

Spring 2023
1.5 Units

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Lecture Class: TBD
Location: TBD
Zoom Link: On Blackboard
Office Hours: TBD (via Zoom) and by appointment. **Sign-up in advance via Slack DM.**

THIS IS A TENTATIVE SYLLABUS TO GIVE YOU AN IMPRESSION OF THE COURSE. SPECIFIC DETAILS WILL BE CONFIRMED CLOSER TO COURSE LAUNCH.

COURSE DESCRIPTION

From artificial intelligence to virtual reality, this course will introduce early adopters to emerging business communication technologies designed to provide students with a competitive advantage when communicating in the workplaces across diverse fields and industries. Students interested in effective communication leadership, innovation, and collaboration will essentially walk through a tradeshow of cutting-edge and emerging business communication tools and learn to strategically apply them in the workplace.

The course will provide students with comprehensive deep dives into the strategic uses of business communication technologies that can be leveraged for success in remote, distributive work environments, as well as in-person environments. In addition to an immersion into the world of innovative and emerging communication tools, students in this course will also develop communication specific perspectives and skills needed for analyzing, implementing, and managing the ethical challenges that new business communication technologies pose in a changing and global world.

DETAILED LEARNING OBJECTIVES

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

1. **LEARNING:** Identify communication technology theories, models, and principles that impact the effectiveness of how users learn and adopt new business communication technologies.
2. **TEACHING:** Apply communication technology theories, models, and principles to achieve communication goals when instructing users on the value, use-cases, and mechanics of a new business communication technology.
3. **ANALYSIS:** Interpret social, interpersonal, and environmental ethical issues at stake when adopting a new business communication technology.
4. **SELECTION:** Strategically choose the most effective business communication technology opportunity based on a systematic awareness and cost-benefit analysis goals, options, innovations, and limitations associated with existing and emerging business communication technologies.
5. **TECHNICAL USE:** Begin using chosen innovative business communication technologies through an understanding of technical mechanics of key programs and functions.

REQUIRED MATERIALS

Required readings and viewings are listed below and are available via the links provided and/or via Blackboard.

Course Fee: \$100 (this covers the custom VR experience in week 8)

GRADING

Assignment	Points	% of Grade
Discussion Boards (x3)	100	10
Pro-Tip Tutorial Video	300	30
Team Presentation	300	30
Exam	200	20
Participation	100	10
TOTAL	1,000	100

Scale:

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

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

Expected Course Average:

You will get the most out of the course if you push yourself for continued improvement. Historically, the expected 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.

The historical expected average is in line with Marshall's expectations for course rigor resulting in a historical average of 3.5 GPA for electives. Different courses across Marshall effectively maintain this expectation in different ways, based largely on the types of assignments included in the course. In this course, individual assignments are NOT expected to be formally curved because the totality of assignments, from the most to least challenging of assignments, historically results in an expected GPA average for this course.

ASSIGNMENTS OVERVIEW

Each assignment will be thoroughly addressed in class to ensure all students understand each assignment. 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.

Discussion Boards (100 pts total)

Discussion board posts are expected to be substantive, efficient, and compelling. While you will often write in first-person grammar, you are expected to write in a business appropriate style, including using formal citation mechanics when appropriate. Each discussion board post is expected to be 300-450 words long. Required responses to peers are expected to be 200-300 words.

- **“Necessary & Noteworthy”** – As graduate students, you are expected to bring your unique experience and insights to this class. In this first discussion board post for this semester, you will share two pieces of business communication technology that you currently use in your workplace or have used in past workplaces including internships.
 1. What is the top-of-the-list business communication technology that you use or have used at work? This is not an endorsement (you might actually think you should use a different technology at work), but rather this question is a reporting on what tech your specific work communication requires on a regular basis.
 2. What business communication technology do you use or have used at your work that is perhaps new or unique that you suspect others in the class don’t know about? Alternatively, maybe it’s very niche, and you believe nobody else would even think to have this at their work because they are in different industries. If there is no communication technology that you believe others don’t know about, then share what business communication technology you believe would have contributed to a better process of work for you.
- **“New Tech Challenges”** – By this stage in the course, you have been introduced to many examples of innovative technology. You have also likely encountered instances of new business communication technology in your own personal and work experience. Share an example from your personal or professional experience in which encountering a new piece of technology was challenging. Why was it challenging – perhaps it seemed pointless/valueless, perhaps it was technically complicated, perhaps you were suffering from work overload, or something else. Looking back, what strategies and tactics could you use to have had a more successful time encountering this challenging business communication technology? How could your experience have been better as a new adopter?
- **“The Ethics of Business Communication Technology”** – In this asynchronous discussion, you will choose a social, ethical, and/or environmental issue related to the use of business communication technology to analyze. You will choose a communication practice in your industry that bumps up against the issue at hand, assess its complications, and make a recommendation.

Pro Tip Tutorial Video (300 pts total)

Having the skills to effectively explain new technology is very valuable in the workplace. It demonstrates not only your own mastery over the core purpose and mechanics of a tool but also your empathetic communication prowess. In this assignment, you will make a 1-4 minute “pro tip” tutorial in which you deftly instruct a viewer when, why, and how to execute a lesser-known feature in a flourishing or emerging piece of technology. Your videos should be highly useful, not commonly known, and executed with professional mastery over both the video form and instructional best-practices.

Team Presentation (300 pts total)

In a team of 3-4 students, you will conduct a comparative analysis of business communication technology options designed to meet a specific need. Your group will conduct a thorough review of existing, emerging, and imminent options, the most salient use-case and use-value scenarios, ethical considerations, cost

breakdowns, and feature comparisons for the class. You will then present your findings and clear recommendations to the class.

For example, your group might offer the class a presentation on “The top three A.I. copywriting tools and why you should only consider __THIS ONE__.”

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.

You will have the option of self-selecting your group, or you will be assigned to a group if you have no preferences by week two's class. You can expect minimal time at the end of select classes to coordinate with your group, but the majority of your collaboration will take place outside of class.

Final Exam (200 pts total)

The final exam is another opportunity for you to demonstrate your mastery over the course's content. This exam will be based on an open-note “worksheet” format designed to measure your learning outcome for the semester around innovative business communication technologies. This exam will be completed individually in class.

I will provide a thorough and detailed comprehensive review prior to the exam. You can expect a 25 question, open-note/open-book multiple choice exam based on the course readings as well as additional in-class content. The schedule for this course's exam is set by the university and will be strictly followed.

Participation (100 pts total)

You will earn participation points through a variety of synchronous and asynchronous class activities, including in-class discussions, class exercises, volunteering, discussion boards, and of course participation. You should not expect to earn participation points for the day if you are not present. 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 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.

ASSIGNMENT PROTOCOLS

- 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 project should expect to be assigned an F for the course.
- Your written assignments should be free of mechanical, spelling, punctuation, or grammar errors. ANY errors in mechanics, including design mechanics, that reduce the effectiveness of the communication will meaningfully lower your grade.

- You will be challenged to demonstrate mastery over both form and content in your work. If you struggle with the form, such as in writing or presentation skills, see your professor for additional resources that can help you shore up those places of improvement prior to the relevant assignment.
- 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).
- 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.
- 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). That said, you are of course encouraged to bring your experience from previous classes and professional/personal work to enhance your and your classmate’s experience in the course.

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.**

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/>.

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. 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 motivating 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.

Technology

Business today functions primarily in a digital environment and proficient communicators must be adept at using the internet and the tools e-communication provides. While we will be exploring innovative technology, there are baseline tools you are expected to already have mastery over. 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.**

Laptop and internet usage will be a regular part of this course, but is expected to be used for course content as instructed by the professor only. 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 during this term only.

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 Orientation

My goal is to help you become more effective communicators 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 and knowledge levels. 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.

Slides

Copies of PowerPoint lectures or session recordings will be available through your Blackboard account by request.

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>.

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.**

Additionally, the formal student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations. You are encouraged to complete the Marshall course evaluations distributed to you.

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.

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.

Semester Schedule – Innovative Business Communication Technology – Lind Spring 2023

COURSE SCHEDULE

Schedule Is Subject To Change. The syllabus file itself will NOT be updated. Instead, updates will be made in the Weekly Schedule Tab on Blackboard and announced on Slack.

VIRTUAL NOTE: Because this is an online course, we should be able to have flexibility with scheduling, even in the event of extraordinary circumstances, like health concerns or pandemic emergencies. That said, we will follow university guidance and policy and adjust when necessary. 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.

TECH REVIEWS AND PROMOTIONS NOTE: We will be reading about a wide variety of tools in this course. Some of those materials will come from the tech companies themselves, some from third-party reviewers, and some from our own experience. The course’s objectives are outlined at the top of the syllabus. **While we will take selective deep dives into noteworthy and exemplary tools, this class is NOT intended to promote or sponsor your use of any particular tool nor to uniquely support any particular company.** In fact, if you know of a competing tool, you are highly encouraged to share that information with the class. If your professional work produces a conflict of interest for a part of the course, let the professor know and we will find a reasonable alternative. If you find part of a tool discussed objectionable, you are highly encouraged to share that insight with the class.

LOCATION NOTE: ALL class sessions will be online in Zoom or another platform if directed.

Date	Topic	Reading Due	Assignment Due <small>(All assignments are due BEFORE the start of class, unless explicitly stated otherwise)</small>
WEEK ONE	<ul style="list-style-type: none"> • STRATEGIC FOUNDATIONS of B-Comm Tech • WORKPLACE MESSAGING SYSTEMS 	<ul style="list-style-type: none"> <input type="checkbox"/> Syllabus <input type="checkbox"/> Stephen Lind – VIDEO “Your Relationship to Technology” (On Blackboard) <input type="checkbox"/> Steve Ellis – Office1. “Emerging Tech: Exploring the Technology Adoption Curve” (May 21, 2021) https://www.office1.com/blog/emerging-technology-adoption-exploring-the-technology-adoption-curve-and-lifecycle <input type="checkbox"/> Andy Swan – Forbes. “How To Spot Companies Accelerating Through the Adoption Curve” (Apr 12, 2020) https://www.forbes.com/sites/andyswan/2020/04/12/how-to-spot-companies-accelerating-through-the-adoption-curve/?sh=60ff94f04231 <input type="checkbox"/> Haiilo – Blog. “Top Communication Channels to Consider for Your Business” (Feb 19, 2022) https://blog.smarp.com/top-communication-channels-to-consider-for-your-business 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board: Necessary and Noteworthy B-Comm Tech. Due via Bongo one day before class. <input type="checkbox"/> Peer comments on Discussion Board due before class <input type="checkbox"/> Turn on Slack Workspace notifications <input type="checkbox"/> Sign up for free Miro STUDENT account (NOTE: It can take up to a week to verify your student status through Miro’s portal): https://miro.com/contact/education/
WEEK TWO	<ul style="list-style-type: none"> • HOW WE TEACH B-Comm Tech 	<ul style="list-style-type: none"> <input type="checkbox"/> Sara Brown – MIT. “How to Nurture a Digital Workforce” (May 27, 2021) https://mitsloan.mit.edu/ideas-made-to-matter/how-to-nurture-a-digital-workforce 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Team Selection Survey at least one day prior to class. Team assignments will be shared in week two.

		<input type="checkbox"/> Michael Parkin – WSJ. “How to Help Older Workers Learn New Technology” (Nov 28, 2021) https://www.wsj.com/articles/how-to-help-learn-old-employees-learn-new-technology-11637608125	
WEEK THREE	• ADVANCED PRESENTATION TOOLS	<input type="checkbox"/> Blender Guru – YouTube. “How to Make a GREAT Tutorial” (Dec 12, 2017) https://youtu.be/o6o_6R2IbE4	<input type="checkbox"/> “Pro Tip” Tutorial Video due one day before class before class. <input type="checkbox"/> Peer comments on Tutorial Videos due before class <input type="checkbox"/> Install OBS https://obsproject.com/
WEEK FOUR	• AI for B-Comm	<input type="checkbox"/> “Jasper 10 Min Demo” VIDEO. (Feb 28, 2022). https://www.jasper.ai/demo	<input type="checkbox"/> Sign up for a (Free) Jarvis account LESS THAN 5 DAYS Before class (it’s a 5 day free trial) <input type="checkbox"/> Install PitchBoy authoring tool
		<input type="checkbox"/> Grammarly. “12 AI Tools for Business: How AI Can Help You Scale” (May 5, 2021). https://www.grammarly.com/business/learn/ai-tools-for-business/	
		<input type="checkbox"/> Janelle Shane – TED, YouTube. “The danger of AI is weirder than you think Janelle Shane” (Nov 13, 2019). https://youtu.be/OhCzX0iLnOc	
		<input type="checkbox"/> Jeff Dean – TED, YouTube. “Jeff Dean: AI isn’t as smart as you think – but it could be TED” (Jan 12, 2022). https://youtu.be/J-FzHIQ7SOs	
		<input type="checkbox"/> PitchBoy Demo and Authoring Tool Overview (on Blackboard)	
		<input type="checkbox"/> Guest Speaker Bio	
WEEK FIVE	• BLOCKCHAIN and B-Comm	<input type="checkbox"/> Viktoriia Ivanenko – Mailtrap blog. “Blockchain Email Now and in the Future Perspective”(Jan 13, 2022). https://mailtrap.io/blog/email-and-blockchain/amp/	<input type="checkbox"/> Discussion Board: New Tech. Due via Bongo one day before class.
		<input type="checkbox"/> Ejiiofor Francis – Entrepreneur. “How Blockchain Is Revolutionizing Business-Communication Networks.” (Mar 20, 2020). https://www.entrepreneur.com/article/347640	<input type="checkbox"/> Three substantive peer comments due before the start of class.
WEEK SIX	• TEAM PRESENTATIONS		<input type="checkbox"/> Team in-class presentations
WEEK SEVEN	Ethics of B-Comm Tech	<input type="checkbox"/> Andrew Krososfsky – GreenMatters. “Deleting Emails Might Help Lower Your Carbon Footprint” (Mar 15, 2021). https://www.greenmatters.com/p/does-emails-leave-carbon-footprint	<input type="checkbox"/> Discussion Board: The Ethics of Business Communication Tech. Due via Bongo one day before class.
		Brandeis Marshall and Kate Ruane – ACLU Report. “How Broadband Access Advances Systemic Inequality” (Apr 28, 2021). https://www.aclu.org/news/privacy-	<input type="checkbox"/> Three substantive peer comments due before the start of class.

		technology/how-broadband-access-hinders-systemic-equality-and-deepens-the-digital-divide/	
WEEK EIGHT	<ul style="list-style-type: none"> • VIRTUAL REALITY applications in B-Comm <i>(Learning Obj. 1, 2, 3, 4)</i> 	<p><input type="checkbox"/> Tom Huddleston Jr. – CNBC. “Bill Gates says the metaverse will host most of your office meetings within 'two or three years' – here's what it will look like” (Dec 9, 2021). https://www.cnbc.com/2021/12/09/bill-gates-metaverse-will-host-most-virtual-meetings-in-a-few-years.html</p> <p><input type="checkbox"/> Ben Chodor – Forbes. “Meetings In The Metaverse: Is This The Future Of Events And Conferences?” (Jan 13, 2022). https://www.forbes.com/sites/forbescommunicationscouncil/2022/01/13/meetings-in-the-metaverse-is-this-the-future-of-events-and-conferences/</p>	
EXAM: Time assigned by the university and strictly enforced			

Statement on Academic Conduct and Support Systems

USC Statements on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

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

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local

crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086
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
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 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) 740-0411
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
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
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) 442-1200 – 24/7 on call
Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
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) 442-2850 or otfp@med.usc.edu
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.

USC Emergency Numbers

USC Emergencies: 213-740-4321

USC Information Line: 213-740-2311 or KUSC

Radio (91.5 FM)

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](#)."

ADDITIONAL INFORMATION

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.

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.

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How GSBA 599 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	GSBA 599 Objectives that support this goal	Assessment Method*
	1 – Learning 2 – Teaching 3 – Analysis 4 – Selection 5 – Technical Use	1 – Writing 2 – Video 3 – Presentation 4 – Exam 5 –Partic./Discuss.
<i>Learning Goal #1: Develop Personal Strengths.</i> Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.		
1.1 Possess personal integrity and a commitment to an organization’s purpose and core values.	2, 3, 4	1, 3, 4, 5
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.	1, 2, 3, 4	1, 3, 4, 5
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.	1, 2, 3, 4	1, 3, 4, 5
<i>Learning Goal #2: Gain Knowledge and Skills.</i> Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.		
2.1 Gain knowledge of the key functions of business enterprises.	1, 2, 3, 4, 5	1, 2, 3, 4, 5
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	1, 2, 3, 4, 5	1, 2, 3, 4, 5
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	1, 2, 3, 4, 5	1, 2, 3, 4, 5
<i>Learning Goal #3: Motivate and Build High Performing Teams.</i> Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.		
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	1, 2, 3	1, 2, 3, 4, 5
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.	1, 2, 3, 4, 5	1, 2, 3, 4, 5
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.	1, 2, 3, 4, 5	1, 2, 3, 4, 5