



SAMPLE Management Communication

Course Syllabus, Fall/Spring

Professor: Ronni Burns

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Office hours by appointment: Tuesday and Thursday afternoon before/after class

1. Course Overview & Learning Objectives:

Excellent communication skills are key to advancing your career and building your reputation. Presentation skills are often your greatest exposure to senior management and can be a direct way to enhance your reputation. We will explore tools for effective communication in both a face-to-face environment and online and in all forms of business communication.

In this course, we will cover the tactics and strategies for success in business (and life). The key concepts include a model for developing audience-focused communication in writing and presenting, anticipating and handling resistance, and communicating with impact. These elements are necessary to persuade any size audience who may have different perspectives and diverse backgrounds to go along with your ideas and recommendations. We will explore the balance between fitting in and standing out while ensuring that both the classroom and your presentations are inclusive and welcome diverse perspectives.

The goal of this course is to build your knowledge, skills, and confidence to consistently generate positive responses one-on-one, in meetings, through written communication, and in presentations. This highly interactive course will help you to become a more dynamic, confident, and persuasive communicator. Yes, the course is rigorous and fast moving and a lot is expected of you in a short amount of time. Keep up with the readings and assignments. Like anything else, the more you put in, the more you get out of your effort.

As you sharpen your ability to analyze your writing and your presentations (looking at both style and content), you will notice how subtle changes can make a big difference. Feedback from your classmates will be delivered using a strength-based feedback model. Feedback

gives you multiple perspectives and ideas for refining your own presentation as well as allowing you to hone your observational skills.

Throughout the course, you will view your taped presentations to assess yourself and create an action plan for improvement. There will be opportunities for impromptu presentations to practice thinking on your feet and handling difficult conversations. The objective is to demonstrate continuous growth as you build upon your skills in designing and delivering a compelling presentation. At the end of the course, you will:

- Be more comfortable communicating face-to-face and online
- Use the AIM Model for writing and presentations
- Learn new behaviors for greater influence
- Embrace the value of preparation and practice
- Learn to skillfully handle resistance
- Focus on strengths and strive for continuous improvement
- Learn to listen more deeply, be present, and “other” focused
- Ensure that your presentations are inclusive of diverse perspectives
- Find the balance between standing out and fitting in

Yes, you will work hard and yes, you will have a lot of fun as we examine evidence-based communication strategies and combine these with practical wisdom and knowledge.

2. Required Reading / Articles / Links:

- *HBR Guide to Persuasive Presentations* by Nancy Duarte
 - Available on Amazon in multiple formats.
- SEC Guide to Plain English Writing (free download)
 - <http://www.sec.gov/pdf/handbook.pdf>
 - This document is an excellent business writing resource. All writing assignments for this course will assume you have read this text. (Chapters 6 and 7 are especially useful).

3. Resources and Slides:

- Please see Brightspace > Content > Slides.
- Ted.com: To view spectacular presentations, go to ted.com. If you are familiar with this site, you already know about the wealth of presentations from some of the great thinkers of our time. There is an upcoming assignment where you will choose and critique a TED presentation.

- **Speech Masters Club at Stern:** If you would like additional presentation practice outside of the classroom, Stern's public speaking club is a great resource (either online or face-to-face). Visit the Speech Masters website for more information and their events schedule, including a reoccurring session called "Thinking on your Feet" which will help develop your ability to create impromptu presentations.

4. Attendance and Participation:

Management Communication is designed to be a highly interactive class. Research shows that people learn more with active participation in activities and discussions. The more invested you are in what happens in the classroom, the more you will benefit, and the more others will learn from you. Participation is a key component of this course. Please come to each class prepared. Do the readings and offer insightful comments that extend the range and value of class discussions. Thoughtful and constructive feedback to peers is expected after individual presentations. Please do not take this class if you cannot attend all 13 classes. If there is an emergency, like in any professional situation, please explain any absence before class or as quickly as possible by sending an email to me at rburns@stern.nyu.edu.

5. Personal Integrity

I expect each of you will abide by the letter and spirit of the Stern Honor Code.

6. Inclusivity

This course strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with the goal of understanding how others might see situations differently. By participating in this course, it is the expectation that everyone commits to making this an inclusive learning environment for all.

7. Student Accessibility

If you will require academic accommodation of any kind during this course, you must notify me at the beginning of the course (or as soon as your need arises) and provide a letter from the Moses Center for Student Accessibility. (212-998-4980, mosescsa@nyu.edu) verifying your registration and outlining the accommodations they recommend. <https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

8. Student Wellness

Classes can get stressful. I encourage you to reach out if you need help. The NYU Wellness Exchange offers mental health support. You can reach them 24/7 at 212 443 9999, or via the “NYU Wellness Exchange” app. There are also drop-in hours and appointments. Find out more at: <http://www.nyu.edu/students/health-and-wellness/counseling-services.html>

9. Assignments

The requirements for each assignment are thoroughly described in Brightspace > Assignments. Follow the instructions carefully and check with me if you have any questions. Assignments are designed to reinforce key concepts and provide an opportunity for you to synthesize the learning and demonstrate your knowledge and awareness of the topic.

- All graded assignments are to be completed individually and turned in on Brightspace before class begins the day that they are due unless otherwise stated.
- Some class discussions will be based on the assignment that is due; therefore, late assignments will be penalized to eliminate an unfair advantage.
- On occasion, you may be given the option to resubmit an assignment.
- For all slide presentations, please use Microsoft PowerPoint (Google Slides / PDF will not be accepted)
- All non-slide assignments should follow these standard business style requirements:
 - 12 point font size
 - Left and right margins of 1”
 - Single-spaced, with double-spacing between paragraphs and no indented paragraphs
 - Upload to Brightspace using Microsoft Word (no PDF's)

As the semester goes on, I will be looking for you to note improvements in your presentations and assignments. Please reference class discussions, feedback, and readings in all assignments. Notes for each day are posted under Content/Class Notes. Slides will not be posted.

10. Make-Up Assignments for Any Missed Class

I expect you to attend ALL 13 CLASSES in person. Please do not sign up for this class if you know you will need to travel or have interviews when this class meets. There is a lot of partner and group work that cannot be duplicated, and it disrupts the class activities as well as your learning when you miss a class.

Please note: missing the first day is especially problematic since the fundamentals of the entire course are covered. You may consider selecting a different section if you need to miss the first day of class.

If you are absent from a class, due to health reasons or emergencies, you need to let me know as there are group and team activities. You will be expected to review the notes and class recording from the day you were absent and send me a 1-2 page summary of the key points we covered in class.

Additionally, If you miss the baseline presentation, TED talk, or either day of final presentations, you will be expected to view and critique your fellow students' presentations and submit a written evaluation of the presentations to Professor Burns.

11. Using AI:

The writing assignments you submit for this course should be in your own words.

12. Grading

Your final grade will be based on all assignments and participation described in the syllabus.

Grades are determined by the effort you put into your assignments and presentations. In your final presentation, I will look for improvements in design and delivery. You will be evaluated on the depth of your analysis, your observations (use specific examples), and how you incorporated key concepts from the readings and the course in your discussion.

For all assignments, give examples to substantiate your observations. What are you doing differently? How are you integrating feedback from peers? What is your plan of action? Talent and natural ability are wonderful traits to build upon. Advanced presenters will be challenged to go outside of their comfort zone to demonstrate new learning.

The best papers are ones that incorporate multiple examples, cite key learnings from classroom discussions, reference assigned readings, acknowledge feedback, and demonstrate deep introspection regarding personal strengths and areas for improvement. All assignments will be graded according to these benchmarks. Some students find it useful to highlight key concepts in bold type. This is not required; however, it may help you synthesize what you are learning, observing, and reading.

Grading Rubric		
<p>A <i>30, 20, 10 points</i></p>		<p>Thorough analysis and introspection, including thoughtful references and examples from readings and class discussions. The presentation demonstrates a deep understanding of the AIM strategy and other persuasive principles. Excellent organization, content, visuals, and teamwork were demonstrated.</p>
<p>A- 29, 19 or 9 points</p>		<p>A thorough analysis with some references to, and examples from, readings and class discussions. The presentation adhered to AIM and persuasive principles and had very effective organization, content, visuals, and teamwork.</p>
<p>B+ <i>28, 18 or 8 points</i></p>		<p>Some thought and analysis are shown indicating an overall understanding of key concepts, with several references to key points and/or readings. Presentations were persuasive, with somewhat effective organization, content, visuals, and teamwork.</p>
<p>B <i>27, 17 or 7 points</i></p>		<p>The assignment showed some understanding of the topic. Needs more adherence to key presentation principles and organization. Lacking in-depth analysis of the key concepts</p>

		and/or stronger references to readings and/or class discussions.
B- <i>26, 16 or 6 points</i>		Reflects absences, lack of participation, and incomplete or poorly executed assignments.
<p>Students with the highest overall grades will receive an A. Generally, this means receiving 30's, 20's, and 10's consistently on your assignments. You may receive a (29, 19 or 9) on an assignment to indicate a job well done. This does not mean your final grade will be an A-.</p>		
<p>Please note: Do not add up your numerical scores. Please use the letter grades stated above to determine your grade for each assignment. For example, Brightspace may convert 18/20 to an A or A- and in this class, a grade of 18 is a B+.</p> <p>When you receive a 29, 19 or a 9, it is an indication that your work was well done. However, the A's and A-'s go to the students who receive the most 30's 20's and 10's.</p>		

13. Class Participation

Management Communication is designed to be a highly interactive course. The more you practice the discussed strategies and techniques, the more you will get out of it.

In-class contribution is a significant part of your grade and an important part of our shared learning experience. Your active participation helps me to evaluate your overall performance. You can excel in this area if you come to class on time, stay through the end of class, and contribute to the course by:

- Providing strong evidence of having thought through the material
- Advancing the discussion by contributing insightful comments and questions
- Listening attentively in class
- Demonstrating interest in your peers' comments, questions, and presentations
- Volunteering for exercises
- Giving constructive feedback to your peers when appropriate

Participation counts for 10% of your final grade.



Item	Assignment Description	Due Date	Length	Weight
1	<ul style="list-style-type: none"> Complete Google student information survey in announcement/Assignment #1 Student Information Survey Readings for Day 1 in Brightspace 		See Google form	✓
2	<ul style="list-style-type: none"> Complete likeability assessment Readings for Day 2 in Brightspace 		1-1.5 pages single-space	10
3	<ul style="list-style-type: none"> Describe a challenging business situation Readings for Day 3 in Brightspace 		Short text submission	✓
4	<ul style="list-style-type: none"> Prepare and deliver baseline presentation in class Readings for Day 4 in Brightspace 		2 minutes (no slides or notes)	✓
5A	<ul style="list-style-type: none"> 5A: Submit to Brightspace your BIG IDEA/Dream Job 			✓
5B	<ul style="list-style-type: none"> 5B: DURING CLASS you will draft and SUBMIT an email under a time constraint. Please bring your laptops 		3 Paragraphs single-spaced	✓

6	<ul style="list-style-type: none"> Analyze your baseline presentation Readings for Day 6 in Brightspace 		1.5 pages single-spaced	20
7	<ul style="list-style-type: none"> One-minute presentation: analyze a Ted.com presentation and practice slide design Readings for Day 7 in Brightspace 		1 page single-spaced and 4 slides	10
8	<ul style="list-style-type: none"> Revise your DRAFT from Assignment #5B and read the DHS Case 		1 page	10
9	<ul style="list-style-type: none"> Submit any questions for me 			
10	<ul style="list-style-type: none"> Readings for Day 10 in Brightspace 		N/A	N/A
11 A B C	<ul style="list-style-type: none"> Deliver final presentation 	3 Final Days of Class <i>(One from each trio per day)</i>	4 minutes <i>(Submit slides)</i>	✓
12	<ul style="list-style-type: none"> Final presentation analysis and course takeaways/reflections 	<i>(Due one week after the date of your presentation)</i>	2.5 - 3 pages <i>Bullets are fine and/or single space</i>	30
13	<ul style="list-style-type: none"> Class Participation (Assignments with checkmarks factor into class participation) 	Throughout	N/A	10

