

Online Classes

Mon./Wed. BUAD 302 JFF 331 2pm section 2:00 pm to 3:50 pm
BUAD 302 JFF 331 4pm section 4:00 pm to 5:50 pm
BUAD 302 JFF 331 6pm section 6:00 pm to 7:50 pm

Office Hours

Mon./Wed. Zoom Meeting Room (online only) 11:30 am to 12:30 pm
and by appointment (<https://usc.zoom.us/my/stacygeck>)

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.

Please note that **BUAD 302 is not a speech course focused on delivery strategies** designed to reach large audiences. Sometimes students get this impression because many of the assignments are executed orally (thus allowing you to develop your small group communication skills). 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 than the mere delivery of information. Delivery strategies will indeed be practiced and polished such that they support and advance your message (strategic communication goals).

BUAD 302 LEARNING OBJECTIVES

By 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 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.

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 texts cited below as well as articles and cases distributed in class via Connect and Blackboard as well as two psychological instruments (MBTI and SDI).

1. *Business Communication: Developing Leaders for a Networked World*, 4th Edition, Cardon, (McGraw-Hill, 2020)
2. *Connect Subscription for Business Communication: Developing Leaders for a Networked World*, 4th Edition, Cardon, (McGraw-Hill, 2020)
3. *The New Articulate Executive*, Toogood (McGraw-Hill, 2017)
4. *Type Talk at Work*, Kroeger, Thuesen, & Rutledge (Dell Publishing, 2002)
5. *Myers-Briggs Type Indicator* (MBTI)
6. *Strength Deployment Inventory* (SDI)

COURSE ASSUMPTIONS

In addition to computer and language skills, I assume an ability to perform basic research as part of this course and others. I expect you will be as enthusiastic about this course as you would be in any course important to your future, and that you will actively participate and take responsibility for your own learning. Whether writing or speaking, you should be able to connect with your audience, conveying ideas and message points in an accurate, complete, and convincing way. Communication skills are developed by practice, so class time will often be devoted to exercises that are applicable to the real-world challenges you will face in your professional lives.

My goal is to help you become more professional business communicators. If you prepare for and attend all classes, participate actively in activities and discussions, and complete all assignments

conscientiously, you will improve your skill level. By the end of this course, you will have increased your ability to organize and present ideas more clearly, develop stronger and more convincing arguments, thoughtfully apply communication strategies to a variety of professional situations, participate in job interviews, work more effectively with other people, and learn how to incorporate media into your messages.

COURSE VALUES

Several values will be useful in orienting yourself to the attitude, approach, and objectives of the course. These include:

- An openness to value regarding all aspects of the course including an openness to the value of each class session and assignment.
- An attitude of that anticipates value in learning.
- An attitude of respect in listening and learning from others.
- An appreciation that some aspects of this course will challenge you to transcend personal boundaries and self-imposed limits.
- An interest in using the course to identify, explore, and move forward on (or perhaps transcend) challenges in the development of your critical thinking skills and the communication of the results of that thinking.
- A commitment to civility in all interactions with your colleagues and professor.

TEACHING PHILOSOPHY

My teaching philosophy is that this is **our** class. I'll give you frequent feed forward on your progress. Please remember, though, that I also need feed forward. Specifically, please share your ideas, comments, and concerns about how the class can be a better learning environment for everyone. Also, I believe this class should be a workshop, meaning that it's OK for people to make mistakes. I would much rather have you present a viewpoint with clarity and passion and make a few errors than for you to stay in your "comfort zone" and not learn. For this philosophy to work, we all need to create a supportive and encouraging environment.

POINTS OF INTEREST

You should use the spell-checking and grammar-checking features built into Microsoft Office for any written deliverables including your own PowerPoints. I will ask that you challenge yourself to include charts, video, sound, and external links into your PowerPoints. For PowerPoints, these types of "good to great" elements can make a positive impact on this component of your presentation grade.

If you are having difficulties with the mechanics of writing, help exists. The USC Writing Center is an excellent resource. You may schedule 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/>.

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

GRADING SUMMARY

<u>Assignments</u>	<u>Points</u>	<u>% of Grade</u>
Individual Focus Statement Presentation/Branding Presentation	20	2%
Individual Career Presentation	50	5%
Team Analysis Presentation	50	5%
Team Funding Presentation	100	10%
Individual Cover Letter/Resume/References	30	3%
Individual/Team Final Project (multiple components)	300	30%
Individual Midterm Exam	50	5%
Individual Final Exam	50	5%
In-Class Assignments, Homework, Reading Questions, Discussions, Assessments, and Exercises	300	30%
Engagement/Participation/Office Hours	50	5%
TOTAL	1000	100%

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

- Oral Presentations & Online Briefings
- Written Communication
In-Class Assignments, Homework, Reading Questions, Discussions, Assessments, and Exercises

These three types of assignments represent 1,000 total points and are described in more detail below.

Oral Presentations

500 points

Each of you will complete six graded presentations—three individual and three as part of a team.

Individual

Individual Focus Statement Presentation/Branding Presentation	20 points
Individual Career Presentation	50 points
Individual/Team Final Project (multiple components)	150 points

Team

Team Chapter Analysis Presentation	50 points
Team Funding Presentation	100 points
Individual/Team Final Project (multiple components)	150 points

In-Class Work, Homework, & Written Communication

350 points

Individual Cover Letter/Resume/References	30 points
In-Class Assignments, Homework, Reading Questions, Discussions, Assessments, and Exercises	320 points

Engagement/Participation

50 points

I assume that you will be 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 or text from you PRIOR to the start of class. Keep in mind that a message in advance of class does not “excuse” your absence – it simply shows me that you are taking responsibility for choosing to do something else during class time. Multiple absences, even when accompanied by conscientious notification, may be viewed as unprofessional behavior and negatively impact your engagement/participation grade. 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 and online discussions, attend office hours, and review your presentations.

Please note that ELC exercises are non-negotiable. Missing an ELC exercise will negatively impact your grade by 25 participation/engagement points (per missed session) unless excused by me ahead of time.

Midterm Exam

50 points

A midterm exam is a component of this required business course and will be based on the first half of the semester's content.

Final Exam

50 points

A final exam is a component of this required business course and will be based on the second half of the semester's content.

DISCUSSION FORUMS

Students will participate in online discussion board forums where they will be expected think critically about a writing prompt pertaining to a given course topic and respond accordingly. For some forums, students will need to read and respond to their peers' posts after submitting their own. To earn full written discussion forum points, students must write thoughtful, robust posts as well as substantive responses to their peers.

IN-PERSON and ZOOM CLASSROOM EXPECTATIONS

- Attendance and active participation is expected.
- If remote (USC OSAS/professor approved only) , students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
- If remote, during synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.
 - Log into class early or promptly.
 - Arrange to attend class where there is a reliable internet connection and without distractions.
 - Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
 - If you use a virtual background, please keep it respectfully professional.
 - Display both your first and last name during video conferencing and synchronous class meetings.
 - Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
 - Engage in appropriate tone and language with instructors and classmates.
 - Avoid engaging in a simultaneous activity not related to the class.
 - Avoid interacting with persons who are not part of the class during the class session.
 - Avoid leaving frequently or not being on camera for extended periods of time.
 - Avoid having other persons in view of the camera.

Be Prepared

This is a residential class and in-person attendance is expected. Unless students provide an accommodation letter from USC OSAS requiring remote attendance, there is no option to attend class via Zoom. You need to come to class fully prepared, with all assignments and reading completed. Completing the reading means that you have carefully read the material, identified any names or concepts that are unfamiliar, and have satisfied yourself that you understand what the author is trying to convey. Being prepared includes being fully prepared even if you were unable to attend a previous

class meeting. Participation in class should be somewhat spontaneous. Responding only when asked a question is not my idea of participation. Invest the appropriate amount of time in preparing the various work products. Initially, good communication takes a significant amount of time to produce. With practice and a better sense of your own skills, you'll find that you are able to make more efficient use of your time.

Participation Rigor

In order to earn full participation points, students must actively participate in class sessions by asking thought-provoking questions, offering relevant comments, and answering questions in a clear and concise manner. With regard to quality, the dimensions that I look for include:

- *Relevance*: Does the comment bear on the subject at hand? Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.
- *Responsiveness*: Does the comment react in an important way to what someone else has said?
- *Analysis*: Is the reasoning employed consistent and logical?
- *Evidence*: Have data from the case, from personal experience, from general knowledge been employed to support the assertions made?
- *Importance*: Does the contribution further our understanding of the issues at hand? Is a connection made with other cases we have analyzed?
- *Clarity*: Is the comment succinct and understandable? Does it stick to the subject or wander?

Participation Rubric

One of the primary goals of this course is to help you develop the ability both to clarify your own position on an issue and to be able to articulate and defend it clearly. Sharing your perceptions and ideas with others is crucial for learning and for understanding how the diverse opinions that you are likely to encounter in an organization are debated. You will find yourself presenting and testing new ideas that are not wholly formulated and assessing others in shaping their ideas as well. You should be prepared to take some risks and be supportive of the efforts of others. Effective class participation consists of analyzing, commenting, questioning, discussing, and building on others' contributions; it is not repeating facts or monopolizing class time. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key business skill. One of the goals of this course is to help you sharpen that ability.

- *Outstanding Contribution*: Your contributions reflect considerable preparation; they are substantive and supported by evidence from the case, readings, and logic. Your comments or questions create a spring-board for discussion by making a critical insight. You synthesize and build upon what has already been said in the discussion. The class learns from you when you speak; in your absence, the discussions would suffer.
- *Good Contribution*: You come prepared with substantiated comments. You demonstrate good insight and clear thinking. You are able to make some connection to what has been said in prior discussion. The class notices when you're not part of the discussion.
- *Minimal Contribution*: You participate but are unprepared. You rarely offer interesting insights into the discussion. It appears that you are not listening to what others are saying during discussion.
- *No Contribution*: You say little or nothing in class. If you were not in the class, the discussion would not suffer.

GRADING

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about a 3.30/4.00 (B+). Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).

2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Also, please note that while your major presentations will be graded on a point basis, for example 100/125. Other assignments will be credit/no credit and letter-graded due to the context of the assignment per the professor's discretion.

Assignment Protocol

- In business, you're expected to complete your projects on time. Any assignment turned in late, even if by only a few minutes, will receive partial credit for the assignment (for example, if your work is an A grade (100%), you will be given a D grade (60%)). If you are unable to attend class on that day, make arrangements for it to be delivered to my inbox before the start of class. Late or not, you must complete all required assignments to pass this course.
- Late assignments must be turned in within one week of the original due date or you will receive a zero for that assignment.
- If you miss a Connect Reading Questions Assignment or a Connect Activity, you will not be able to make it up, so plan ahead.
- Your written assignments should be free of spelling, punctuation, or grammar errors. ANY errors in mechanics reduce the effectiveness of written communication and will dramatically lower your grade.
- Where a bibliography, reference notes, or other stylistic requirements are used, the information must conform to a standard style manual (APA or MLA).

Evaluation Protocol

Your content should be contemporary, reliable, sensible, and relevant. Each work product will get a grade based on the quality of the work:

- "A range = Outstanding or exceptional work."
 - Reflects mastery of course, concepts, tools, and techniques, plus a solid understanding of implications, applications, or interrelationships, as may be appropriate.
 - Reflects your ability to apply and express that understanding with meaningful language. In business, this would mean your manager would accept the work with no revision, be willing to put his or her name on it, and send it forward.
 - Signifies that the communication
 - contains a clear, early statement of the purpose and message summary
 - states the sender's conclusion as the receiver's main idea
 - has a carefully developed opening, middle, and close
 - recognizes complexities by thoughtfully addressing more than one of them
 - is logically developed and well-organized
 - uses appropriate visual aids
 - employs a style and tone appropriate to the occasion.
 - Demonstrates mature sentence variety and paragraph development
 - considers who does what next
 - AND is free of grammar and usage errors.

To put it another way, an "A" indicates a work product that I, as a manager, would simply endorse and pass on to the next level.

- "B" range = Acceptable work. At or just below expectation. Demonstrates limited proofreading effort, lack of attention to organization and only minimal attempt to insure that message is both coherent and concise.
- "C" range = Unacceptable. The work is well below expectation and demonstrates little or no effort to develop a professional work product. Immediately make an appointment to see me.

- Below “C” range = This number is reserved for special cases. Work products that fail to carry out the assignment in word or deed get this notation. Moreover, presentations that are read and/or memorized are dealt a similar fate.

Evaluation of Your Work

You may regard each of your assignments as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If, however, you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. For presentations, explain fully and carefully your analysis by providing me with examples per the timer countdown of the video why you think the presentation should be re-graded. I am glad to clarify my commentary on returned assignments (after you have had time to digest the commentary), but if you wish to discuss your grade, you must initiate the discussion with a memo. Any reference and discussion of grades (written or otherwise) must be initiated and conducted with diplomacy and thoughtfulness.

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

All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel, and reasons for the assignment of a grade. Students may appeal a grade according to university policy as set forth in SCampus. Faculty may initiate a change in grade if there is an error in the calculation of a grade. However, a faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found on page 125 of SCampus and at:

http://www.usc.edu/dept/publications/SCAMPUS/gov/disputed_academic_evaluation_procedures.html

Presentation Grading Protocol

I am particularly interested in developing your ability to connect with your audience. It is extremely difficult, if not impossible, to make this connection when you are reading your presentation or reciting it word-for-word. Reading verbatim – or even appearing to read – a presentation will lower your grade significantly. It is permissible to use notes, of course, but my task is to wean you from the temptation to write out your presentation in complete sentences and memorize it. Doing this is virtually guaranteed to deal a deathblow to your effectiveness as a presenter. If you plan to use notes, you are allowed **one** single sided page of notes (maximum one page/one side - 8 1/2 x 11 sheet of paper, minimum 40 point font, yes...40 point).

CAREER RESOURCES

Marshall Undergraduate Career Services: Marshall Undergraduate Career Services in JFF 201 provides career support to students. A variety of resources are offered to students, including mentoring, career panels, and opportunities for students to search for internships explicitly focusing on Marshall students. Also available is a set of faculty developed career videos, designed to help students understand various career options in business (i.e., what can I do with a career in advertising?) and what courses and minors support this career path.

USC Career Center: USC Career Center also offers career support to undergraduate students. Among the services offered include on-campus recruiting, the USC Career Fest, Career Fair, and

internship week, which is a set of career-focused panels that connect students with USC alums in various fields.

FALL 2022 KEY DATES

Below are the key dates on the University calendar. Please refer to our course schedule and calendar for additional information.

Aug. 22	Fall Semester Classes Begin (Session 001)
Sept. 5	Labor Day, University Holiday
Sept. 9	Last Day to Register and Add Classes (Session 001)
Sept. 9	Last Day to Drop a Class Without a Mark of “W” and Receive a Refund (Session 001)
Oct. 7	Last Day to Change a Pass/No Pass to a Letter Grade (Session 001)
Oct. 7	Last Day to Drop a Course Without a Mark of “W” on the Transcript Only (Session 001)
	Mark of “W” will Still Appear on Student Record and STARS Report and Tuition Charges Still Apply. *Please Drop Any Course By the End of Week Three (Session 001) to Avoid Tuition Charges.
Oct. 13-14	Fall Recess
Nov. 11	Last Day to Drop a Class with a Mark of “W” (Session 001)
Nov. 11	Veterans Day, Non-Instructional Day
Nov. 23-27	Thanksgiving Break
Dec. 2	Fall Semester Classes End
Dec. 3-6	Study Days
Dec. 7-14	Final Examinations
Dec. 15-Jan. 8, 2023	Winter Recess

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 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.

Further, if you are absent four or more times prior to September 7, 2022, I will ask you to withdraw. These policies maintain professionalism and ensure a system that is fair to all students.

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

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.

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/>.

USC STATEMENT ON ACADEMIC INTEGRITY AND COPYRIGHT NOTICE

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

It is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor. No student may record any lecture, class discussion or meeting with the professor without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. The professor reserves all rights, including copyright, to their lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in their class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with OSAS and the professor.

OPEN EXPRESSION AND RESPECT FOR ALL

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](#)."

USC STATEMENT ON ACADEMIC CONDUCT

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” 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](#).

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
eeotix.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.symplicity.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

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.

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Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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.

International Student Language Support: The USC American Language Institute provides English language instruction, assessment, and resources to support the academic and professional success of non-native speakers of English pursuing degrees at USC. dornsife.usc.edu/ali

USC MARSHALL SCHOOL OF BUSINESS: UNDERGRADUATE PROGRAM LEARNING GOALS & OBJECTIVES

Learning Goal 1: Our graduates will demonstrate critical thinking skills so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.

- Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies
- Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking
- Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world

- Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems
- Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas

Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures.

- Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.
- Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.
- Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)

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

- Students will identify and assess diverse personal and organizational communication goals and audience information needs
- Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts
- Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts

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

- Students will recognize ethical challenges in business situations and assess appropriate courses of action
- Students will understand professional codes of conduct

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

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

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

- Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
- Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
- Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
- Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices

ALIGNMENT OF BUAD 302 WITH MARSHALL'S PROGRAM GOALS

Following, you will find the explanation of the alignment of BUAD 302 Course Learning Objectives (cited on page two of this document) and assignments with Marshall's Six Undergraduate Program Learning Goals to further understand how BUAD 302 integrates with the larger Marshall curriculum.

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, 5, 6 and relevant selected sub-goals)	Emphasis/Relation to Course Objectives	Relevant Course Assignments
3	<p>Learning Goal #3: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:</p> <ol style="list-style-type: none"> 1. Identify and assess diverse personal and organizational communication goals and audience information needs. 2. Understand individual and group communications patterns and dynamics in organizations and other professional contexts. 3. Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts. 	<p>Moderate (Course learning objectives 2, 3, 4)</p>	<p>ELC: Ethics Exercise MBTI Self Analysis Keirsey Temperament Self Analysis SDI Self Analysis Presentation #1: Branding and Focus Presentation #2: Career Presentation Presentation #3: Funding Presentation #4: Analysis Presentation Midterm Exam Final Exam Assigned Readings (text) and Discussion Resume/Cover Letter (Written) Assigned Readings (text, articles, and cases) Reading Questions Class Discussions</p>
5	<p>Learning Goal #5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace. Specifically, students will:</p> <ol style="list-style-type: none"> 1. Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world. 2. Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors. 	<p>Moderate (Course learning objectives 2, 3, 4, 5)</p>	<p>ELC Ethics Exercise Discussions of personal and organizational ethics and professional codes of conduct Assigned Readings (text, articles, and cases)</p>

<p>6</p>	<p>Learning Goal #6: Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.</p> <p>Specifically, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics. 2. Understand the interrelationships between functional areas of business so as to develop a general perspective on business management. 3. Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, and factor and labor markets). 4. Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices. 	<p>High (Course learning objectives 1-5)</p>	<p>All major assignments and activities require audience, purpose, and situational analysis, and the tailoring of content and expression of content accordingly. These include:</p> <ul style="list-style-type: none"> Information Sheet Presentation #1: Branding and Focus Presentation #2: Career Fit Presentation #3: Funding Presentation #4: Chapter Analysis Resume/Cover Letter/References MBTI Self Analysis Keirsey Temperament Self Analysis SDI Self Analysis Midterm Exam Final Exam Assigned Readings Class Discussions
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BUAD 302 COURSE SCHEDULE (*schedule is subject to change*)

- (1) Please see the Weekly Schedule/Readings/Deliverables Folder in Blackboard for reading and deliverable details.
- (2) Please review the tentative schedule to identify any potential conflicts with your religious observances and personal commitments. I am very responsive to scheduling concerns/requests when students are proactive and let me know **IN ADVANCE (at least ONE week ahead of the requested modification)** to request a modified schedule.

Date	Topic	Learning Objectives
Week 1	-Course overview -Executive presence/self-introductions -Career guest speaker (Marshall) -Employment communications -Career development overview	1, 2
Week 2	-Career guest speaker (USC) -Career development -Thank you emails/notes/letters	1, 2
Week 3	<i>University Holiday, Labor Day (September 5, 2022)</i> -Career development	1, 2, 4, 5
Week 4	-Establishing credibility -JFF ELC presentation (September 14, 2022)	1, 2, 3, 4, 5
Week 5	-Interpersonal communication & Emotional Intelligence -©MBTI discussion	1, 2, 3, 4, 5
Week 6	-Planning presentations -Delivering presentations -JFF ELC exercise (September 28, 2022)	1, 2, 3, 4, 5
Week 7	-Email and other traditional tools for business communication -Social media for business communication -JFF ELC presentation (<i>October 5, 2022</i>)	1, 2, 3, 4, 5, 6
Week 8	-Midterm exam -Team communication and difficult conversations <i>University Holiday, Fall Recess (October 13, 2022 and October 14, 2022)</i>	1, 2, 3, 5
Week 9	-Temperament discussion -JFF ELC presentation (October 19, 2022)	1, 2, 3, 4, 5
Week 10	-Team analysis and development -SDI discussion -JFF ELC exercise (October 26, 2022)	1, 2, 5, 6
Week 11	-Global communication and diversity -Final project discussion and development -JFF ELC exercise (November 2, 2022)	1, 2, 4, 5
Week 12	-Final project discussion and development <i>University Non-Instructional Day, Veteran's Day (November 11, 2022)</i>	1, 2, 4
Week 13	-Final project discussion and development -Creating effective business messages	1, 2, 3, 5, 6
Week 14	-Final project discussion and development -Persuasive business messages <i>University Holiday, Thanksgiving Break (November 23, 2022 to November 27, 2022)</i>	1, 2, 3, 5, 6
Week 15	-ELC presentation -Course summary -Final project -JFF ELC presentation (November 30, 2022)	1, 2, 3, 4, 5, 6