

Dr. Cynthia Heller Alt, PhD

Fall 2022

Email: Calt@Marshall.usc.edu / Calt@usc.edu

Lecture Class

Monday/Wednesday

14650: 10:00am-11:50am Room: JFF 327

14654: 12:00am-1:50pm Room: JFF 327

Office Hours

Monday/Wednesday

2:00pm – 3:30pm ACC 215F Open door

Other

By appointment scheduling via calendly link on Blackboard

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.

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.

All course materials can be found in Blackboard (blackboard.usc.edu) and is divided into modules intended to cover one key learning expectation. Module activities may include reading (book, articles, and blogs) and videos, interactive exercises (journals and Bongo Videos), as well as details on assignments. **It is expected that students will have completed all required activities and assignments before attending the class session.** You will also find information for Professor/Student Hours and a Calendly link for my availability to schedule meetings outside of office hours.

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 to ensure you have the skills that will support your career now and in the future.
2. Apply communication theories, models, and assessments 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.

My goal is to help you become more professional business communicators. If you prepare for and attend all classes, participate actively in discussions, and complete all assignments conscientiously, you will improve your skill level. By the end of this course, you will have increased your ability to organize and present ideas more clearly, develop stronger and more convincing arguments, thoughtfully apply communication strategies to a variety of professional situations, participate in job interviews, work more effectively with other people, and learn how to incorporate media into your message.

REQUIRED MATERIALS

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

Cardon, Peter W. *Business Communication: Developing Leaders for a Networked World*, 3rd Edition. (McGraw-Hill 2017 – digital 6-month access \$91.50 - ISBN10: 125989861X | ISBN13: 9781259898617). Or via Amazon https://www.amazon.com/Business-Communication-Developing-Leaders-Networked/dp/1259694518/ref=sr_1_4?crid=22E75OPTLPBK&dchild=1&keywords=peter+cardon+business+communication&qid=1609807306&prefx=peter+cardon%2Caps%2C220&sr=8-4 where you can rent it for \$14.60 or buy it used for \$19.46.

HBR Coursepack: <https://hbsp.harvard.edu/import/946786> (cost \$12.75)

CoreStrengths assessment: cost is \$30.00. Directions can be found on Blackboard. Assessment needs to be registered for by October 3, 2022 and completed by October 10, 2022.

POINTS OF INTEREST

BlackBoard

We will use Blackboard to obtain readings and expectations for each class, directions for assignments, and post grades and feedback. If you are not well-versed in Blackboard, please contact either the instructor or Marshall IT to get support.

Turnitin.com

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

Experiential Learning Lab

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

Mock Interviews

Mock interviews are your opportunity to see how you perform in an interview setting. For some of you, this may be the first time you will have participated in an interview. We are scheduled for our **MOCK Interviews during our September 26, 2022 class**. You must be dressed in **professional interview attire** or you will be turned away. **If you miss the mock interviews, it will negatively impact your participation grade unless excused by me—in advance.**

GRADING SUMMARY

Assignments	% of Grade
Career Package: Resume/ Cover Letter/ LinkedIn Profile	10.0
Presentation 1 (Individual Dream Job: In-class exercise)	0.0
Presentation 2 (Individual “Hire Me”)	15.0
Presentation 3 (Team Presentation: Shark Tank/ Nonprofit)	15.0
Networking Bongo Video	10.0
Team Ethics Memo and presentation	15.0
Exercise Journals (6) and Bongo Videos (2)	10.0
Final Exam	15.0
Participation/Engagement (active in-class participation - see below for description)	10.0
TOTAL	100.0%

Final Exam

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

ENGAGEMENT/PARTICIPATION

ENGAGEMENT WILL BE SCORED AS A LETTER GRADE. IT IS POSSIBLE TO RECEIVE NEGATIVE POINTS IN THIS CATEGORY! To receive top points for engagement/participation you will need to *take an active role in class discussions*, volunteer for leading Experiential Learning Center (ELC) and in-class exercises, bring examples and stories to the attention of the class and lead in-class discussion based on readings and news stories, attend office hours and review all of your presentations, etc. The biggest aspect of participation is attending all classes and being present physically and mentally.

Electronic devices are welcome in class, to support the learning environment. Please be mindful that they do not serve as a distraction to you or those around you. It is hard to participate if you are distracted. I invite you to "Be Here, Be Present!" to create an engaging learning community.

Please be proactive in situations where you will be absent, if you experience an emergency, illness, or anticipate a prolonged absence for any reason. Should you need to be absent **I expect to receive an email from you at least two hours prior to the start of class**. Keep in mind that a message in advance of class does not "excuse" your absence – it simply shows me that you are taking responsibility for choosing to do something else during class time.

Furthermore, tardiness will negatively impact your participation grade as well. When you are tardy, I request you enter with as little distraction as possible. More than three (3) tardies over a semester will result in a lowering of your participation grade. If you have commuting issues or other extenuating circumstances, please make sure to talk with me so we can address them together.

Finally, **each student needs to schedule a 15-minute meeting with me sometime over the semester**. These will be done in person in my office unless otherwise scheduled. You can use the link in Blackboard to schedule your meeting. Not scheduling this meeting affects your participation grade. The agenda for this meeting is simple: to get to know each other. This meeting is different from one you may schedule with me to get help or coaching.

Open Expression and Respect for All

This class and the USC Marshall School of Business shares the University's **Unifying Values**:

- We act with integrity in the pursuit of excellence.
- We embrace diversity, equity and inclusion to promote well-being.
- We engage in open communication and are accountable for living our values.

We value each person's humanity and voice and strive to ensure that every member of our community feels that they belong and are respected. An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](#)." Please take the time to read and become familiar with it.

Keeping in mind that we each come with different perspectives and language, it is important to ask for clarification to ensure intent is understood. Having an open mind is important to create a learning environment for all. If I have said something, please come talk with me so I can learn and grow from the experience. I welcome all feedback.

EVALUATION OF YOUR WORK

You may regard each of your assignments as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. Assignments can be found on Blackboard and will have their rubrics posted with them.

Assignment Protocol

Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a B grade). If your Internet breaks down on the due date, you must deliver a hard copy at **the beginning of class on that day**. If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my box by the start of class. Late or not, however, you must complete all required assignments to pass this course. **Your written assignments should be free of spelling, punctuation, or grammar errors.** Errors in mechanics reduce the effectiveness of written communication and will lower your grade.

Collaboration Policy

Students are permitted and encouraged to discuss with others their ideas for completing assignments; however, once a student begins writing the deliverable, all work must be individual and independent. Students may not seek help from anyone outside the class, including but not limited to former students of this course, friends and family, tutors, and online forums. Students may consult course materials and web resources. Students may not post anything related to the assignments online. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated. Please see the "[Academic Integrity and Conduct](#)" section for further details. Familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on Research and Scholarship Misconduct.

Grading Details

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

Your grade will not be based on a mandated target, but on your performance. Three items are considered when assigning final grades:

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

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

Review of Grades

Reviews or discussions of grades will not occur when the assignment is handed back. I want you to review the feedback for 24 hours. If an assignment is returned to you and you believe that some error has occurred in the grading, you can, within **one week of the date the assignment is returned**, request that I clarify my commentary on returned assignments, you must initiate the discussion. Any reference and discussion of grades (written or otherwise) must be initiated and conducted with diplomacy and thoughtfulness.

If you are requesting a grade review, the original assignment or presentation evaluation form needs to be available when we meet. 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.

MARSHALL GUIDELINES

Add/Drop Process:

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

Further, if you are absent three or more times prior to **August 31, 2022**, I will ask you to withdraw by that date. These policies maintain professionalism and ensure a system that is fair to all students.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* website (<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.

Incomplete Grades

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other "emergency" that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

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

Grade Disputes

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

Retention of Graded Coursework

Final exams and all other graded work, which affects 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 (i.e., if we returned a graded paper to you, it is your responsibility to file it, not ours). We recommend that you keep returned work in a folder or other safe place in the event you need to reference it.

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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.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

- Counseling and Mental Health - (213) 740-9355 – 24/7 on call 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 studenthealth.usc.edu/sexual-assault Free and confidential therapy services, workshops, and training for situations related to gender-based harm.
- Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086 eetix.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 usc-advocate.symplcity.com/care_report
- Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.
- The Office of Student Accessibility Services (OSAS) - (213) 740-0776 osas.usc.edu
- OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.
- USC Campus Support and Intervention - (213) 821-4710 campussupport.usc.edu
- Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.
- Diversity, Equity and Inclusion - (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](https://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.
- Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC) ombuds.usc.edu
- A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.
- Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu chan.usc.edu/otfp
- Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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

Goal #	Marshall Program Learning Goal Description Covered in this Course (Goals 1, 2, 3, and 4 and relevant selected sub-goals)	Course Objectives	Relevant Course Assignments
1	<p>Our graduates will demonstrate critical thinking skills so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.</p> <ul style="list-style-type: none"> Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas 	<p>Moderate (Course learning objectives 2, 3, 4)</p>	<p>Career Package ELC: Elevator Pitch, ELC: Hi-Fli Exercise Executive Presence Assessment Presentation Two: Hire Me Team Presentation: Business Ethics Memo Final Exam Assigned Readings (text) and Assigned Readings, Class Activities, and Discussion</p>
2	<p>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures.</p> <ul style="list-style-type: none"> Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc. Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies. Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors) 	<p>Moderate (Course learning objectives 2, 3)</p>	<p>CoreStrengths Assessment Social Styles Assessment Emotional Intelligence Assessment Johari Window exercise Leadership discussion Guest speakers Executive Presence Networking Assignment Team Presentation: Business Ethics Team Presentation: Shark Tank Assigned Readings, Class Activities, and Discussion</p>
3	<p>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</p> <ul style="list-style-type: none"> Students will identify and assess diverse personal and organizational communication goals and audience information needs Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts 	<p>High (Course learning objectives 1-5)</p>	<p>Presentation One: Career Aspiration Presentation Two: Hire Me Team Presentation: Business Ethics Team Presentation: Shark Tank Career Package Networking Assignment CoreStrengths Assessment ELC: Elevator Pitch ELC: HiFli Exercise Final Exam Assigned Readings, Class Activities, and Discussion</p>
4	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.</p> <ul style="list-style-type: none"> Students will recognize ethical challenges in business situations and assess appropriate courses of action Students will understand professional codes of conduct 	<p>Moderate (Course learning objectives 2, 3, 4, 5)</p>	<p>ELC: Q&A Team Presentation: Business Ethics Assigned Readings, Class Activities, and Discussion</p>