

AEM 2700: Management Communication

The Charles H. Dyson School of Applied Economics and Management

Cornell S. C. Johnson College of Business

SPRING 2023

Instructors: Profs. David Lennox, James Stapp, Tyrell Stewart-Harris

Teaching Assistants: refer to CANVAS course site

Course textbooks: Munter, *Guide to Managerial Communication*, 10e Prentice Hall
Newman, *Business Communication and Character*, 10e, Cengage Learning

Additional readings: see CANVAS

Learning Outcomes

- Learn to create appropriate structure, content, and format for both informative and persuasive workplace messages.
- Analyze and adapt to specific audience needs as well as to the requirements of various face-to-face, print, and online communication channels.
- Develop written and oral communication skills essential for securing an interview for a job or internship through writing inquiry emails, writing cover letters and resumes, and practicing interviews.
- Develop effective oral delivery styles and clear use of visual media in order to present research and recommendations to a large group.
- Collaborate successfully with others, in small group team settings, and in presentations with multiple speakers and ongoing audience interaction.

AEM 2700, **Management Communication**, will help you think strategically about communication and improve your writing, presentation, and interpersonal communication skills. We examine "best practices" or guidelines derived from both research and experience, give you the opportunity to put those guidelines into practice, and provide feedback on your work to help you strengthen your abilities. The course delivery is a blend of lectures, discussions, and workshops.

Teaching Assistants

Teaching assistants are former students of this course who have shown the ability to provide thoughtful and accurate guidance to others. You will work with them directly in required individual meetings, course break-out sessions and workshops, and scheduled presentation practices.

Extend every professional courtesy to your Teaching Assistants—this includes prompt attendance at meeting times and advanced notice if you cannot meet your scheduled appointment. Missing practice sessions or arriving unprepared will hurt your participation grade. TAs can help you understand how to meet the standards of the course as well as where you might need to improve. If you wish to discuss an assignment final grade, however, please speak with the instructor directly.

Course Readings

Course readings—either in Munter, Newman, or on CANVAS—should be completed in advance of the scheduled class date. Concepts, guidelines, and formats presented in the readings are a key part of your learning, and you'll be expected to apply these ideas in class discussions, deliverables, and mini-prelims.

If you prefer reading hard copy rather than electronic text, set aside some funds for printing downloaded versions of key documents. Please respect all relevant copyrights; course materials are not to be shared outside of the course without permission of the author. The CANVAS site includes optional, supplementary reading on communication topics.

Academic Code of Conduct

As members of the Cornell Community, students of AEM 2700 are expected to abide by the University's code of academic integrity at all times. A copy of this code can be found at: <http://cuinfo.cornell.edu/Academic/AIC.html>. Any deviations from these guidelines will be treated very seriously and could result in penalties in this course and to your Cornell student status.

In general, any work you submit is expected to be original and generated solely by you. Use of AI writing generators is prohibited. Most instructors identify situations, such as team projects, where sharing information and collaboration is encouraged. Always ask if you are not sure. Further information about citing sources appropriately is found in "Guide to Documenting Sources" on the course CANVAS site.

Course Participation Expectations

Note that because of the emphasis on live individual interaction, active class contribution is required and constitutes a part of your final grade. When using Zoom, turn off your microphone until you are ready to speak, but leave your camera on whenever possible. Use the chat function or Google documents when appropriate.

Please turn off other electronic devices that may distract from the class session. While at times you may be silently taking notes, almost every class includes participation activities, and some classes are fully devoted to presentations and feedback. As in most business meetings, you gain credibility and increase your influence when you prepare in advance and then take the initiative to offer intelligent ideas, add concrete examples from your own experience, and pose worthwhile questions. Aim for regular, thoughtful participation rather than either *too little* input—being "checked out"—or *too much* input—"dominating" to the point that others are unable to join in.

When you are an audience member, listen well, show non-verbal support, and volunteer insightful feedback. When you are working in a small group, or team, do your part to contribute, integrate the ideas of others, and keep the project moving forward productively.

Practice these skills. In this course, they are not viewed as "filler" but instead as core competencies critical to your long-term success.

Course Attendance and Deadline Expectations

Excessive absences will reduce your final grade; in this course *“excessive” means more than two absences*, the equivalent of one week of class. **To state this another way: you may miss up to two class periods, for any reason, without a grade penalty.** With three or more misses, however, your participation score will decrease, even if there are legitimate reasons for your absence. This is a necessary consequence of missing the learning opportunities in a participation-based communication course.

Aim for perfect attendance; that way you will preserve your possible absences for the true emergencies that do occur from time to time. In most cases you do not need to inform the instructor or TA if you must miss a class. If you are ill for more than two classes, however, or must attend an extended required field trip, please let the instructor know—we can note this and help you to get back on track after you return. In certain limited cases, with proper documentation, the instructor will arrange make-up work.

Plan ahead to avoid missing assignment deadlines. Typically, late work is not accepted for credit (with sufficient justification, and at the discretion of the instructor, extensions may be given on written work, accompanied by a 20% penalty). **Generally, extensions cannot be given on deadlines for oral presentations because these constitute planned class time.** The presentation schedule will be published early in the semester, and we will do our best to avoid scheduling you on a “hardship” day, if you make us aware of potential conflicts in advance. So: communicate.

Final Grade Conversion Chart

	B+ = 87- 89.99%	C+ = 77 – 79.99%	D = 60 – 69.99%
A = 93 – 100%	B = 83 – 86.99%	C = 73 – 76.99%	F = 59.99% and Below
A- = 90 – 92.99%	B- = 80 – 82.99	C- = 70 – 72.99%	

Note: A grade of “A” is considered the top mark in the course. A grade of “A+” may be awarded for work that is far superior to the mean of the class. In no cases will “A+” grades exceed 5% of total course grades.

Accommodations for Documented Disability

Let us know as soon as possible about any academic accommodations you may need during the semester, and we will put them in place. Please plan ahead as much as possible as it may take up to a week to arrange some accommodations (for Prelims, for example). We support students who learn in different and diverse ways.

Inclusiveness and Belonging at Dyson

We are committed to full inclusion in education for all persons. If something in this course falls short of that goal, please bring it to the instructor’s attention.

At a very basic level, you could find that sometimes barriers frustrate your attempts to participate or join a particular discussion. For example, you may face a technology problem such as limited bandwidth, or perhaps the layout of a physical classroom that is “socially distant” prevents good interaction—or it could be simply that others jump in

more quickly when the instructor asks a question. Whatever the reason, if the issue is identified, we can find strategies together to address it. Your education is too important for you to remain a passive observer.

At a deeper level, expectations and stereotypes around social identity or authority can be their own barriers. Let us all commit to engage thoughtfully and respectfully with other learners in the course, to be generous in listening deeply to each other, and keep other peoples' stories private. An inclusive classroom is one where we admit the limits of our own life experiences, and let those limits be challenged by others. (This applies to instructors and TAs as well as students!)

To help promote an inclusive classroom, please let the instructor know if *any* of the following applies:

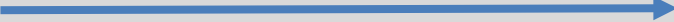
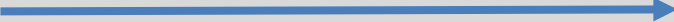

You use a name and/or pronouns that differ from your official Cornell records. There are circumstances affecting your ability to participate. You feel like your performance in class is impacted by experiences outside of class. Something was said in class that made you feel uncomfortable or marginalized. You want to talk about something else.

Support for Student Wellness

College students often experience issues that may impact academic success such as academic stress, sleep problems, life events, relationship anxieties, or feelings of concern, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective support and resources are available on campus, phone, text, or online.


- Dyson students: email Dyson_OSS@cornell.edu or visit tinyurl.com/DysonAdvising to make an appointment or review drop-in hours.
- Non-Dyson students can locate their Academic Advising or Student Services Office contact information at tinyurl.com/CornellStudentSupport.
- Visit <https://health.cornell.edu/> for online health assessments, hours, and additional CAPS services.
- Call Cornell Health at 607-255-5155 (24/7) to speak with a licensed therapist from ProtoCall, CAPS' support team of mental health professionals.
- Take advantage of these free sites: <https://health.cornell.edu/resources/hotlines-text-lines>, including options specifically for students of color and LGBTQ+ students.

AEM 2700 SPRING 23 TUESDAY/THURSDAY Course and Assignment Schedule

Module One – Communication Strategies for Career Development			
TU 01/24	Introduction to Course; Communication Strategy	Syllabus	Quick Introductions; Tell/Sell Style Choice
TH 01/26	Comm. Strategy, cont. Writing as Process	Munter 3 -17	Impromptus
TU 01/31	Delivery Fundamentals; Document Design and Structure	Formatting Your Memos/Reports; Guide to Business Writing	Delivery Workshop; Impromptus
TH 02/02	Document Structure, cont.; Writing Introductions	Newman, Chapter 6 (skim) Munter 53-61	
FR 02/03			Hiring Memo 2-Page Draft due on CANVAS by 8 p.m.
TU 02/07	Writing Resumes/Cover Letters (Career Presentation)	Newman, Chapter 13 Sample Dyson Resumes; review online resources	Resume Presentation <i>Bring Your Resume Draft</i>
TH 02/09	Company Research; Tone and Work Settings	Newman, Chapter 13	Company research/ online presence Workshop
TU 02/14	Interview Prep (Career Presentation)	Newman, Chapter 14	<i>This week: individual meetings with CAs!</i>
TH 02/16	Cover Letter/Resume Critique, Interview Practice	Munter 141 -153	Interviewing Workshop
FR 02/17			Resume/Cover Letter due on CANVAS by 8 p.m.
TU 02/21	Hiring Interviews A/B/C	Interviews as scheduled	D/E/F in-person classroom practice
TH 02/23	Hiring Interviews D/E/F	Interviews as scheduled	A/B/C in-person classroom practice
FEBRUARY BREAK, February 25 – February 28			
TH 03/02	Editing/ Revision	Newman, Chapter 5 Munter 71 - 83	<i>Bring full-length Hiring Memo Draft to class</i> Mini-Prelim 1
FR 03/03			Hiring Memo Final due on CANVAS by 8 p.m.

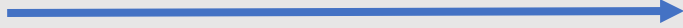
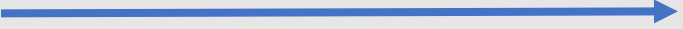

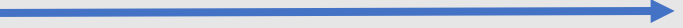
Module One	100 Points Possible
H/Memo 2-Page Draft	5
Resume/CL Draft	optional
Mini-Prelim 1	25
Resume/CL Final	20
Hiring Interview	15
H/Memo Final	25
Participation	10

AEM 2700 SPRING 23 **TUESDAY/THURSDAY** Course and Assignment Schedule

Module Two – Key Concepts of Workplace Writing and Presenting			
TU 03/07	Communication Strategy in Context; Preview of Ceremonials/Data Pitch	Fisher Hospitality: A Communication Case	Case Discussion
TH 03/09	Advanced Delivery Skills; Rhetorical Devices; Pathos/Logos/Ethos	Better Business Speeches Munter 85 – 101	Verbal/Non-verbal Delivery Workshop
FR 03/10			Case Analysis due on CANVAS by 8 p.m.
TU 03/14	Visual Comm and Presenting Data	Munter 18 -28 Newman, Chapter 11	Watch CANVAS video
TH 03/16	2-Minute Ceremonials D/E/F		
TU 03/21	2-Minute Ceremonials A/B/C		Speeches & Feedback
TH 03/23	Data Slides & Handling Q/A	Munter 118 - 132	Speeches & Feedback
Data Pitch Slide (draft) due at start of assigned CA individual meeting			
Data Pitch Slide (final) due on CANVAS by 11:59 p.m. the night before your Data Pitch Presentation			
TU 03/28	3-Minute Data Pitch D/E/F		Visuals Workshop
TH 03/30	3-Minute Data Pitch A/B/C		Visuals & Q/A Workshop;
SPRING BREAK, April 1 – April 9			
TU 04/11	Internal Communication; Tone and Bad News		Mini-Prelim 2

Module Two	100 Points Possible
Case Analysis	5
2-Minute Ceremonial	25
Data Pitch Slide (draft + final)	5
3-Minute Data Pitch	30
Mini-Prelim 2	25
Participation	10

AEM 2700 SPRING 23 **TUESDAY/THURSDAY** Course and Assignment Schedule

Module Three – Integration of Multiple Speakers and Visual Support			
TH 04/13	Bad News and Crisis Communication; Teamwork and the Team Assignment	Newman, Chapter 8	
FR 04/14			Bad News Email due on CANVAS by 8 p.m.
TU 04/18	Team Functioning	Munter 96 – 103 Newman, Chapter 2	Teams Best Practices Workshop
TH 04/20	Speaker Support: Visual Support & Design Flow	Munter 103 - 117	
TU 04/25	PPT Techniques & One Pagers	Documenting Sources; Munter 121 - 139	PPT Workshop
TH 04/27	PPT Techniques & PPT Reading Decks	Sample Reading Decks; Guide to Reading Decks	Reading Decks; Team Meetings
FR 04/28			One-Pagers due on CANVAS by 8 p.m.
TU 05/02	Team Presentations 1/2 Q/A Session		Team PPT due on CANVAS
TH 05/04	Team Presentations 3/4 Q/A Session		Team PPT due on CANVAS
FR 05/06			Take-home Tiny Mini-Prelim 3 due on CANVAS by 8 p.m.
TU 05/09	Team Presentations 5/6 Q/A Session		Team PPT due on CANVAS
WE 05/10			Team Reading Deck due on CANVAS by 8 p.m.
DUE: @ Final Exam Time		Final Individual Assignment (Individual) Team Contribution Points (Individual)	

Module Three	100 Points Possible
Bad News Email	5
Team Presentation (Team Grade)	25
Individual Presentation (as part of Team Pres.)	5
Tiny Mini-Prelim 3	10
One-Pager (Individual Handout)	5
Team Reading Deck (Team Grade)	25
Final Individual Assignment	15
Participation	5
Team Contribution (based on Team Feedback Points)	5