Writing 340: Advanced Writing for Business  
Spring 2015 – Class Section 66773  
TTH, 12:30 to 1:50 p.m.  
HOH 410 + Computer Lab (See Schedule of Days)

Janna Wong, Instructor  
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Office: ACC 403  
Office Hours: TTH – 11:00 a.m.-12:20 p.m.; by appointment

COURSE DESCRIPTION AND GOALS

Welcome to Writing 340! This University course offers writing instruction for various audiences on topics related to the student’s professional or disciplinary interests. The prerequisite is WRIT 140 or its equivalent. To this point, I expect competency in basic grammatical rules and in sentence and paragraph construction; these are aspects of writing that we do not cover in WRIT 340 as they were covered in WRIT 140.

The business version of this course, Advanced Writing for Business, is designed not only to help you write effectively in a business environment, but also to improve your general ability to research and analyze complex ideas, to appreciate and develop the skill of effective argumentation and to write clear, grammatically-correct, well-structured documents. With emphasis on business ethics and other topics related to business, the coursework is designed to increase your capacity to analyze audiences and tailor content and style to produce written documents that communicate with confidence.

Building on the skills you gained in WRIT 140 (or its equivalent), this class explores specific business writing techniques and strategies through in-class discussions and exercises, individual writing assignments, tutorial sessions and a group project. The topics covered range from word-, sentence-, and paragraph-level issues of correctness, conciseness, coherence and clarity to more global considerations of argumentation and organization.

Throughout the semester, emphasis is placed on ways of identifying relevant from nonessential information and then effectively and appropriately communicating what is relevant to a wide variety of audiences. You will learn to regard effective business writing in terms of a series of strategic choices, including selecting from among a repertoire of tones and styles appropriate in different situations and with different audiences. You will also improve your editing and critiquing skills so that you can distinguish effective from ineffective writing and help not just yourself but others in the class to become better writers in a business context.

The course content of Advanced Writing for Business is practical today and long into the future. You will begin using or improving many writing skills immediately – not just following graduation or in a future career position. Bear in mind, however, that while an instructor can teach you much of what you need to know to be a successful writer, no one can make you learn, practice, modify, polish or strengthen your skills. That is up to you.

LEARNING OBJECTIVES

This course focuses on improving your understanding of the basic principles of good writing and how you may use these principles to write effectively in a wide variety of business-related contexts. You will learn effective and persuasive
written communication using Plain English and traditional and new communication media for different audiences. This course will also improve your skills in gathering, analyzing and organizing information.

Specifically, the learning objectives for this course are:

1. **Recognize and implement** the qualities associated with effective business writing, particularly the hallmarks of ‘Plain English’ and its “4Cs” – conciseness, coherence, clarity, and correctness – by planning, outlining and revising a variety of business documents.

2. **Identify and evaluate** diverse communication goals of different audiences and make effective choices about the tone, style and form the communication should take by recognizing and discussing how to tailor communication to specific audiences.

3. **Select and strategically** utilize traditional and new communication media by learning about the applications and preferred usages of those media.

4. **Plan, create, and complete** a variety of business documents—including, for example, memos, letters, emails, blog posts, proposals, and reports—using appropriate headings, layout, and typography by applying rules of document purpose and design.

5. **Conduct research** using a broad range of sources by applying secondary and primary methods of research such as utilizing databases and open sources, practicing key word searches, and conducting interviews.

6. **Synthesize and evaluate** the quality of collected information by critically analyzing the value, credibility, and applicability of sources.

7. **Support** written claims with logical and persuasive reasoning, and critique the reasoning in the writing of others by applying critical thinking guidelines of Western traditions of thought.

8. **Understand** the importance of business ethics and its implications for business and business communication by discussing moral decision-making and approaches to ethics, such as utilitarianism, and how they translate into business contexts.

9. **Collaborate** productively with others by completing writing and editing tasks.

10. **Express** your ideas and **conduct** yourself in a professional manner by creating written communication under consideration of all objectives above.

*All of the above apply not only to traditional business operations, but also to any professional communication via electronic media. Arguably, business today functions primarily in a digital environment and proficient writers must be adept at using the Internet and the tools e-communication provides.*
Alignment with USC and Marshall’s Learning Goals

This course is designed to meet USC’s requirement for Advanced Writing as well as Marshall’s learning goals specific to communication: “Our graduates will be effective communicators in speaking and writing to facilitate information flow in organizational, social and intercultural contexts.” The following Marshall Learning Objectives pertain selectively to all WRIT 340 courses:

1. Will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises. (For this class, the Course Emphasis on this Learning Goal is Low.)

2. Will develop a global business perspective. They will understand how local, regional and international markets and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace. (For this class, the Course Emphasis on this Learning Goal is Low.)

3. Will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators. (For this class, the Course Emphasis on this Learning Goal is High.)

4. Will develop people and leadership skills to promote their effectiveness as business managers and leaders. (For this class, the Course Emphasis on this Learning Goal is Low.)

5. Will demonstrate ethical reasoning skills, understand social, civic and professional responsibilities and aspire to add value to society. (For this class, the Course Emphasis on this Learning Goal is Moderate.)

6. Will be effective communicators to facilitate information capture and flow in organizational, social and intercultural contexts. (For this class, the Course Emphasis on this Learning Goal is High.)

Please see the Appendix at the end of this Syllabus for more specific information on the relationship between this course and the Marshall Learning Goals.

REQUIRED (AND OPTIONAL) TEXTS


Pearson Business Reference and Writer’s Handbook or Business Writer’s Companion (optional). Either one works as it is used as a reference source only. You will find yourself referring to it all semester long for things like documenting sources, writing longer style documents (i.e., business proposals). It is such a good resource that you will want to keep it for the rest of your life!

Asking the Right Questions by Browne & Keeley (optional). The Critical Thinking concepts I review in class are from this book. You may wish to follow along.

Strunk and White’s The Elements of Style (optional) is an excellent book for anyone who would like to make his writing stronger, grammatically correct and easy to read. As Dorothy Parker once said, “If you have any young friends who aspire to become writers, the second-greatest favor you can do them is to present them with copies of The Elements of Style. The first-greatest, of course, is to shoot them now, while they’re happy.” It’s not required but it is useful!

Webster’s Collegiate Dictionary. Everyone needs a good dictionary and this is an excellent one. Don’t rely on dictionary.com or paperback editions as they are not always accurate. A solid reference-style dictionary is worth the investment as you will have it at your disposal for many years to come.
COURSE NOTES

Major Writing Assignments. There are three main writing assignments in this course. You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. Your grade reflects your performance, professional writing and contributions to the learning environment. It is not based on percentages, nor on the Marshall target GPA. The grade may not represent all of your efforts in the class, but rather, it is determined by the USC rubric for evaluating work in Advanced Writing (see below) and is assessed in comparison to your peers’ writing. As a rule, more effort generally results in better writing and more successful collaborations.

A hard copy of your completed assignment must be turned in at the beginning of the class on the day it is due; an electronic copy must be submitted to turnitin.com (available through Blackboard) before midnight on the same day. Any assignment turned in late will receive a grade deduction. If you are unable to attend class on the day a written assignment is due, make arrangements for it to be delivered prior to the due date; major assignments cannot be accepted via email. Later than one week, the grade on any assignment will be 0 (zero) points. Late or not, however, you must complete all required assignments to pass this course.

Computer Lab and Homework. Credit for these assignments will be part of the Professionalism score.

Thematic Option. You may focus the three major writing assignments on ONE company or industry, enabling you to deepen your analytical skills. Keep in mind that our three main assignments are: Trend Analysis; Critical Thinking; Business Ethics. If this option appeals to you, you MUST submit your company or industry to me prior to beginning your draft for the Trend Analysis paper and I must approve your selection.

Grading Rubric. Your writing will be evaluated on the basis of the USC Writing Program’s Grading Rubric for Advanced Writing (the level of sophistication in exploring issues set forth in the assignment; cogency and insightfulness of argument and analysis; support; organizational clarity and logical force; professional maturity in syntax; grammar/mechanics; cognizance of the academic, professional, and public issues attending to majors, disciplines, and professions) and in comparison to your peers’ writing.

UNIVERSITY WRITING RUBRIC:

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<thead>
<tr>
<th></th>
<th>COGENCY: How strong is your analysis of the topic?</th>
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<tbody>
<tr>
<td></td>
<td>Unclear   Competent  Excellent</td>
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<tr>
<td>SUPPORT: How well do you support your analysis?</td>
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<td></td>
<td>Unclear   Competent  Excellent</td>
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<tr>
<td>CONTROL: Is your argument well-organized?</td>
<td></td>
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<tr>
<td></td>
<td>Unclear   Competent  Excellent</td>
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<tr>
<td>ADDRESSING THE ISSUE: Do you stay on topic?</td>
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<td></td>
<td>Unclear   Competent  Excellent</td>
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<tr>
<td>STYLE: How well is your argument stated?</td>
<td></td>
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<tr>
<td></td>
<td>Unclear   Competent  Excellent</td>
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<tr>
<td>GRAMMAR &amp; MECHANICS: How’s the grammar?</td>
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<tr>
<td></td>
<td>Unclear   Competent  Excellent</td>
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</tbody>
</table>
Evaluation of your Work. I will do my best to make my expectations for the various assignments clear and to evaluate them fairly and objectively. If, however, you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I have your assignment reevaluated. In your memo, fully explain why you think the assignment should be re-graded. I will then have a colleague read your paper. Be aware that the reevaluation process can result in three types of grade adjustments: positive, none or negative.

Peer Reviews. An important part of this course is a series of workshops in which students critique peer drafts for major assignments. Your absence on a peer review day or your failure to provide a polished draft will incur a penalty for each infraction. To maximize the return on your investment in this aspect of your learning, I encourage you to plan accordingly. Because good writing is really re-writing, your Peer Review drafts must be polished (not rough). A polished draft is a preliminary version of the assignment that has been meticulously proofread and "spell-checked." It must also be the correct length – as specified by the "Guidelines" for each assignment. *Polished drafts* that fail to meet these criteria will NOT be accepted.

One-on-One Writing Conferences. We must meet – one-on-one – at least twice during the semester. The two required conferences are worth five points each and it is up to you to schedule a conference with me. There will be set conference days during the semester, you can come in during office hours or we can schedule a time that works for you. These sessions will offer you an opportunity to discuss the draft you’re working on or specific difficulties you may have in the writing process; they are not intended to be discussions about your grade. Bring your last graded assignment or your in-progress writing so we have something to work with.

The Portfolio. To be eligible for the portfolio assignment, you must complete all three of the assignments listed under “Assignments and Grading” in this Syllabus before the portfolio is due. You cannot pass WRIT 340 without completing the three major assignments and the portfolio. Consider the portfolio your final exam equivalent.

Final Course Grade. Everything done in this class has a point value – from the major writing assignments to the computer lab assignments to the level of your participation in class. At the end of the semester, your points are totaled. Your grade is then established on the following point scale:

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<tr>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>800-748</td>
<td>A</td>
</tr>
<tr>
<td>747-720</td>
<td>A-</td>
</tr>
<tr>
<td>719-693</td>
<td>B+</td>
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<tr>
<td>692-667</td>
<td>B</td>
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<tr>
<td>666-640</td>
<td>B-</td>
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<td>639-613</td>
<td>C+</td>
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<td>612-586</td>
<td>C</td>
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<td>585-560</td>
<td>C-</td>
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<td>559-533</td>
<td>D+</td>
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<td>532-506</td>
<td>D</td>
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</tbody>
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Those small items, such as attendance and participation, promptness and professionalism can be critical when it comes to moving your grade up or down, so consider this a caveat worth noting.

Final grades will follow the guidelines issued by USC’s Office of Academic Records and Registrar (see the attached link):
http://www.usc.edu/dept/ARR/grades/gradinghandbook/gradingpolicies.html#Definitions%20of%20Grades%20and%20Marks.

Posting of Final Grades. Final grades may be accessed on OASIS (https://camel2.usc.edu/OASIS/Login.aspx) or through USC’s TouchTone Grades System at 213-740-9088.

Retention of Graded Work. The Final Portfolio will be retained for one year after the end of the course (all other work will be returned during the semester). If I returned a graded paper to you, it is your responsibility to file it, not mine!
PROFESSIONALISM: POLICIES AND PROCEDURES

Please read this section carefully! A student’s grade is often changed (positively or negatively) by his/her professional behavior.

- Attendance. Consider the classroom a professional environment. As such, you are expected to attend all scheduled class sessions and to be in your seat, ready to learn, at the start of class. Our class meets two times a week and I will miss you if you aren’t here! More than two unexcused absences will negatively impact your final grade; if you are absent six or more times prior to Friday, April 10 (the last day to withdraw from the course with a “W”), you will be asked to withdraw. Absences may be excused for compelling personal reasons, but please present documentation for such consideration. This means that, just as you would in a professional setting, you should keep me apprised of all unavoidable schedule conflicts and all attendance issues should be resolved within 24 hours of their occurrence. Please do not wait until the end of the semester to decide that an absence earlier in the semester should have been excused. Late arrivals will be noticed; being late on a consistent basis not only disrupts the class but will affect your Professionalism score.

- Preparation. You are expected to come to class fully prepared, with all required written assignments and reading completed. This includes being fully prepared even if you were unable to attend a previous class meeting.

- Class Demeanor. To make this a comfortable learning environment, please respect each other and offer only constructive comments to your peers. In reality, you learn as much from critiquing papers and offering thoughtful feedback as you do from writing your assignments, so please be constructive, attentive and helpful during Peer Review sessions. You are expected to be an active contributor to the class, not a passive listener. You are also expected to volunteer answers to the questions I ask; ask questions yourself; request clarification if something is not clear; challenge a comment made by me or a classmate; and contribute useful and relevant comments. Your active participation can help determine whether our class atmosphere will be dull and pedantic or energetic and engaging. (Psst: I prefer energetic and engaging.)

- Writing Labs and In-Class Assignments. We will meet in the computer lab throughout the semester, depending on its availability. Lab assignments MUST be completed during the lab and CANNOT be made up.

- Participation. I run an informal, interactive class and expect everyone to participate in class activities, discussions and Peer Reviews. Do not expect to sit in the back and say nothing; a lack of participation will negatively affect your grade.

- Communication. I communicate regularly with my students via email, so please make sure you check your email regularly and make sure my emails are not directed into your spam folder.

- Technology. Marshall Policy states:
  “...A PROFESSIONAL IS SOMEONE WHO CAN DO HIS BEST WORK WHEN HE DOESN'T FEEL LIKE IT.” — ALISTAIR COOKE

  YOU CAN HAVE BRILLIANT IDEAS, BUT IF YOU CAN'T GET THEM ACROSS, YOUR IDEAS WON'T GET YOU ANYWHERE. — LEE IACOCCA

  Your fellow students and the professor deserve your full attention. Only then can a productive learning environment be established. Therefore, laptop and Internet usage is not permitted during academic sessions. Use of personal communication devices, such as cell phones and tablets, is considered unprofessional and is not permitted during academic sessions. ANY e-devices (iPhone, BlackBerry, Android, other texting device, laptop, iPod, tablet) 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 material is reserved exclusively for USC Marshall students.

This Professor states:
  Please silence all electronic devices before class and stow them in your bag or backpack. Please do not check your messages, play games or text during class. I also ask that you do not work on your computer during class for taking notes unless
an in-class workshop is scheduled; computerized note-taking has proved to be an unfailing distraction to other students.

- **Add/drop process.** In compliance with Marshall’s policies, WRIT 340 classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. The purpose of this new policy is to minimize the complexity of the registration process for students by standardizing across classes. Please note: I can drop a student from my class for failing to attend the first two sessions. Also, whether it’s your decision to drop or if you are dropped for failure to attend the first two sessions without notifying me, your chances of adding another business-oriented WRIT 340 course this semester could be low as sections fill up and professors are not always inclined to add students after the first week. These policies maintain professionalism and ensure a system that is fair to all students.

- **The News.** Please read or watch the news…DAILY! This includes, especially, business news and editorials. Your assignments will be more successful if you are well-informed about the business world. Also, when you go out into the real world, your interviews will have stronger context if you have an understanding of the events that are shaping your world. In another two years, when you’re sitting in a job interview, talking with someone who HAS been keeping up with the news, you will thank me for making you do this! Give your career a sense of gravitas…read the news!

**WRITING CONSULTANT AND THE USC WRITING CENTER**

You may schedule 30-minute appointments with writing consultants in the Writing Center (Taper Hall 216) who are trained to assist you in planning, organizing, correcting and revising your assignments. The Writing Center is an excellent resource for students who want to improve their writing. Some WC consultants have special skills in working with students for whom English is a second language.

In addition to one-on-one consultations, the Writing Center typically offers a series of Writing Modules designed to help non-native speakers develop the skills they need to succeed in WRIT 340. The WC offers a computer program, “Focus on Grammar,” for self-study. The USC Writing Center Web site is located at: [http://dornsife.usc.edu/writingcenter/](http://dornsife.usc.edu/writingcenter/). You may also find two other online resources helpful. These meta Web sites are: [http://webster.commnet.edu/writing/writing.htm](http://webster.commnet.edu/writing/writing.htm) and [http://owl.english.purdue.edu/handouts/general/gl_edit.html](http://owl.english.purdue.edu/handouts/general/gl_edit.html)

Typically, it will be up to you to take advantage of the resources that Marshall and the Writing Center offer. On occasion, however, I will require a visit to the Writing Center—sometimes on a regular basis—if I believe the need is present.

*Please note: consultants will not rewrite your paper; rather, they will guide you toward solutions to your writing quandaries. They will not guess at your grade, so please don’t ask them to.*

**ADMINISTRATIVE MATTERS**

**Academic Integrity.** USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. To maintain the integrity of the academic process, **only** original work created for WRIT 340 during the current semester is eligible for grade consideration. Thus, if you have written or are writing a paper for another course, you **MAY NOT** use it in WRIT 340. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A. [http://www.usc.edu/dept/publications/SCAMPUS/gov/](http://www.usc.edu/dept/publications/SCAMPUS/gov/)

**Plagiarism.** Plagiarism is the unacknowledged and inappropriate use of the ideas or wording of another individual . . . [It] is considered a grave violation of academic integrity and the sanctions against it are correspondingly severe (sanctions recommended by the university range from a grade of F in the course to suspension from the university. Most simply, plagiarism can be characterized as ‘academic theft.’

USC considers plagiarism (the direct quotation or paraphrase of another’s ideas without proper acknowledgment) a very serious matter. A student found to have plagiarized will receive an automatic “Fail” on the assignment and also will face severe penalties both at the Marshall and University levels. Students
will be referred to the Office of Student Judicial Affairs and Community Standards for further review should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/ Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

As defined in the University Student Conduct Code (published in the current SCampus), plagiarism includes:

- ‘The submission of material authored by another person but represented as the student’s own work, whether that material is paraphrased or copied in verbatim or near verbatim form;
- ‘The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style;
- 'Improper acknowledgment of sources in essays or papers.'

The Student Conduct Code applies these standards to any written work submitted by a student, whether a draft or a final version.

Because of the serious penalties for plagiarism, you should insure that any writing you submit represents your own assertions and abilities and incorporates other texts in an open and honest manner…In academic assignments, writing is assumed to be the original words and thoughts of the student unless [the reader is] told otherwise (i.e., material from other sources is clearly and properly cited).

From Trojan Integrity: Guide to Avoiding Plagiarism (USC Office for Student Conduct, http://www.usc.edu/scampus)

Documenting Sources. In partial fulfillment of the Academic Integrity policy, you must properly document all sources following either American Psychological Association (APA) or Modern Language Association (MLA) Guidelines. Both are available in the Business Writer’s Companion. You may also download guidelines from the Web sites of each organization: http://www.apastyle.org or http://www.mla.org, from the MyMarshall Web portal (Academic Tab; scroll down and click on Marshall Library; click on Library Resources; click on Citations & Academic Integrity) and click on or from the USC Writing Center’s Web site (listed above). MLA is preferred for business writing.

Assistance with Papers. In this course we encourage peer review, since it’s almost always helpful to have “another set of eyes” take a look at your paper and offer comments and suggestions. But where exactly is the boundary between helpful advice and illegitimate collaboration? Where should you draw the line?

The following guidelines from the Writing Program answer this question explicitly:

The Writing Program encourages collaboration with your instructor, with Writing Center consultants, and with your classmates; such interactions constitute one of the most important and effective means by which writing is taught. In undertaking collaborative interactions, however, remember that you are finally responsible for guaranteeing that the resulting text represents your abilities and authority and not those of the persons assisting you, however well meaning they may be. A simple guideline may help: Never allow someone else to construct a section of your text longer than one or two sentences that you would not be able to produce on your own, and never allow anyone to copy-edit more than the first page of your paper.

Finally, please consider the following:

- You must give credit to any idea that is not your own – whether you directly quote or paraphrase the material – unless it can be considered common knowledge, e.g., it is generally accepted that USC students and alumni are referred to as the Trojan Family. While you did not decide to refer to them as such, the concept of the Trojan Family is not a new idea. Therefore, you would not need to document a source if you referred to the Trojan Family in an essay.
• A fact or idea is considered to be common knowledge if you can find it in more than three texts, books, films, etc., unless they are all quoting the same reference.
• A paper or presentation bought or lifted from the Internet is plagiarized.
• A paper or presentation you have used for another class is plagiarized.
• Be careful when you accept assistance from a tutor or friend. If the person who reviews your work alters the material in any way, you both have committed an act of plagiarism and both can be "excused" from the University.
• Documenting bogus sources on your works cited page is plagiarism, as is the failure to create a list of the sources you did use.

Please do not put yourself in an untenable position – do not plagiarize.

Students with Disabilities (DSP: 213/740-0776). Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Emergency Preparedness/Course Continuity. In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access: http://cst.usc.edu/services/emergencyprep.html

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

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This syllabus is our contract for the semester. However, because students have different learning styles, I reserve the right to adjust the syllabus. Remember that flexibility is a virtue, especially in a professional setting. Thus, if I determine that the class needs more (or less) emphasis on a particular area, I will adjust the syllabus accordingly, to the extent that I am allowed to do so within the constraints of the overall requirements for Writing 340.
## ASSIGNMENTS AND GRADING

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<thead>
<tr>
<th>Assignment</th>
<th>% of Course Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Individual Writing Assignments – 60.0% of Course</strong></td>
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<tr>
<td>• Trend Analysis Paper</td>
<td>12.0</td>
<td>100</td>
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<tr>
<td>A research paper documenting and examining an important business trend.</td>
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<tr>
<td>• Critical Thinking Analysis</td>
<td>14.0</td>
<td>115</td>
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<tr>
<td>An analysis of a contemporary issue, based on the critical thinking concepts from the readings and discussions in class.</td>
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<tr>
<td>• Business Ethics Position Paper</td>
<td>16.0</td>
<td>125</td>
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<tr>
<td>An analysis of a case involving business ethics.</td>
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<tr>
<td>• Final Portfolio</td>
<td>18.0</td>
<td>140</td>
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<tr>
<td>A reworking and polishing of two of the above assignments.</td>
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<tr>
<td><strong>Smaller Projects &amp; Assignments – 10.0% of the Course</strong></td>
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<tr>
<td>• Chapter Presentations</td>
<td>6.0</td>
<td>50</td>
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<tr>
<td>• Read-Arounds and Peer Reviews</td>
<td>4.0</td>
<td>30</td>
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<tr>
<td>The Executive Summary for each assignment; and your colleagues grade your comments on their drafts.</td>
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<tr>
<td><strong>Group Project - 19% of Course</strong></td>
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<tr>
<td>Creation of a professional-quality written and oral presentation. An ability to work collaboratively with peers is also required.</td>
<td>19.0</td>
<td>150</td>
</tr>
<tr>
<td><strong>Professionalism + Conferences – 11.0% of Course</strong></td>
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<tr>
<td>Two conferences.</td>
<td>1.0</td>
<td>10</td>
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<tr>
<td>Attendance, punctuality, participation, preparation, homework &amp; computer lab assignments, conscientious group participation.</td>
<td>10.0</td>
<td>80</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>800</strong></td>
</tr>
</tbody>
</table>

*WHATEVER you are, be a GOOD ONE.*

— Abraham Lincoln
### APPENDIX

**Alignment of Course Learning Objectives with Marshall’s Six Undergraduate Program Learning Goals**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Marshall Program Learning Goal Descriptions Covered in this Course (Goals 3, 5, 6 and relevant selected sub-goals)</th>
<th>Emphasis/Relation to Course Objectives</th>
<th>Relevant Course Topics</th>
</tr>
</thead>
</table>
| 3    | Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators. Specifically, students will:  
3.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course).  
3.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.  
3.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.  
3.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies. | High  
(Course learning objectives 1-10) | **ALL** course assignments require critical thinking skills. |
| 5    | Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society. Specifically, students will:  
5.1 Understand professional codes of conduct.  
5.2 Recognize ethical challenges in business situations and assess appropriate courses of action. | Moderate  
(Course learning objectives 7, 8) | One unit (three weeks) of the curriculum is devoted to the discussion of business ethics; in addition, one paper, several in-class exercises, a writing exercise in the ELC and a case study are devoted to business ethics and CSR. |
| 6    | Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:  
6.1 Identify and assess diverse personal and organizational communication goals and audience information needs.  
6.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.  
6.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts. | High  
(Course learning objectives 1-10) | All assignments require audience and strategic communication analysis, including tailoring communication messages for specific audiences. |

[cont’d next page]
### Marshall Undergraduate Program Goals not Explicitly Covered by this Course (Goals 1, 2, 4)

<table>
<thead>
<tr>
<th>Goals</th>
<th></th>
</tr>
</thead>
</table>
| **1** | Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises. Specifically, students will:  
1.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.  
1.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.  
1.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).  
1.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices. |
| **2** | Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace. Specifically, students will:  
2.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.  
2.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world. |
| **4** | Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders. Specifically, students will:  
4.1 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).  
4.2 Recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., marketing, finance, accounting.  
4.3 Understand factors that contribute to effective teamwork. |