meeting #1 | Activity: Team Meeting #1 Create a team charter (5 points) | Homework: Upload Team Charter (10 points) and agenda template (10 points) on 10/19/21 by 11:59 PM | 3,4,5 |

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| | | <p>Create an agenda template (5 points)</p> <p>Getting to know you: In your newly formed teams share your responses to the questions posted for Black Board Discussion. Take turns responding to the questions and think about your individual values and the values of your teammates while completing the discussion protocol. (5 points)</p> <p>Discussion Board #5 What are the top three values of the group?</p> <p>How do your top three individual values line up with the values of your teammates and your capacity for working collaboratively?</p> <p><i>Use 2 APA in-text citations per question from specified chapters to support your assertions and/or observations.</i></p> | Email group attendance on 10/19/21 by 11:59 pm. | |
| 9b 10/21/21 | <p>Topics:</p> <p>ELC Facilitated Exercise</p> | <p>Activity:</p> <p>HI FLI</p> | <p>Due:</p> | |
| Week 10a 10/26/2021 | <p>Topics:</p> <ul style="list-style-type: none"> Individual Conferences by appointment Team Meeting #2 | <p>Activity:</p> | <p>Due:</p> <p>Agenda and meeting notes on 10/26/21 by 11:59 pm.</p> | |
| Week 10b 10/28/21 | <p>Topics:</p> <p>Individual Presentation #3</p> | <p>Activity:</p> <p>Present the findings of your Networking assignment in 2-3 minutes.</p> | <p>Due:</p> <p>Power Point due by the beginning of class time on 10/28/21.</p> | |

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| Week 11a 11/2/21 | Topic: <ul style="list-style-type: none"> • Individual Conferences by appointment • Team Meeting #3 | Activity: | Due: Agenda and meeting notes due 11/2/21 by 11:59 pm. | |
| Week 11b 11/4/21 | Topics: ELC Facilitated Exercise | Activity: Q/A | Due: | |
| Week 12a 11/9/21 | Topics: INDIVIDUAL PRESENTATION #3 (Day 1) <ul style="list-style-type: none"> • Networking Report Oral Presentation | Activity: Individual Presentation #3 Present the findings of your Networking Assignment in 2-3 minutes. | Due: | 2 |
| 12b 11/11/21 | Topics: INDIVIDUAL PRESENTATION #3 (Day 2) <ul style="list-style-type: none"> • Networking Report Oral Presentation | Activity: Individual Presentation #3 Present the findings of your networking in 2-3 minutes. | Due: Submit Power Point by class time 11/11/21. Prepare: Locate 3 business news articles or videos from a country of your choice for next week. You may browse the following resources: www.world-newspapers.com www.onlinenewspapers.com www.refdesk.com/paper.html Locate a clip of a thought/business leader you admire and be prepared to share the clip with your group. | 1, 2, 4, 5 |
| Week 13a 11/16/2021 | Topics: Leadership and International Business Communicating Across Culture <ul style="list-style-type: none"> • Implicit Bias • Stereotype Threat • Cultural Intelligence • Cultural Dimensions | Activity: Impromptu Uncovering bias: Stereotype exercise (5 points) | Read: Ch. 4 "Girls Can't Do Math": How Unconscious Bias Leads to Gender Gaps | 1, 5 |

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| | <ul style="list-style-type: none"> Leveraging IDEA’S (inclusion, diversity, equality, access) to strengthen organizational culture. | <p>International news activity (5 points)</p> | <p>in STEM' https://news.usc.edu/trojan-family/girls-learn-math-bias-gender-ability-stem/</p> <p>View: Stereotype Threat: A Conversation with Claude Steele https://www.youtube.com/watch?v=failylROnrY</p> <p>Why Jumia is beating Amazon and Alibaba in Africa https://www.youtube.com/watch?v=BLxyJagWhYw</p> <p>Why Elon Musk and Jack Dorsey have big plans for Africa https://www.youtube.com/watch?v=UoOc8FnS7qE</p> <p>Upload activities by 11:59 PM.</p> | |
| <p>Week 13b 11/18/2021</p> | <p>Topics:</p> <ul style="list-style-type: none"> Bad News Messages Executive presence Channels of communication | <p>Activity:</p> <p>Impromptu</p> <p>Leaders you admire exercise (5 points)</p> | <p>Read:</p> <p>Ch.11</p> <p>View: Jeff Bezos https://www.youtube.com/watch?v=EctzLTFrktc&t=382s</p> <p>Laura Sicola https://www.youtube.com/watch?v=02EJ1IdC6tE</p> <p>Upload activities by 11:59 PM.</p> | 1, 2, 5 |
| <p>Week 14a 11/23/2021</p> | <p>Topics:</p> <p>Practice Team Presentations</p> | <p>Activity:</p> <p>Impromptu</p> <p>Practice</p> | <p>Homework:</p> <p>Prepare for virtual submission of required documents.</p> | |
| <p>Week 14b 11/25/21</p> | <p>Topic:</p> <p>Winter Recess (Holiday)</p> | <p>Activity:</p> <p>Mindfulness</p> | <p>Due:</p> | |

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| Week 15a 11/30/2021 | Topics: Final Exam Review | Activity: Impromptu | Due: | 1, 5 |
| 15b 12/2/2021 | Topics: ELC TEAM PRESENTATION | Activity: Final Group Presentation | Due: Upload team Presentation Power Point Peer Review Evaluations Meeting Agenda's complete with all documents by class time 12/2/21 | 1, 5 |
| Study Days 12/3/21 To 12/7/2021 | Topics: Study for Final Identify Scheduling Conflicts https://classes.usc.edu/files/2014/02/final_exam_schedule_fa14.pdf | | | |
| 12/9/2021 | Final Exams 10:00 AM Course: Section 14677, Tuesday December 14, 2021, 8:00 AM – 10:00 AM 2:00 PM Course: Section 14683, Thursday December 9, 2021, 2:00 PM – 4:00 PM | | | 1, 2, 3, 4, 5 |

Assignment Protocol

- In business, you are expected to complete your projects on time. Assignments are due on the day specified in the syllabus, unless otherwise specified. You will need to confer with me before attempting to submitting a late assignment, so I may assess the challenges you may have encountered and so that we may devise a plan to mitigate any challenges.
- Any assignment turned in late will receive 1/3 grade deduction, for every day past the due date. For example, if your submission is assessed as an A, you will receive an A-.
- In the case of class activities, they are worth 5 points. If you participated in the activity and upload discussion points, you will earn 5 points. If you are absent, for any reason, in class activities cannot be made up.
- Late assignments must be turned in within one week of the original due date, or you will earn 0 points for that assignment.
- If you are unable to attend class on the day a written assignment is due, I expect your assignment will be submitted before-hand, except in the case of in-class activities.
- Your written assignments should follow appropriate writing conventions. Errors in mechanics reduces the effectiveness of written communication. I will provide you with rubrics aligned with specific assignments.
- Where a title page, parenthetical citations, references or other stylistic requirements are used, the information will conform to the standard APA 7th edition style manual.

Assignment Details

Each of you will complete two significant graded oral presentations, four low stakes graded oral presentations and one group graded oral presentation. Group presentations will consist of a group grade, but individual points may be augmented based on peer evaluations.

The course assignments are designed to prepare you for entry into the job market, the following assignments will help develop and sharpen your communication skills, both oral and written, in the workplace and beyond. Creating a professional trajectory which utilizes communicative strategy requires attention to detail, research and practice. This course will encourage you to contemplate the type of career or professional 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 as you navigate the course. Your focus will assist you gain a more precise idea of the skills you are looking to cultivate as aligned with your abilities and interests.

Remember, always dress professionally.

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| Oral Assignments | 615 Points |
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1. **The Story of My Name is... #1**

Create a 1-2-minute presentation designed to tell the story of your name. Your presentation should contain an introduction, body and conclusion. For this assignment, pay particular focus to structure, organization of ideas and extemporaneous delivery of your written product (outline).

2. **I am the Perfect Match...#2**

Create a 4-5-minute presentation. Briefly provide context for your career aspirations through the presentation of a narrative, indicate where you are currently positioned in relation to your career aspirations and project where you intend to be five years after graduation. For this assignment, pay particular focus to structure, organization of ideas and the extemporaneous delivery of your written product (outline).

In preparation, consider the following:

- What is the primary business of your chosen company or the company you intend to create?
 - How does the business or company align with your plan of study or business?
 - This could be your own business.
- Is the business a small firm or large corporation?
 - In what ways does company size align with your individual personality, traits or characteristics?
- How does the business operate?
 - Why does your skillset align with company operations?
- What are the reasons you want to work for the company or for yourself?
 - Can you connect the reasons you want to work for the company with their mission/values statement?
- What position are you applying for or creating for yourself?
 - What experience do you have?
- What do you know about your prospective department or role in the organization?
 - What unique talents or skills do you possess that would make you an asset?
- What are your opportunities for professional advancement?
 - Does the company provide opportunities for growth that align to your professional goals?
- What skills, talents or innovation do you have to offer?
 - Why are you the “Perfect Match”?

Use 3 visuals to accompany your presentation. Practice your presentation prior to the presentation date. Feel free to share with your presentation with your classmates, so you can receive feedback.

3. **Networking Presentation...#3**

The ability to network in today’s fast-paced business environment is imperative to building your career. 82% of all career opportunities are found through networking. Now that you have identified your desired position, identify three ways you can network.

Use LinkedIn, social media sites or USC campus activities (<https://campusactivities.usc.edu/organizations/>) to find and schedule 15-minute chats with thought leaders, executives or members of professional organizations

such as: The Association of Independent Video & Filmmakers, American Management Association or students organizations such as: The Sports Business Organization or Marshall Business Student Government.

Identify at least three organizations or industry associations you can join in order to build your professional network. Remember, LinkedIn is an important tool for networking and this assignment will push you to investigate opportunities which will provide you with face-to-face contact. Only one of your selected organizations may be a USC affiliation.

Thoughts to consider before beginning your informational chats:

- What are ways to become involved with the organization during the pandemic?
- Where is the organization physically located?
- Are monthly meetings held? When?
- What is the full member cost? Student cost?
- How would you benefit from joining this organization?

You will present a **two-three-minute presentation** which highlights the findings of your report and create a 5 slide **Power Point** to accompany the presentation.

Briefly introduce the organizations you have contacted and your experiences meeting face to face through Zoom or other videoconferencing tools. For this assignment, pay particular focus to structure, slide content, organization of ideas, audience analysis and the extemporaneous delivery of your written product (Power Point).

4. **Impromptu Speeches**

Will occur at most class meetings. You are expected engage one impromptu presentation during the semester. These engagements are a great opportunity for you to receive feedback from your peers and your instructor. These speeches are graded on a pass/no pass basis.

5. **Team Presentation #1**

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. For this assignment, pay particular focus to structure, organization of ideas and the extemporaneous delivery of your written product (outline).

You will need to submit all of the following items for a complete group presentation

- Team charter
- Presentation Power Point
- Peer review evaluations
- Presentation AOS Outline
- 4 meeting agenda's complete with meeting notes
- Oral presentation

Presentation Day

- Dress professionally.
- Be prepared, do not expect to present "off the cuff" without practicing.
- Your presentation should have an AOS outline including 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 ethos, logos and pathos.

You may select one of the following group presentations.

1. **Business Case Analysis (Persuasive)**

Teams will select their own case studies and send to the professor for approval. Each group is expected to present a 15-16-minute presentation (Q&A period is not included in the time limit) Discuss 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, 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)

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?
 - 1. Marketing strategy
 - 2. Brand awareness
 - 3. Inclusion
- 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?
- f. What is the gap in the market?
- g. Who provides the same service or product (competition)

The Group Presentations will be graded on:

- Effective and clear presentation on who the company is, product/service market served 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 and *peer feedback*.

Peer Feedback

Each 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 earned a B on the presentation, but feedback isolates a member who did not collaborate effectively, 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/their grade will be adjusted up accordingly. **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.**

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| Career Focus | 40 Points |
| 1. Cover Letter with feedback | 15 points |

Prepare a cover letter which highlights personality traits, experience and skills which make you a “perfect match” for 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.

Both cover letters and resumes are 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 professional personality traits, are extremely important.

2. Resume with feedback

15 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 by having a professional from the career center provide you with feedback. Your resume serves as the foundation for your cover letter highlighting and quantifying your education, training and skills in a chronologic fashion.

- Attach a **position description (10 points)** you believe is aligned with your resume. Your position description should have itemized duties, qualifications, skills, education, etc. Do not invent your position description. 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>

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| AOS Structure, Midterm & Final Exams | 190 points |
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AOS, midterm and final exams are mandatory components of this required business course. AOS will focus specifically on organizational structure. The midterm will be based on concepts isolated from weeks 1-7, and the final will be based on the entire semester’s content. Please see the course schedule for exam dates.