

INFO 7385: Managerial Communication for Engineers

Term: Fall 2025

Day & Time: Wednesdays, 3:00 PM – 6:30 PM ET

Location: [VTL] Zoom Meeting

Credit Hours: 4

Instructor Information

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Office Hours: Fridays & Saturdays, 1:00–3:00 PM ET (Zoom link in Canvas)

Course Description

This course focuses on communication strategies and tactics for engineers at the interpersonal, team, and organizational level. Topics include oral and written communication, coaching and feedback, team building, managing conflict, and adapting communication styles. The primary goal is to strengthen students' social and emotional intelligence to prepare them for their engineering careers. Coursework combines academic content with practical skill-building activities.

Learning Objectives

By the end of the course, students will be able to:

- Apply effective oral and written communication strategies in technical and managerial contexts.
- Demonstrate skill in team building, conflict management, and interpersonal communication.
- Adapt communication styles across cultural, organizational, and technical settings.
- Deliver professional presentations tailored to different audiences.
- Reflect on and improve personal contributions in collaborative work.

Table of Contents

Course Schedule	03
Attendance/Late Work Policy	03
Grading Standards	03
Grade Breakdown	03
Mid Semester Technical Assessment	04
Final Project Assessment	04
Class Participation and Attendance	04
Discussion Boards and Post-class group work	04
Assignment Breakdown	05
Technical Concept Virtual Presentation Rubric	11
Rubric for TEAMWORK Presentation	11
Criteria for Virtual Final Project Presentation	12
Submissions Rubric Table	13
Topics Covered	13
Standard learning Outcomes	14
Standard Policies - Attendance and late work	14
Resources	16

Course Schedule (Fall 2025)

Assignments

Assignment 1	Cross-Cultural Communication (team) — 7 slides, 5 minutes
Assignment 2	Teams Communication (team) — 5 slides, 5 minutes
Assignment 3	Constructive Criticism (team) — 5 min presentation
Assignment 4	Documentation (team) — 5 min, with industry examples (healthcare, finance, cloud, manufacturing)
Assignment 5	Silent Movie (team) — 6–11 min, no text/subtitles
Assignment 6 & 7	Virtual Project & Communication Simulation (team) — 5–7 slides, 5 minutes
Midterm	Technical Concept Presentation for Children (individual) — 3–5 slides, 3 minutes
Final Project	Technical Concept Presentation for Children (individual) — 3–5 slides, 3 minutes

*Tentative, subject to adjustment based on actual pace of the lectures and in-class exercises.

Schedule Notes:

- No class on Wednesday, November 26 (Thanksgiving Break)
Final Presentations on December 10
This syllabus reflects the Fall 2025 schedule (Sept 3 – Dec 10).

Key Policies

- Attendance: Notify instructor 24 hours in advance if absent. Active participation is required.
- Late Work: Assignments and discussion boards are due before Sunday 12:00 AM ET weekly. Late work without prior communication will not be graded.
- Academic Integrity: All work must follow Northeastern's academic integrity policy.
- Inclusivity & Accessibility: The course adheres to university Title IX, Diversity, and Disability Resource Center policies.

Attendance/Late Work Policy

- Students are expected to complete course assignments, participate in class discussions or other learning activities during the course, and complete written assignments as assigned.
- If you plan on being absent or late in attending, you must: (1) In the case of an absence, instructors must be notified 24 hours before class begins, exceptions to this requirement will be evaluated on a case-by-case basis and (2) Final grades will be subject to change based on the rubric and overall assessment of the student.
- Students must submit assignments by the deadline noted in the syllabus. The assignments shall be submitted by the students before 12:00 AM every Sunday and similarly for the Discussion Boards. Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late. Work submitted late without prior communication with faculty will not be graded.

Grade Breakdown (% of Total Score)

*Please see a detailed breakdown for each individual section below

- Mid-Semester Technical Assessment: 20%**
Final Project: 30%
- Idea: 5%

• Budget/Strategy:	5%
• Final Presentation:	20%
Participation:	40%
• Attendance:	20%
• Engagement/Group Work:	20%
Weekly Assignments:	10%
Total:	100%

Mid Semester Technical Assessment – 20%

Your cumulative grade for this assignment will be from both Director Pirozzi's evaluation and through peer evaluation.

Final Project – 30% (see breakdown below)

Final Assignment Part 1 – 5%

Outlining Final Project idea and initiating the initial draft of the concept. *Note: The final project idea needs to be approved by the faculty/TA before the team finalizes the draft of concept. *

Final Assignment Part 2 – 5%

This assignment comprises budgeting of the proposed concept, along with business strategies and problem solving.

Final Assignment Part 3 – 20%

Students present their final presentation and submit a proposal pitch to the jury i.e., Sharks.

Participation: 40% (Attendance 20%, Engagement & Group Work 20%)

40% of your grade is based on your participation and your interactions with your peers. This includes class attendance, in-class participation, and post-class assignments. This means that it is important to take this aspect of your coursework seriously and put effort into it.

Participating in group activities or assignments and working collaboratively with your peers. It's also important to remember that the quality of your participation is more important than the quantity. It's better to make a few high-quality comments than to post a lot of low-quality or irrelevant ones. Finally, make sure to check the rubric or grading criteria for this part of your course so you know what is expected of you. If you're unsure about anything, don't hesitate to ask your instructor or TA for clarification.

Discussion Boards and Post-class group work – 10%

All discussion board posts and responses are DUE BEFORE CLASS at 12:00 AM Sunday EST each week. In addition to your reply to the Discussion Board prompt each week, you are required to also reply to one other student's post. Post-class group work will be assigned weekly.

To do well in this part of your course, you should make sure to actively participate in the discussion board and engage with your group members. This can include:

- Posting thoughtful and well-reasoned comments that contribute to the discussion.
- Responding to other people's comments in a constructive and respectful manner.
- Asking questions or seeking clarification when you don't understand something.
- Bringing in outside sources or examples to support your arguments.

Assignment Breakdown

Assignment 1: Cross-Cultural Communication Exercise – “Virtual Global Team Project”

Objective: Enhance students’ understanding and skills in cross-cultural communication by working collaboratively in diverse, virtual teams.

Instructions:

Step 1: Virtual Introduction

- Each team member will create a brief video introduction to share with their teammates. This introduction should include:
 - Name, location, and cultural background.
 - Personal interests and hobbies
 - Professional background and experience
 - Expectations and goals for the course

Step 2: Cultural Exchange Activity

- Each team will meet virtually (using Zoom, Teams, etc.) to discuss cultural norms and communication styles in their respective cultures. The discussion should cover:
 - Greeting and meeting etiquette
 - Non-verbal communication cues
 - Decision-making processes
 - Conflict resolution styles
 - Preferred communication tools and methods

Step 3: Collaborative Task

- Each team should create a presentation. Students need to:
 - Plan and organize the work, considering time zone differences and availability.
 - Communicate regularly using online tools (emails, chat platforms, video calls)
 - Document the communication process, noting any cultural challenges encountered and how they were addressed.
 - Each team will present their final PPT to the class. The presentation should include:
 - The content of their collaborative task
 - A reflection on their experience working in a cross-cultural team, highlighting: Challenges faced.
 - Strategies used to overcome these challenges.
 - Lessons learned about cross-cultural communication.

Presentation Guidelines:

- Slide Limit: 7 slides (including Title and References)
- Time Limit: 5 minutes (Do not go over time)
- Ensure that each member contributes to the PPT presentation.

Note: Please upload the PowerPoint file by one group member before the deadline. The file name should be formed by Group number and topic name, for instance: Group2_USA Assignment 1.

Assignment 2: Teams Communication

Students will be divided into groups as a part of this assignment. The following are the queries each team needs to prepare a presentation on.

- Derive 5 things that are uniquely common amongst your teammates (5 slides – inclusive of Title (Team name) and thank you slides)
- Describe one physical object that your team has in common and why? (e.g., Glasses, apple watch, shoes, type of clothing etc.)
- For Marketing and Advertising: make both attractive flyers and posters with large slogans, interactive images, Gifs, and stickers (add it in your ppt)
- Tell your audience why your team is the best in the class and what makes you all stand out within 5 minutes.

Note: Make sure to be creative and innovative! You can add videos relevant to your slides; however, it should not exceed the time limit of 5 minutes.

Assignment 3: Constructive Criticism

For this week's assignment, you will be divided into **six teams**. Each team will explore specific topics related to **constructive criticism** using the following guide:

 [Instructor Guide to Constructive Criticism \(WV DOT\)](#)

Instructions

1. Read the Guide Individually

- Take the time to carefully read the **entire document** on your own.
- Note important strategies, case studies, and examples that stand out to you.

2. Work with Your Group

- Meet with your teammates to **discuss your assigned section in detail**.
- Complete the **case studies and activities** included in your section.
- As you work, focus on identifying **2–3 key lessons** that are most important for applying constructive criticism in real-world situations.

3. Prepare Your Group Presentation

Your presentation should follow these guidelines:

- **Introduction:** Briefly introduce the topics your team covered.
- **Case Study & Lessons:** Summarize the scenario(s) from your section and explain what you learned.
- **Takeaways:** Share 2–3 clear, practical insights your peers can apply.
- **Timing:** Stay within **5 minutes total** as a group.
- **Participation:** Every team member must be present, and each should contribute to the delivery.
- **Engagement:** Be clear, energetic, and organized in your delivery. You may choose to ask your audience a quick reflective question (e.g., *"How would you handle this situation differently?"*) to keep them involved.

Tips for Success

- **Plan Roles Early:** Decide who introduces the topic, who explains the case study, and who closes with lessons learned.
- **Practice Timing:** Rehearse together to make sure you fit into the 5-minute limit.
- **Prioritize Clarity Over Detail:** Don't try to cover everything—focus on the most important insights.
- **Stay Professional & Respectful:** Remember, this assignment is also a live practice in **giving and receiving constructive criticism**.

✓ By completing this assignment, you will not only deepen your understanding of constructive criticism but also **practice collaboration, communication, and presentation skills** that are essential in academic, professional, and everyday contexts.

Assignment 4: Technical Concept Presentation for Children [Midterm Assignment Instructions]

Objective: This assignment aims to challenge engineers to explain a technical concept to a 10- year-old child in a clear, simple, and engaging manner. You will have one week to prepare a brief presentation that conveys a technical concept to a child. The slide limit for the midterm assignment is 3 slides (Title slide, Content, Reference). The duration of the Midterm presentation is 3 minutes. This is an individual assignment.

Instructions:

- Wait for the technical concept to be assigned to you individually.
- Quickly research and understand the technical concept.
- Develop a short presentation with an introduction, an explanation of the technical concept, and a conclusion.
- Use simple language to convey the technical concept engagingly and entertainingly that a child can understand.
- Utilize visual aids such as diagrams, pictures, and videos to make the presentation more interactive and appealing.
- Practice the presentation multiple times, incorporating feedback from your instructors.

How to ace the Midterm:

- Demonstrate a basic understanding of the technical concept.
- Convey the concept in simple language, focusing on clarity and ease of understanding.
- Use relevant and interesting real-life examples to make the presentation more relatable.
- Utilize visual aids to create an engaging and interactive presentation.
- Present the exhibition confidently and enthusiastically.

Note: Submit your presentation with your name and the assigned technical concept (e.g., JohnDoe_ArtificialIntelligence).

Documentation

For your assignment, you are expected to create a PowerPoint presentation with respect to the topics assigned, follow instructions as follows:

- Create a PPT emphasizing the importance of documentation in the domain you are assigned.
- Elaborate what kind of documents are associated with your domain.
- Add the leading organizations from your domain, include what is their market share and emphasize why they are the leaders in your domain.
- Duration: 5 minutes (Keep it short & Simple).
- Only one member of the team needs to submit the PPT.

Assignment 5: Silent Movie

Silent movies tell a story **without words**—through expressive visuals, gestures, and creativity. Here's how your group can bring one to life:

Instructions

1. Form Your Group

- Work in groups of **4–5 people**.
- **Assign roles** according to strengths:
 - **Actors:** Perform the skit using expressive physicality.
 - **Filming team:** Handle camera work and shot setup.
 - **Directors/Editors:** Oversee flow, structure, and post-production.

2. Plan & Record

- Create a **silent skit** (no words, no subtitles).
- Duration: **5 minutes**.
- Record the final version **before class** so it can be played during your presentation.

3. Story Requirements

- Tell a **complete story**, such as “*A Day in [Character]’s Life*” or an original idea.
- Include either:
 - A **moral** that delivers a meaningful lesson, OR
 - A **cliffhanger** ending to engage your audience.
- Choose your setting—on campus, in a dorm, at home, or any safe location.

4. Presentation Goal

Your silent movie should communicate its narrative clearly so that **your peers and professor can understand it without explanation or support**.

Tips for Success

- **Use expressive gestures and facial expressions** to convey emotions and intent.
- **Utilize props, costumes, and settings** strategically to strengthen storytelling.
- **Frame shots carefully** so key actions are visible and clear.
- **Practice your timing** to ensure the story fits the 6–11-minute window.

Inspiration: External Resources

Explore these examples and resources to spark your creativity:

- **Student silent film examples** on YouTube offer real-life samples of what peers have produced. Great for getting ideas on tone, pacing, and style. [Studentshare+6OSPI+6Apple Education Community+6lessonplans.aiYouTube](#)
- “**The Art of Silence: Collaborative Moviemaking**” by Apple Education is a structured lesson series guiding students through planning and storyboarding for silent films — complete with templates and production guidance. [Apple Education Community](#)
- “**101 Silent Film Ideas to Spark Your Imagination**” provides a diverse list of imaginative and flexible film concepts—ranging from simple comedic scenarios to surreal visual narratives. [YouTube+13robinpiree.com+13caeducatorstogether.org+13](#)

Sample External Links (to reference or share)

1. [YouTube playlist of student silent films – see real examples] [turn0search1]
2. [Apple Education silent film lesson and storyboard templates] [turn0search3]
3. [101 creative silent film ideas – Robin Piree][turn0search4]

Final Note

This assignment is a creative playground—mixing storytelling, non-verbal communication, and filmmaking. Don’t be afraid to experiment, exaggerate, and have fun! Your goal is to tell a compelling story—with no words—just pure cinematic expression.

Assignment 5

Scenario:

- You and your classmates are part of a virtual group project. The project involves creating a marketing plan for a fictional product, a smart water bottle that tracks hydration levels and syncs with a mobile app. Effective communication among team members is essential to the success of the project.
- However, there have been some recent challenges related to overcommunication and miscommunication within the group.

Background:

- Your group consists of five members, each with different roles: Project Manager, Marketing Specialist, Research Analyst, Content Writer, and Design Coordinator.
- You use a combination of communication tools for collaboration, including email, a shared document on Google Docs, and scheduled video meetings.
- The Project Manager is responsible for coordinating the project, setting deadlines, and overseeing communication.

Issues to Address:

- Overcommunication: Some team members have started to send an excessive number of messages and updates, often with redundant information, in various communication channels.
 - For example: Overcommunication Task:
 - The Marketing Specialist may repeatedly send marketing ideas and updates via email and chat without clear priorities.
 - The Research Analyst could send multiple reports and data files with overlapping information.
- Miscommunication: There have been instances where instructions or feedback were unclear, leading to misunderstandings and delays in the project. Students should discuss and simulate both overcommunication and miscommunication issues in their respective roles.
 - Miscommunication Task:
 - The Content Writer might misinterpret a message from the Project Manager and create content that doesn't align with the project's goals.
 - The Design Coordinator may receive incomplete instructions and create graphics that are not what the Project Manager had in mind.

Scenarios:

The scenarios will provide a practical and engaging way for students to explore the concepts of overcommunication and miscommunication in a virtual group project setting.

Requirements:

- Total slides in the presentation should be no more than 7 slides (Inclusive of title slide and thank you slide)
- Time limit for presentation 5 minutes
- Keep it fun and engaging!

Objective: To improve managerial communication skills and virtual collaboration through a simulated project that requires effective team coordination. Students will practice clear communication, handle project challenges, and develop a collaborative marketing plan for a smart water bottle.

Scenario: Your team is tasked with creating a marketing plan for a fictional smart water bottle that tracks hydration levels and syncs with a mobile app. The project is being conducted virtually, and effective communication is critical to its success. However, the team faces several challenges, including language barriers, project changes, and micromanagement.

Part 1: Project Planning and Communication

Team Formation:

- Form a team of five, each member taking on one of the following roles:
 - Project Manager: Oversees the project and coordinates communication.
 - Marketing Specialist: Develops marketing ideas and strategies.
 - Data Scientist: Provides data insights to support the marketing strategy.
 - UI/UX Engineer: Focuses on the design and user experience for the app.
 - Content Writer: Creates promotional content for the marketing plan.
- Project Planning: Use email as the primary communication tool to plan your project.
 - Discuss and outline your marketing plan for the smart water bottle, including:
 - Product Overview
 - Target Market
 - Key Marketing Channels
 - Value Proposition
 - Email Etiquette: o Ensure all communications follow proper email etiquette:
 - Clear subject lines
 - Professional tone
 - Concise and actionable messages

Part 2: Communication Challenges Simulation

Your team encounters various communication challenges during the project:

- Language Barriers: Some team members come from different linguistic backgrounds, causing misunderstandings.
- Example: A team member may misinterpret instructions due to unclear messaging.
- Unforeseen Changes: o Midway through the project, the scope changes (e.g., new features are added to the smart water bottle), leading to confusion and delays.
- Example: The UI/UX Engineer and Content Writer may not be aware of the changes and continue working on the original project plan.
- Micromanagement: o The Project Manager closely monitors every task, which frustrates team members and reduces productivity.
- Example: Team members feel they are not trusted to complete tasks independently, leading to delays and resentment.

Part 3: Solutions and Collaboration

To overcome these challenges, your team needs to implement communication strategies:

- Language Barriers: o Use translation tools or ensure instructions are clear and simple.
- Encourage feedback loops to verify understanding.
- Unforeseen Changes: o Establish a process for communicating project changes clearly and ensuring all team members are informed promptly.
- Create a centralized document to track changes.
- Micromanagement: o Set clear boundaries for the Project Manager and empower team members to take ownership of their tasks.
- Schedule regular check-ins without excessive control over daily work.

Part 4: Presentation

Prepare a 5-minute presentation that includes the following:

- **Project Overview:** o Brief description of the smart water bottle and the marketing plan.
- **Roles and Responsibilities:** o Explain each team member's role and how they contributed to the project.
- **Communication Challenges:** o Describe the specific challenges your team faced (language barriers, unforeseen changes, micromanagement).
- **Solutions:** o Outline the solutions your team implemented to resolve these challenges and improve communication.
- **Teamwork and Collaboration:** Reflect on how effective communication and collaboration contributed to the success of the project.
- **Deliverables:**
 - o **Email Screenshots:** Provide examples of well-structured emails that demonstrate clear communication and problem-solving.
 - o **Presentation Slides:** 5-7 slides covering the project overview, challenges, solutions, and reflections on teamwork.

Final Assignment 6/7 (Merged)

- **Title:** Virtual Project & Communication Simulation
- **Format:** Team-based (4–5 members)
- **Deliverables:** 5–7 slides, 5-minute presentation, plus screenshots/examples of communication artifacts

Part A (Week 8: Initial Plan – Simplified Marketing Exercise)

- **Scenario:** Teams design a marketing plan for a fictional smart water bottle that tracks hydration and syncs with a mobile app.
- **Focus:** Identify one early communication challenge (miscommunication OR overcommunication) and show how your team addressed it.

Deliverables:

- 3–4 slides: product overview, target audience, identified challenge, solution.
- Presentation: 3 minutes.

Part B (Week 9: Expanded Simulation – Collaboration & Challenges)

Scenario Extension: New challenges emerge as the project evolves (e.g., language barriers, scope changes, micromanagement).

Focus: Apply managerial communication strategies to resolve these issues and demonstrate effective collaboration.

Deliverables:

- Expanded 5–7 slide deck (5 minutes) covering:
 - o Roles and responsibilities (PM, Marketing Specialist, Research/Data, Content Writer, UI/UX).
 - o Communication challenges encountered.
 - o Solutions implemented (e.g., centralized docs, email etiquette, feedback loops).
 - o Team artifacts (sample emails, meeting notes, task tracking screenshots).
- **Outcome:** Show how improved communication enhanced teamwork and final output quality.

Reflection Requirement

- After Part B, each student submits a 150–200-word individual reflection on:
 - o their specific role,
 - o communication style applied,
 - o key lessons learned about virtual teamwork and managerial communication.

Technical Concept Virtual Presentation Rubric

- Layout (10 points)
 - The slide design is visually appealing and easy to read on the screen.
 - Use of relevant images, videos, diagrams, and/or charts to enhance understanding of the concept virtually.
 - Appropriate use of transitions and animations.
 - Clear organization and flow of slides in a virtual format.
- Content (15 points)
 - Accurate explanation of technical concepts using appropriate terminology and level of detail.
 - Demonstration of understanding of the concept and how it works in a virtual format.
 - Use of analogies or metaphors to support understanding for a 10-year-old in a virtual format.
 - Relevant examples and/or real-world applications of the concept in a virtual format.
- Delivery (15 points)
 - Clear and concise speech with appropriate volume and pace for a virtual format.
 - Maintaining eye contact with the camera and utilizing engaging body language in virtual interactions.
 - Use of appropriate gestures and movement to enhance understanding virtually.
 - Effective use of time within the 5-minute time limit in a virtual format.
- Overall Presentation (scaled to 100 points)
 - Presentation effectively engages and maintains the audience's attention virtually.
 - Quality of any additional materials or props used to enhance the virtual presentation.
 - Ability to adapt to any technical difficulties during the virtual presentation.
 - Relevance of the presentation to the assigned technical concept.
- Total Score: 100 points (Points to be scaled from 10 to 100)

Rubric for TEAMWORK Presentation:

- Did the team effectively introduce the topic, provide relevant information, and conclude with a strong summary or call to action?
- Visual Design:
 - Did the team use appropriate visual aids, such as slides or props, to enhance their presentation?
 - Were the visuals visually appealing, relevant, and easy to understand?
- Delivery and Engagement:
 - How well did the team engage the audience?
 - Did they use effective body language, eye contact, and vocal variety?
 - Were they able to maintain a positive and energetic tone throughout the presentation?
- Content Quality:
 - Did the team provide accurate and insightful information on the topic of teamwork?
 - Did they effectively convey and support their main points with evidence or examples?
 - Were their arguments or ideas well-developed and persuasive?
- Teamwork and Collaboration:
 - Did the team demonstrate effective collaboration and teamwork during the presentation?
 - Did they allocate tasks and responsibilities appropriately?
 - Were team members supportive of each other and actively engaged in the presentation?
- Time Management:
 - Did the team effectively manage their time and stay within the allocated presentation time?
 - Did they refrain from rushing through important points or extending beyond the time limit?
 - (Note: Agenda and references will be excluded from the evaluation, considering the total number of slides is five.)

- This rubric assesses the critical aspects of the teamwork presentation, including clarity and organization, visual design, delivery and engagement, content quality, teamwork and collaboration, and time management. Each criterion should be evaluated on a scale (e.g., 1-5) to comprehensively assess the team's performance.
- **Total:** 100 points (Points to be scaled from 10 to 100)

Criteria for Virtual Final Project Presentation:

- **Content:** The presentation provides clear and relevant information that effectively addresses the topic or question at hand. The content is adapted appropriately for the virtual format. (25 points)
- **Organization:** The presentation is well organized, with a clear introduction, main points, and conclusion. The transitions between ideas are smooth and logical. The structure of the presentation is adapted appropriately for the virtual format. (20 points)
- **Delivery:** The presenter speaks clearly and confidently, with appropriate volume, pace, and tone. The presenter uses nonverbal communication (such as eye contact, gestures, and facial expressions) effectively to engage the audience. The presenter is comfortable and competent using the virtual platform (such as Zoom or Microsoft Teams). (20 points)
- **Visuals:** Any visuals (such as slides or video) are clear, attractive, and support the presentation's content. The visuals are adapted appropriately for the virtual format. (15 points)
- **Engagement:** The presenter engages the audience throughout the presentation, using techniques such as asking questions, encouraging discussion, or using interactive features of the virtual platform. The presenter can maintain the audience's attention throughout the presentation. (10 points)
- **Time Management:** The presenter stays within the allotted time for the presentation. (5 points)
- **Technical Proficiency:** The presenter demonstrates proficiency in using the virtual platform, including audio and video quality, screen sharing, and other technical features. (5 points)
- **Total:** 100 points (Points to be scaled from 10 to 100)

Discussion Boards and/or Group Work:

Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. Working with others enables you to pool your ideas and see problems from different perspectives. In a group situation, you can attempt tasks that could not be accomplished by an individual, combining a variety of skills and expertise to tackle more complex and larger scale problems. Discussion boards promote active engagement, critical thinking, and collaborative learning. Students will deepen their understanding of course content, construct well-reasoned arguments, evaluate others' viewpoints, and provide constructive feedback. The discussion boards will foster a sense of community and peer learning, preparing students for academic and professional success.

Individual Presentation:

Individual presentations put all the responsibility for preparation, research, and delivery on you, and you rightfully take all the credit for the final product you produce. Student presentations benefit the presenter in significant ways. By doing presentations, students learn how to speak in front of a group, a broadly applicable professional skill. You will learn how to prepare material for public presentations, and practice (especially with feedback) improves their speaking skill.

You rightfully take all the credit for the final product you produce.

Group Presentations:

Group presentations provide an opportunity for peer learning and feedback, as students engage in constructive discussions and learn from each other's insights. Through group presentations, students will

learn to clearly articulate complex ideas, deliver engaging presentations, and successfully navigate diverse communication styles. The online setting will also provide the opportunity for students to develop their technological proficiency by utilizing relevant digital tools for presentation delivery. Overall, these learning objectives will equip students with valuable skills for successful communication and collaboration in professional settings, both in-person and in online environments.

In contrast, Group Presentations often involve more complicated tasks and therefore require more participants to do them.

Reflection Requirement: After each group assignment, submit a short (150–200 word) individual reflection on what you contributed and learned.

Note: A one-page Quick Guide with deadlines and key requirements will be provided separately for student convenience.

Inviting Industry Contacts or Guest Presenters to the Course:

Encourages an authentic & active learning environment. Inviting an industry contact, or guest speakers, into our learning space provides an important experience for students. These people expose students to real-world experiences and varied workplace contexts so that they experience the insights and perspectives of experts in their field of expertise. Providing industry engagement improves student experience outcomes. Through embedding industry and enterprise throughout a student's journey and by supporting academics to connect to industry for teaching and research, students connect with industry and alumni providing access to guest lecturers, industry challenges, partners for projects, and mentors.

Peer Evaluations:

Peer evaluations are one way to get students to listen and learn from the presentations of others. Peer evaluations increase the level of attention paid to those presentations and the learning that might result from listening. They can also work to develop critical thinking skills.

Topics Covered in the course:

- Effective communication
- Speaking, Listening, Body language
- Non-Verbal Communication
- Communication Strategies
- Listening, Attending & Responding
- Conflict Resolution
- Best Practices in the Workplace
- Time Management
- Navigating Diverse Communication Styles in Collaborative Environments
- Documentation

Optional/Required Texts

David F. Beer and David MacMurray, Guide to Writing as an Engineer, 2nd ed., Wiley, 2004, ISBN: 0471430749.

Standard Learning Outcomes:

Learning outcomes common to all College of Engineering Graduate programs:

An ability to identify, formulate, and solve complex engineering problems.

An ability to explain and apply engineering design principles, as appropriate to the program's educational objectives.

An ability to produce solutions that meet specified end-user needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

The Information Systems Program accepts students of different engineering backgrounds with minimum programming skills and produces first class Information Systems engineers that operate at the intersection of real-world complexity, software development, and IT management. Graduating students will be able to construct end-to-end advanced software applications that meet business needs.

Specific Learning Outcomes for the Information Systems program:

- Create a strong technical foundation through diverse, high-level courses.
- Built crucial interpersonal skills needed to succeed in any industry.
- Foster a deep level of applied learning through project-based case studies.

Attendance Policy

Students are expected to complete course readings, participate in class discussions or other learning activities during the unit, and complete written assignments for each unit during the time of that unit. It is understood that there might be one week when active participation in ongoing class conversations and learning activities might be delayed. Beyond one week's time, if there is an absence or lateness in participation (1) faculty must be notified in advance; (2) grades will be adjusted accordingly.

Late Work Policy

Students must submit assignments by the deadline in the time zone noted in the syllabus. Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late. Work submitted late without prior communication with faculty will not be graded.

* All the assignment deadlines are in Eastern Standard Time. *

End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is particularly important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at

<https://neu.evaluationkit.com> Your survey responses are completely anonymous and confidential. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your Husky Mail account notifying you when surveys are available.

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions

regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Northeastern University Academic Integrity Policy (OSCCR)

Resources

University Health and Counseling Services

As a student enrolled in this course, you are fully responsible for assignments, work, and course materials as outlined in this syllabus and in the classroom. Over the course of the semester if you experience any health issues, please contact UHCS.

For more information, visit.

Student Accommodations

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current limiting disability. For more information, visit <https://drc.sites.northeastern.edu>

Library Services

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for education specific resources, visit <https://library.northeastern.edu>

24/7 Canvas Technical Help

For immediate technical support for Canvas, call 617-373-4357 or email Canvas Faculty Resources: <https://canvas.northeastern.edu/faculty-resources/>

Canvas Student Resources:
<https://canvas.northeastern.edu/student-resources/>

For assistance with my Northeastern e-mail, and basic technical support: Visit ITS at <https://its.northeastern.edu>

Email:
ITS Customer Service Desk: 617-373-4357

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity, and social justice while building a climate of inclusion on and beyond campus. In the classroom, members of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration, and an awareness of global perspectives on social justice. Please visit for complete information on Diversity and Inclusion.

Title IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty, and staff.

In case of an emergency, please call 911.

Please visit [https://www.northeastern.edu/titleix](#) for a complete list of reporting options and resources both on- and off-campus.