Communication Strategy in Business

USC Marshall
School of Business

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Lecture Class: T/R   4:00 – 5:50 PM (section 14689) | 6:00 – 7:50 (section 14693)
Location: JFF 331
Zoom Link: On Blackboard
Office Hours: M/W   2:30-4:30 PM (via Zoom) and by appointment. **Sign-up in advance via Slack DM.**

COURSE DESCRIPTION

You are working in an increasingly complex world characterized by explosive growth in access to and quantity of information—and your professional life will likely revolve around how you generate, organize, evaluate, and manage the communication of this information. Almost without exception, today's business professionals attribute their success largely to their ability to write well, to speak dynamically, and to cultivate business relationships through strong interpersonal communication skills.

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

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

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

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

Business Communication Strategy—Theory

Demonstrate understanding of the elements of business communication theory and apply this understanding to communications in a wide range of business contexts.

Business Communication Strategy— Application

Apply communication theory to develop business communication strategies, including evaluation of purpose, audience, context, and channel choice. Demonstrate the ability to analyze, compare and critique these strategies, and effectively communicate this assessment.

DETAILED LEARNING OBJECTIVES

This course is designed for you to acquire knowledge and skills in business communication. The BUAD 302 experience will enable you to:

1. Identify 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.

This class will meet you where you are. It will allow you to grow and excel based on your unique strengths/challenges and based on your unique level of investment. After only fifteen weeks, you probably will not reach a level of professional excellence in all business communication areas; mastery sometimes takes years and always takes dedication. You will, however, clearly understand the strategic objectives toward which you are working, understand the necessary processes involved in meeting those objectives (and helping others meet them), appreciate your strengths and challenges, and feel increased confidence in your communication decisions and in the execution of those decisions.

REQUIRED MATERIALS

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

Cardon, Peter W. *Business Communication: Developing Leaders for a Networked World* (Mc Graw-Hill 4th edition).

COURSE ASSUMPTIONS

Engagement: You are expected to show up to each class, prepared, and choosing to engage professionally the day's content. There are no formal "excused" or "unexcused" absences in this course. Instead, the general expectation is that you will not miss more than one week's worth of class throughout the term (2 absences). Beyond that many absences will impact not only your performance but also your participation grade (which you can further expect to score a 0 on if you miss two week's equivalent of class). Absences for illness, religious holiday, and appropriate university-sponsored events do not typically apply to your absence count. If you know you are going to miss class, you should arrange in advance with your professor for equitable options. If any absences of any variety total three week's equivalent, a student may be advised to withdraw ("W") from the course.

In addition to computer and language skills, I assume an ability to perform basic research as part of this course and others. Even if the subject matter does not intrinsically interest you, it is your obligation to find a way to make it ultimately motiving for yourself; I can only do so much. You must "show up" to the task too, even if it's by finding satisfaction in a job well done. 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. In your writing, you should be able to connect with your reader, conveying ideas and message points in an accurate, complete, and convincing way. Written 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 a professional context.

Tech: Business today functions primarily in a digital environment and proficient writers must be adept at using the internet and the tools e-communication provides. Thus, in addition to required readings, you must have access to a computer with a webcam, a reliable internet connection, the current operating system for Windows or Mac, basic computer software (Adobe Acrobat Reader, Microsoft Word, Microsoft PowerPoint, etc.), and a current browser such as Google Chrome or Firefox. **This course will regularly utilize Blackboard, Zoom, and Slack.**

Content Selection: I have carefully designed not only the in-class activities to compel your strategic growth but also the readings and exercises that happen outside of class in ways that will directly contribute to your communication effectiveness. You are expected and encouraged to engage those with enthusiasm as useful means of advancing your ever-relevant communication skills. We will often NOT directly duplicate course reading content in class. Doing so would be suboptimal redundancy. Instead, treat readings as if they are post-class class time, and thus also integral to your optimal growth and performance in class and beyond.

Goal: My goal is to help you become more effective writers for professional contexts. 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 written arguments, thoughtfully apply writing tactics and strategies to a variety of professional situations, including using nonverbal tools to increase your effectiveness as business writers. **In short, stay engaged, and this class can prove uniquely useful for the rest of your professional careers.**

Accessibility and Accommodations: It is my goal to have this course equitably empowering and accessible for all students. If there are standard course logistics that you find uniquely difficult, I encourage you to explore accommodations opportunities offered by the university. To be clear, I am only allowed to offer accommodations on an individual basis when you provide me with official documentation from the university (or, of course, in the event of an unforeseen extraordinary circumstance). At times, students may also feel inspired to share with me unique personal difficulties or learning challenges. Please know that sharing personal matters with me is entirely up to you (and that there are select mandatory reporting requirements placed on professors). I want you to feel supported in doing so, but it must also be your choice.

Closing the Loop: Your thoughtful feedback is encouraged. While I encourage you to frame it professionally, after having done significant self-reflection, please do approach me if there is content or logistics that for some reason are not working for you. **If there is material that seems purposeless or even objectionable, I ask that you please give me the opportunity to re-explain it, to re-frame it, or to revise it. Collectively, let's make this an enjoyable and empowering course.**

ADDITIONAL AID POINTS OF INTEREST
Copies of PowerPoint lectures or session recordings will be available through your Blackboard account *by request*.

Tech Proficiency: You are expected to have fundamental knowledge of Microsoft Word. This includes fundamental use of spelling and grammar check as well as clean, professionally appropriate design (e.g., justifications, font size, etc.). If you need assistance, ask your professor for tutorial material that can catch you up to the needed point for class. We will explore more advanced features of a variety of writing tools throughout the course. You will be explicitly challenged to move up the continuum of poor-adequate-good-great in order to positively impact both your grade and the actual professional viability of your work.

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 a number of handouts on an array of grammar and usage points: http://www.usc.edu/dept/LAS/writing/writingcenter/.

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

COMMUNICATION DECORUM

Slack: If I choose to engage Slack for the purposes of this course, you should consider Slack your go-to place for communicating with me. **You are responsible for proper monitoring** and engagement with ALL communication channels and tools I inform you we will be using (e.g., email, Blackboard, and Slack). **You are strongly encouraged to use the "reaction" feature on Slack to indicate to the sender that you acknowledge their message.**

Email: If you choose to email me, please use proper form for writing the email. Begin emails with a professional salutation (Examples: Dr. Name; Hello Professor Name; Good afternoon Dr. Name). Starting an email without a salutation or a simple "Hey" is not professionally appropriate in this context. This is also true in Slack, even if the tool does often offer slightly more casual conventions, such as emoji reactions and gifs, in professional use.

When sending an email, please reference the course number in the subject line with a brief and meaningful indication of the topic. This helps ensure your email is attended to in a timely manner. Not following this protocol for this course risks your email being deleted or ignored, and it is your responsibility to follow this requested protocol. **EXAMPLE SUBJECT LINE: "302 – Peer Feedback Requirements"**

Zoom: During synchronous Zoom sessions, if we find ourselves using them, the following netiquette is expected, as if you were in a physical classroom.

1. Please do:
   a. Be flexible and understanding. Distributed work has many advantages; it also has extra challenges, many of which come about unexpectedly offering us only limited in-the-moment control. We will make the best and roll with it. When errors arise, we will use redundancies and backup plans to still achieve our course goals.
   b. Students are expected to have cameras on during the synchronous Zoom sessions. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
   c. Log into class early or promptly.
   d. Arrange to attend class where there is a reliable internet connection and without distraction.
   e. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
   f. Arrange for professionally effective lighting, video composition, and audio quality (headsets or earphones are often an effective choice).
   g. If you use a virtual background, please keep it respectfully professional.
   h. Display both your first and last name during video conferencing and synchronous class meetings. Display pronoun preferences if you would like (if I mispronounce/misspeak, I encourage you to politely let me know).
   i. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
   j. Engage in appropriate tone and language with instructors and classmates.

2. Please try not to:
   a. Engage in a simultaneous activity not related to the class.
   b. Interact with persons who are not part of the class during the class session.

      c.   Leave frequently or not be on camera for extended periods of time.
      d.   Have other persons or pets in view of the camera.

WAITING POLICY
If I am late for class, please check for communication from me (Slack, Bb, email) and otherwise wait for 15 minutes. After that time, if you do not have an update from me, class will be considered dismissed.

GRADING OVERVIEW

Assignment List	Points	% of Grade
Presentation 1: Informative Briefing	150	15
Presentation 2: Persuasive Pitch	200	20
Presentation 3: Group Persuasive Pitch	200	20
Reading Quizzes (best 5 of total)	5	5
Resume/Cover Letter	25	2.5
Discussion Board	25	2.5
Midterm	150	15
Final Exam	150	15
Participation/Engagement	50	5
TOTAL	1,000	100

SCALE:

Grade	Percent Range
A	95 – 100%
A-	90 – 94.99%
B+	87 – 89.99%
B	84 – 86.99%
B-	80 – 83.99%
C+	77 – 79.99%
C	74 – 76.99%
C-	70 – 73.99%
D+	67 – 69.99%
D	64 – 66.99%
D-	60 – 63.99%
F	0 – 59.99%

Grades are NOT rounded or curved.

Some find the following colloquial description of grades to be helpful:

- **An A indicates** you're demonstrating mastery over writing tactics and strategies such that a writing professional in a business context would strongly support and/or even celebrate presenting your writing to a real business audience.
- **A B indicates** you're doing effective work. It's a "good grade" overall. There's no significant reason you couldn't have your work read by a business audience. It could simultaneously still use some meaningful refinement to optimize your contextual results. Your writing may not indicate mastery or "go-to writer" status, but it could still be considered professionally effective.
- **A C indicates** that there's some meaningful work happening in parts of your writing, but there are one or more elements that would cause a writing professional to say, "No, that really should not be read in its current form by a business audience."
- **A D indicates** that there are fundamental errors that we need to fix. Your writing in its current form may do yourself more professional harm than good if it were read by a business audience.

ASSIGNMENT-TYPE DETAILS

You will be provided further details on each assignment prior to its due date. It is YOUR responsibility to ensure that you understand the requirements, expectations, and rationale for each assignment. I endeavor to make this very clear in class and on the assignment briefs, so if you still do not understand, I want you to let me know so that I can make sure we are on the same page. If you have questions, re-read the materials provided, and then reach out for further guidance.

Presentations:

Each of you will complete three significant graded presentations—two individual and one as part of a group. Group presentations will consist of both an individual grade and a group grade. All presentations will happen at the assigned date. Makeup presentations are not allowed, except under the most extraordinary of situations. You are expected to be highly engaged during your peers' presentations as well. All presentations will include providing and receiving peer feedback.

Written Work (Professional Materials, Peer Feedback, and Discussion Board)

You are expected to maintain professional decorum and deploy appropriate communication strategy when producing written materials for this course. Lying or participating in abusive and unethical written behavior will not be tolerated.

Reading Quizzes

These quizzes are to be completed prior to the start of class. They are open-note, open-book (but NOT open-person; you must complete them yourself). These will not only help prompt you to stay up-to-date with the reading while giving you an opportunity to demonstrate your mastery over the out-of-class content, but they will also give you an indication of the types of material likely to be found on the midterm and final.

Midterm:

There will be a midterm based on assigned readings, viewings, and lectures. Staying on-schedule with the readings and taking notes in class, and studying the materials throughout the course are recommended in preparation for the quizzes.

Resume & Cover Letter:

You must participate in the workshops AND submit a resume and a cover letter example to Bb to earn credit for this assignment.

Final Exam:

A final exam is a required component of this required business course and will be based on the entire semester's content. I will provide a thorough and detailed comprehensive review prior to the exam. The schedule for this course's exam is set by the university and will be strictly followed.

Participation:

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 (**there are no "excused absences" for this section of the course**) – it simply shows me that you are taking responsibility for choosing to do something else during class time. Multiple absences, even when accompanied by conscientious notification, may be viewed as unprofessional behavior and negatively impact your engagement/participation grade. To receive top points for engagement/participation you will need to take an active role in class discussions, volunteer for leading ELC and in-class exercises, bring relevant news stories to the attention of the class and lead in-class discussion based on these news stories, attend office hours and review all of your presentations with the professor, etc.

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 (which is very rarely granted).*(Makeup days listed at end of schedule)

ASSIGNMENT PROTOCOL

- In business, you're expected to complete your projects on time. Assignments are due at the beginning of the class period on the date assigned unless specified otherwise. **Any assignment turned in late will receive half credit as a starting point and will only be accepted within one week of the original due date. Late assignments must be turned in within one week of the original due date or you will receive a zero for that assignment (or reduction in grade if a participation non-pointed project).**
- A student who fails to complete more than one assigned writing project should expect to be assigned an F for the course.
- If you are unable to attend class on the day a written assignment is due, I expect it to be submitted to the relevant digital location by the START of class.
- Your written assignments should be free of spelling, punctuation, or grammar errors. ANY errors in mechanics, including design mechanics, that reduce the effectiveness of the communication will dramatically lower your grade.
- Where a bibliography, reference notes, or other stylistic requirements are used, the information must conform to a standard style manual (typically APA as a starting point for business writing). We will discuss unique variations, such as on decks, which likewise require explicit citation (even if in a truncated form).
- Plagiarism in any form will not be tolerated and may result in the most significant of consequences. In addition to the standard position against plagiarism, **all work submitted for this course should be uniquely created by you uniquely for this course.** I.e., no "double-dipping" (if you submitted a project for your tax class last year, you cannot submit that same project for this course). Professional documents, such as your resume, are an exception on the double-dipping prohibition, and are an important ever-evolving asset that you should seek to improve on during this course.

GRADING DETAILS

You will get the most out of the course if you push yourself for continued improvement. Historically, the average grade for this class is about a B. That is a good grade and should not be the cause for existential crisis. Final grades represent your total performance in the course, as reflected by your performance in the individual assignment categories listed above. Grades returned will be represented in percentages and/or letter grades, based on the individual assignment. Letter grades represent a range and should not be assumed to reflect the highest point total in that range.

Grades for team projects typically begin as a baseline score earned by the group as a whole. You will submit team peer evaluation notes to help identify any extraordinary circumstances. Grades for individual team members may be uniform or may be varied, depending on the unique situation. Points may be deducted from individual members of a team if you were not a full participant in the final team deliverable.

Grading Baselines:

All assignments are expected to demonstrate strong critical thinking skills and a high level of business writing competence. Those assignments that meet this baseline and are polished, professional, thoughtful, well-structured and error free would meet the standard to reach a base score of a B letter grade. The analysis, depth, research, illustrations, connectedness, sophistication and execution of the assignment may then allow the base score to be increased or require it to be reduced. In addition to the shorter colloquial description above, below is more information on the core grading rubrics:

Emerging/Developing Skill Level (C range letter grade) There may be the absence of an assignment requirement or diminished focus on the purpose of that assignment. Thoughts are less developed and

critical thinking is not as strongly demonstrated. Examples and illustrations in both presentations and written assignments may be more sparse, less informative/persuasive or off-point. External research as required or self-analysis may be minimal, or underdeveloped. Class strategies in the research, preparation, refinement or delivery of the assignment may be missing. The delivered assignment is not sufficient to address the assigned expectations for a professional audience for the assigned deliverable.

Competence Skill Level (B range letter grade) Effective use of theories and strategies as presented in class demonstrating thoughtful preparation, application and good execution for both presentations and written assignments. Solid demonstration of critical thinking, and communication competence. Addressed all assignment elements with clear and well explained deliverables including PPT as required with presentations with depth and clarity. Class strategies in the research, self-analysis, preparation, refinement and physical presentation of the assignment are demonstrated resulting in a deliverable of a professional and polished response to an assignment without spelling/grammar errors or omissions.

Mastery Skill Level (A range letter grade) Insightful, strong depth in the contents, references, illustrations and connectedness that make the deliverable of a presentation or written assignment a role model. This range of assignment represents a case study for the excellent demonstration of critical thinking and communication competence for the deliverable. Strongly and eloquently addresses all assignment requirements without spelling/grammar errors or omissions. Shows deep systematic preparation and thought, leveraging all of the resources, tools and concepts from class. Highly polished and professional that goes beyond the expectations of the assignment.

Review Of Grades (24/7 policy):
If an assignment is returned to you and you believe that some error has occurred in the grading, you must follow the 24/7 rule to ask me about further details on the grading. You can, within one week of the date the assignment is returned, request—using a memo—that I re-evaluate the assignment. Please wait 24 hours before drafting and submitting the memo. 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 within the 24/7 period. Any reference and discussion of grades (written or otherwise) must be initiated and conducted with diplomacy and thoughtfulness (important for all situations, but certainly important in a business communication course).

If you are requesting a grade review, the original assignment or 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.**

Retention of Graded Coursework
Graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student. If I returned a graded paper to you, it is your responsibility to file it.

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

approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

You do not have authorization to post and/or distribute any materials from this course to anyone not currently registered in this section nor for any purpose other than express and limited purposes of studying nor for any duration of than for this term only.

SDI
The Strengths Deployment Inventory (SDI) is a professional assessment that all BUAD 302 students are required to take at the beginning of the semester. The cost is approximately $30.00 and needs to be completed by the end of the third week in order to be processed prior to the ELC exercise.   Please follow the link provided on Blackboard to pay for the SDI. Once you do, you will receive an invitation to take the assessment. The fee will appear on your debit/credit card statement as SDI CORESTRENGTHS. Please make sure you sign up for our section through the link on Blackboard.

COURSE SCHEDULE (Note: Schedule Is Subject To Change. You are expected to stay on top of Blackboard and/or Slack notifications for additional details, changes, and updates)

COVID NOTE: This course is designed fundamentally with the expectation of being conducted in-person. There may be times when "Zooming in to class" may be an option, but we will primarily function with the expectation of being in the same space when possible (except for when otherwise designated, like for Office Hours, etc.)

That said, we will follow university guidance and policy, which may at times require us to take the whole class online for periods of time. If needed, significant changes to the format/order of the course may be required. Students are expected to maintain a spirit of flexibility and learning, even though this is admittedly difficult for everyone involved – from students to faculty to staff. Your support and understanding is so greatly appreciated, and your collaborative ideas for how to keep the class functioning optimally are always welcome.

Date	Topic (w/302 Learning Obj.)	Reading Due	Assignment Due
WEEK ONE			
Tues (1/11)	• Course Welcome • What is and Why Comm? • Analyzing a Comm Situation *(Learning Obj. 1, 2, 3)*		
Thurs (1/13)	• Ideation - Research & Brainstorming • Topic Selection • Comm Tool: Miro • Comm Tool: Zotero • Syllabus Quiz (open-book) **Be sure to bring your laptops with you to this session** *(Learning Obj. 1, 2, 3, 4)*	☐ Assignment Brief: Informative Briefing ☐ Syllabus ☐ Cardon – Part 1: "Introduction to Business Communication"	
WEEK TWO			
Sunday (1/16)			☐ By Sunday night (11:59pm), create a share a bio video with your classmates in your team topic Slack channel.
Tues (1/18)	• Fostering Comm Culture • Comm Tool: Slack • Structuring Live Business Communication *(Learning Obj. 1, 2, 3)*	☐ Cardon – Chapter 12: "Research and Business Proposals and Planning for Business Reports"	☐ Reading Quiz One: Cardon Ch 12
Thurs (1/20)	• Explanations & Analogies • Vivid Descriptions • Concrete & Abstract Details *(Learning Obj. 1, 2, 4)*	☐ Cardon – Chapter 14: "Planning Presentations" ☐ (AUDIO) Manager Tools: "Giving Updates in Staff Meetings" – Part 1 <u>AND</u> Part 2: https://www.manager-tools.com/2021/04/giving-updates-staff-meetings-part-1-hof-2021 https://www.manager-tools.com/2021/05/giving-updates-staff-meetings-part-2-hof-2021	☐ Reading Quiz Two: Cardon Ch 14
WEEK THREE			
Tues (1/25)	• Ethics of Listening • Audience Analysis & Decorum *(Learning Obj. 1, 2, 3)*	☐ (VIDEO) Brown (TEDtalksDirector): "Brene Brown: The power of vulnerability" (Jan. 3, 2011) http://www.youtube.com/watch?v=iCvmsMzlF7o	

Thurs (1/27)	• Vulnerability Cont. • Eye Contact *(Learning Obj. 1, 2, 3)*	☐ (VIDEO) Walker (HowCast): "How to Make Eye Contact with Your Audience" (Aug. 15, 2013) http://www.youtube.com/watch?v=i–CdKh_dHc	
WEEK FOUR			
Tues (2/1)	• Career Center Overview • Vocal Delivery for Business Scenarios *(Learning Obj. 1, 2, 3, 4)*	☐ Cardon – Chapter 15: "Delivering Presentations" ☐ (VIDEO) ButterfieldPofP, "#5 Change Your Voice, Change Your Life: From Monotone to Magical" (Jan. 14, 2014) https://www.youtube.com/watch?v=rUV-4FnYfjQ	
Thurs (2/3)	• Informative Briefings (via Bongo) *(Learning Obj. 2)*	☐ Recommended Viewing: How to Use Bongo (link on Bb)	☐ All students will present on or before this day via Bongo. (in the ELC). ☐ Submit your speaking outline PDF to Blackboard before class
WEEK FIVE			
Tues (2/8)	• Handling Difficult Questions as a Professional **– We will meet in JFF ELC for this session** *(Learning Obj. 1, 2, 3, 4)*	☐ HBR (Nawaz) – "Presenting to Management? Be Prepared for the Tough Questions" (on Bb)	
Thurs (2/10)	• Presentation de-brief • Persuasive Pitch Overview • Persuasion *(Learning Obj. 1, 2, 3, 4)*	☐ Assignment Brief: Persuasive Pitch with Deck ☐ Cardon – Chapter 10: "Persuasive Messages" ☐ (VIDEO) Klein, "The Toulmin Model of Analysis" (Mar 9, 2016) youtu.be/Ifc3FQOWccU	☐ Reading Quiz Three: Cardon Ch 10
WEEK SIX			
Tues (2/15)	• Decks *(Learning Obj. 1, 2, 3, 4)*	☐ Lind – Designing Decks like a Pro ☐ Bennett (Slidebean): "The Narrative Structure of Great Presentations" (July 17, 2017) https://slidebean.com/blog/design/narrative-structure-of-great-presentations	
Thurs (2/17)	• MIDTERM (Covers materials from Weeks 1-5)		The midterm will be in-class including questions that may be short answer and/or multiple choice, taken on your computer. Test material will come from all of the content covered so far, including readings, viewings, exercises, and in-class content. Any last-minute approved needs to join remotely will require you to be on-camera during the test. Zoom class members will be on a display screen in class.
WEEK SEVEN			
Tues (2/22)	• Career Center Resume Workshop *(Learning Obj. 1, 2, 3)*	☐ Cardon – Chapter 16: "Employment Communications" – All sections in chapter 16 EXCEPT "Acing the Job Interview" and "Leaving and Organization" (we will cover those last two sections on 11/23)	☐ Bring a completed Resume with you to class

		□ Additional readings TBD by Career Center	
Thurs (2/24)	• **Persuasive Pitch (via Bongo)** *(Learning Obj. 2)*		□ All students will record and submit their videos by the end of our class period. □ Submit your speaking outline PDF to Bb □ Submit your PPT deck (in PPTX format) to Blackboard before class.
WEEK EIGHT			
Tues (3/1)	• Presentation debrief • Decks debrief *(Learning Obj. 1, 2, 3, 4)*	□ Team Presentation Assignment Brief □ Caya (Slidebean): "Airbnb pitch deck: teardown and redesign" (October 29, 2016) https://slidebean.com/blog/startups/airbnb-pitch-deck	
Thurs (3/3)	• Team Collaboration Tools		
WEEK NINE			
Tues (3/8)	• Group Persuasive Pitch Studio Workshop Session **We will meet in JFF ELC for this session** *(Learning Obj. 2, 3, 4)*		□ All teams will present a draft on this day (in the ELC). You must strictly adhere to the time limit, but your draft may end up being revised significantly before Thursday. Presentations will also include a brief Q&A.
Thurs (3/10)	• Team Collaboration *In lieu of meeting collectively, you should meet separately in your individual groups and post your collaboration minutes to your team Slack channel for your professor to interact with.* *(Learning Obj. 2, 4)*		□ Post your meeting agenda and brief minutes to your Slack channel by Friday 11:59pm **IN YOUR MINUTES, INCLUDE TWO THINGS:** 1) Share each of your SDI MVS colors AND your conflict sequences. You can do this by creating a "team" in the Core Strengths website and plotting out your triangle, if you'd like. Reference at least one best-practice from the Cardon reading that has (or should have) informed your group work thus far.
SPRING BREAK 3/15 & 3/17 (NO CLASS)			
WEEK TEN			
Tues (3/22)	• Interpersonal Comm (SDI) **We will meet in JFF ELC for this session** *(Learning Obj. 1, 2, 3, 4)*	□ Be sure to have your Core Strengths assessment results readily available for this session □ Cardon – Chapter 2: "Interpersonal Communication and Emotional Intelligence"	□ Reading Quiz Four: Cardon Ch 2
Thurs (3/24)	• Interpersonal and Team Communication *(Learning Obj. 1, 2, 3, 4)*	□ Cardon – Chapter 3: "Team Communication and Difficult Conversations"	□ Discussion Board due by midnight Sunday night. Responses on the DB due Monday at midnight (see the prompt in the Content folder)
WEEK ELEVEN			

Tues (3/29)	• Interpersonal Communication and Ethics *(Learning Obj. 1, 2, 3, 4)*	☐ The Atlantic (Keohane) - "The Surprising Benefits of Talking to Strangers"	
Thurs (3/31)	• Executive Presence through Postural/Gestural Nonverbal Skills *(Learning Obj. 1, 2, 3, 4)*	☐ (VIDEO) Toastmasters, "Gesture and Body Language" (Oct 9, 2012) https://www.youtube.com/watch?v=-3ywrgCA-1I	
WEEK TWELVE			
Tues (4/5)	• Team Communication (Hi Fli) – **We will meet in JFF ELC for this session** *(Learning Obj. 1, 2, 3, 4)*		☐ Reading Quiz Five: Cardon Ch 3
Thurs (4/7)	• Virtual Presentation Software *(Learning Obj. 1, 2, 3, 4)*	☐ (OPTIONAL VIEWING): OBS Studio - Tour for Beginners in 7 Minutes! [2021 version] https://www.youtube.com/watch?v=Muk9LfEWHeU	☐ Download and Install OBS software to your laptop that you will use for your webinar presentation. https://obsproject.com/download
WEEK THIRTEEN			
Tues (4/12)	• Webinar Recording Day *(Learning Obj. 2)*		☐ Submit your video (or an accessible link to your video) to the Discussion Board by 11:59 PM. ☐ Respond to two other groups' posts with substantive feedback/conversation by Monday at midnight. Begin with groups that have no comments so that everyone gets engagement.
Thurs (4/14)	• Networking *(Learning Obj. 1, 2, 3, 4)*	☐ Readings/Viewings on Bb	
WEEK FOURTEEN			
Tues (4/19)	• Cover letter Workshop *(Learning Obj. 1, 2, 3)*		☐ Bring a completed cover letter with you to class
Thurs (4/21)	• Interviewing. This class will be held via Zoom. Attendance is expected. *(Learning Obj. 1, 2, 3)*	☐ Cardon – Chapter 16: "Employment Communications" – Sections "Acing the Job Interview" and "Leaving and Organization"	☐ Reading Quiz Six: Cardon Ch 16
WEEK FIFTEEN			
Tues (4/26)	• Intercultural Communication – **We will meet in the JFF ELC for this session** *(Learning Obj. 1, 2, 3, 4)*	☐ Cardon – Chapter 4: "Global Communication and Diversity"	
Thurs (4/28)	• Technology and the Future of Work *(Learning Obj. 1, 2, 3, 4)*	☐ Readings/Viewings on Bb	
WEEK SIXTEEN			
Tues (5/3)	USC STUDY DAY		
EXAM	**Time assigned by the university and strictly enforced (see Registrar page)**		

*ELC MAKEUP DAYS are Friday at 8am on these select days: SDI (2/7), Q&A (3/20), Hi Fli (4/4)

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course if they do not notify the instructor prior to their absence.

Please consult the registrar's site for information on the last day to add the class or withdraw without receiving a "W" (and receive a refund) as well as the last day to drop with a mark of a "W" (no refund).

If you are absent 4 or more times prior to the last day to withdraw from a course with a grade of "W," I may ask you to withdraw from the class by that date.

Retention of Graded Coursework

http://arr.usc.edu/forms/ARR_Grade_Handbook.pdf *for detailed information.*
Example: Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student. If I returned a graded paper to you, it is your responsibility to file it.

Technology Policy

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

You are not authorized to distribute and/or post any material from this course without explicit permission.

USC Statements on Academic Conduct and Support Systems

Academic Conduct:

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

Support Systems
USC Emergency Numbers

USC Emergencies: 213-740-4321
USC Information Line: 213-740-2311or KUSC
Radio (91.5 FM)

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

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

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class.
https://equity.usc.edu/

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

Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC – https://diversity.usc.edu/
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Students with Disabilities

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

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (http://emergency.usc.edu/) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

<u>Incomplete Grades</u>

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.

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

APPENDIX
Alignment of Course Learning Objectives with Marshall's Six Undergraduate Program Learning Goals

Goal #	Marshall Program Learning Goal Description Covered in this Course (Goals 3, 4, 5, 6 and relevant selected sub-goals)	Course Objectives	Relevant Course Assignments
3	Our graduates will demonstrate critical thinking skills *so as to become future-oriented decision makers, problem solvers and innovators.* Specifically, students will: 3.1 M Students will understand the concepts of critical thinking, 3.2 M 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. 3.3 H Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems. 3.4 H 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. 3.5 H Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair minded in their thinking	High (Course learning objectives 2, 3, 4)	ELC: Hi-Fli Exercise, Ethics Exercise, Crisis Comm. Exercise, Audience Analysis Exercise (In-Class), Emotional Intelligence Assessment Presentation #2: Sales/Product Pitch (audience analysis/emotional triggers/telling the *right* story) Presentation #3: Programming Pitch, Quizzes, Final Exam Assigned Readings (text) and Discussion
4	Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders. 4.1 H Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors) 4.2 L Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., marketing, finance, accounting. 4.3 H Students will understand factors that contribute to effective teamwork	Moderate (Course learning objectives, 1-5)	ELC: Hi-Fli Exercise, Ethics Exercise Crisis Comm. Exercise, Emotional Intelligence Assessment, Crisis Comm. Exercise, Assigned Readings (text) and Discussion, Quizzes, Final Written Exam
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.* Specifically, students will: 5.1 M Understand professional codes of conduct. 5.2 M Recognize ethical challenges in business situations and assess appropriate courses of action.	Moderate (Course learning objectives 2, 3, 4, 5)	ELC: Ethics Exercises, The Trap of Misperceptions Exercise (In-Class), Assigned Readings (text) and Discussion, What Ethics Means to Me (In-Class Briefing)

| 6 | Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.* Specifically, students will:
6.1 H Identify and assess diverse personal and organizational communication goals and audience information needs.
6.2 H Understand individual and group communications patterns and dynamics in organizations and other professional contexts.
6.3 H Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts. | **High (Course learning objectives 1-5)** | Presentation #1: Professional Assessment
Presentation #2: Sales/Product Pitch
Presentation #43 Programming Pitch
Networking Report (Written)
Resume/Cover Letter (Written)
Emotional Intelligence Assessment
Ted Talk content analysis (In-Class)
ELC: Hi-Fli Exercise, Ethics Exercise
Crisis Comm. Exercise, Audience Analysis Exercise (In-Class), Quizzes
Final Written Exam,
Assigned Readings (text) and Discussion |