



SYLLABUS Summer 2017

WRIT 340 Section 66746: *Advanced Writing for Business* *Mondays and Wednesdays, 12:00-2:20 p.m. in JFF 312*

Professor: Clark Hansen, Lecturer, Department of Business Communication

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Office Hours: ACC 400-D, Mondays & Wednesdays, 10:30 to 11:30 a.m., and by appointment

COURSE DESCRIPTION AND GOALS

WRIT 340 offers instruction in writing for various audiences on topics related to a student's professional or disciplinary interests, with some emphasis on issues of broad public concern. The prerequisite is WRIT 140 or its equivalent.

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, grammatical, well-structured communication. With some emphasis on ethics and issues of public concern, course work is designed to increase your capacity to analyze audiences and tailor content and style to produce written presentations that communicate with confidence.

Building on the skills you gained in WRIT 140, this class explores specific business writing techniques and strategies through in-class lectures 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, including a major unit on critical thinking.

Throughout the semester, emphasis is placed on developing systematic ways of identifying relevant from non-essential 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 choosing 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 as well, 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 part of the course 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 to communicate effectively in writing using Plain English and traditional and new communication media for different audiences.

Specifically, the learning objectives for this course are:

- **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.*
- **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.*
- **Select and strategically utilize** traditional and new communication media *by learning about the applications and preferred usages of those media.*
- **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.*
- **Conduct** research using a broad range of sources *by applying secondary and primary methods of research such as utilizing databases, open sources, practicing key word searches, and conducting interviews.*
- **Synthesize and evaluate** the quality of collected information *by critically analyzing the value, credibility, and applicability of sources.*
- **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.*
- **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.*
- **Collaborate** productively with others *by completing writing and editing tasks.*
- **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 goal 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 WRIT 340:

- Students will assess and characterize diverse communication goals and audience needs across cultures and utilize the appropriate oral or written form of communication as well as applicable media and technology.
- Students will understand interpersonal and organizational communication dynamics and implement effective internal and external organizational communication strategies.
- Students will conduct research using a broad range of sources, synthesizing and judging the quality of collected information and support their written or oral claims logically and persuasively.
- Students will write effectively in professional contexts and in all common business formats.

We will use the Blackboard course management system for posting assignments, grades, and blog post discussion. It is important, therefore, that you familiarize yourself with Blackboard navigation, observe netiquette, and check the course calendar and announcements at blackboard.usc.edu and your USC email before every class.

Email: You can forward the university email to your other accounts, but be sure that you check for email using your USC address before every class. When you email me, type your section # and the specific topic on the subject line when you email me

EXAMPLE: *66746 question re Memo Assignment*

Your email may not be read if it is not filtered into the appropriate class mail section, or if it's automatically sent to my spam file because of an unfamiliar email name or subject line.

Note: According to University policy, instructors may replace any student who, without prior consent, does not attend (a) the first two class sessions of a class that meets more than once a week or (b) the first class session of once a week classes.

REQUIRED TEXTS

BUSINESS WRITING

Writing for Work: A Practical Guide to Written Communication in Business,
by Edward P. Bailey – Custom text for USC Marshall WRIT 340 classes

CRITICAL THINKING

Asking the Right Questions: A Guide to Critical Thinking, 11th edition
by M. Neil Browne and Stuart M. Keeley

FOOD

Growing a Farmer: How I Learned to Live Off the Land
by Kurt Timmermeister (2011)

MONEY

The Genius of Money: Essays and Interviews Reimagining the Financial World
by John Bloom (2009)

SOCIAL ENTERPRISE

The Blue Sweater: Bridging the Gap Between Rich and Poor in an Interconnected World
by Jacqueline Novogratz (2010)

ASSIGNMENTS AND GRADING

Your final grade in this course will be based on the following:

| | <u>%</u> | <u>Points</u> |
|---|-------------------|---------------------|
| Individual Writing Assignments Articles, Memos, Reports, Analyses, Blog Posts | 60 | 600 |
| Portfolio A thorough reworking and polishing of two major individual assignments. | 20 | 200 |
| Team Project Your team will select from several options, including a plan for a new business or a case study. | 10 | 100 |
| Professionalism and Participation Attendance, punctuality, teamwork, conferences, and participation in class and as a “commenter” on classmates’ blog posts, as well as meeting deadlines, contribute to your professionalism grade. Absences, tardiness, unauthorized in-class use of electronic devices, and disruptive behavior will negatively impact your participation grade. | 10 | 100 |
| Total | <u>100</u> | <u>1,000</u> |

EVALUATION AND GRADING CRITERIA

Grading Rubric. Your writing will be evaluated on the basis of the USC Writing Program’s Grading Rubric for Advanced Writing (level of sophistication in exploring issues set forth in 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.

Final Grades. Final grades will follow the guidelines issued by USC's Office of Academic Records and Registrar. I will also consider your participation, attendance, promptness, and level of professionalism in deciding whether to adjust your final grade. Incompletes will only be considered under extenuating circumstances.

Peer Review. An important part of this course is a series of class sessions in which students critique peer drafts and introductions for major assignments. Your absence on a peer review day or your failure to provide a polished draft or introduction will incur a 20 percent penalty for each infraction. This means your final grade for each assignment can be reduced by as much as 40 percent. To maximize the return on your investment in this aspect of your learning, I encourage you to plan accordingly and visit me during office hours before major assignments are due.

Time-Line. Please allow *at least* 15 working days for grading.

Retention Of Graded Papers. Returned papers may be discarded four weeks after grades are posted by the University, and hence, will not be available should a grade appeal be pursued following receipt of your course grade.

Blackboard/E-Mail. Please check Blackboard/Announcements and your University e-mail regularly.

Add/Drop Process. To comply 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. This policy is designed to minimize the complexity of the registration process for students by standardizing across classes. I can drop you from my class if you do not attend the first two sessions in classes that meet two or three times a week or if you do not attend the first session of a class that meets once a week.

Please note: If you decide to drop, or if you choose not to attend the first sessions without notifying me and are dropped, you risk being unable to add another WRIT 340 course this semester, since sections are usually full and professors will not be inclined to add students after the first week. These policies maintain professionalism and ensure a system that is fair to all students.

ONE-ON-ONE WRITING CONFERENCES

In addition to my office hours, we will meet, one-on-one, at least two times during the semester. These sessions give us an opportunity to discuss your writing and experience of the course; they are not intended to be discussions about your grades. Be certain to bring your last graded assignment as well as your in-progress writing so we have something to work with. Also, pay close attention to any special requirements for each conference that I might mention in class. *Failure to attend a scheduled conference, or showing up late to one, counts the same as an absence or lateness in a regular class session.*

PROFESSIONALISM: POLICIES AND PROCEDURES

Attendance and punctuality. 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. ***More than two absences will negatively affect your final grade.*** If you are absent or consistently late three or more times prior to July 22 (the last day to withdraw from a course with a grade of W) you will be asked to withdraw by that date. Absences may be excused for compelling personal reasons (death in the family, hospitalization, etc.). However, you must present documentation for such consideration. You will be marked absent for the day if you are more than ten minutes late to class, or if you leave before class is over without proper notification. (This means that just as you would do in a professional setting, you should keep me apprised of all unavoidable schedule conflicts). All attendance issues must be resolved within twenty-four hours of their occurrence. This means you cannot wait until the end of the semester to decide that an absence earlier in the semester should have been excused.

Writing Labs and In-Class Assignments. We may meet in the computer lab intermittently throughout the semester, depending on its availability. Lab assignments **MUST** be completed during the lab and **CANNOT** be made up. Similarly, from time to time, I may ask you to prepare something during a lecture or workshop. These assignments cannot be made up.

Participation and classroom demeanor. 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 me if you disagree with something I have presented; 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.

Technology Use. Communication devices that are capable of sending and/or receiving electronic communication and all entertainment devices must be turned off and kept off throughout the class session. Receiving or sending communication during class disrupts the learning environment. *Laptops and tablets are only to be used in this class for note-taking or class exercises.* While you are in class you are expected to conduct yourself professionally. This includes being focused exclusively on WRIT 340, not on extraneous matters such as eating, reading the newspaper, browsing the internet, checking social media sites, etc. It also includes treating everyone else in the room with the same respect and consideration you want to receive.

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

Assignments and Due Dates. *Any assignment turned in late will receive a grade deduction and forfeit comments and conferences to review.* If you are unable to attend class on the day a major written assignment is due, make arrangements for it to be submitted by the end of the working day or ahead of the due date. Later than one week, the grade on any assignment will be 0 (zero) points. Late or not, however, you **MUST** complete ALL assignments to pass this course.

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WRITING CONSULTANT AND THE USC WRITING CENTER

You may schedule 30-minute appointments with writing consultants trained to assist you in planning, organizing, correcting, and revising your assignments. You may schedule an appointment with the USC Writing Center located in Taper Hall, Room 216. The Writing Center is an excellent resource for students who want to improve their writing. Some Writing Center 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 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 daily workshops on troublesome language and grammar issues, open to all students. The Writing Center website is dornsife.usc.edu/writingcenter/. At dornsife.usc.edu/writingcenter/online-resources/ you may find the online grammar and non-native speaker resources helpful. Though its website design is dated, Dave's ESL Café at eslcafe.com is great for non-native speakers

It will usually be up to you to take advantage of the resources that Marshall and the Writing Center offer. On occasion, however, I will suggest visits to the Writing Center or Dave's ESL Café if I believe it would be helpful.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct. Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services—(213) 740-4900—24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Students with Disabilities. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. You can obtain a letter of verification for approved accommodations from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and their phone number is (213) 740-0776.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY

In case of a declared emergency if travel to campus is not feasible, USC's executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, or other technologies.

IMPORTANT DATES

| | |
|----------|---|
| May 17 | First Day of Summer Semester |
| May 29 | Memorial Day, University Holiday |
| May 31 | Last day to drop/add classes |
| July 3-4 | Independence Day, University Holiday |
| July 17 | Last day to drop a class without a "W" mark |
| July 31 | Last Day of Classes |

I have great respect for students with the initiative to undertake earning a degree at the University of Southern California. Along with this respect come certain expectations:

- I expect you to understand that attendance and attitude affect your grade in much the same way as they affect performance evaluations in the professional workplace.
- I expect that you are seeking a rigorous agenda, you face multiple time pressures, and the time you've committed to this course is extremely valuable to you, as it is to me.
- I expect that you'll take responsibility for overcoming any difficulties.

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PROFESSIONAL-LEVEL PERSONAL RESPONSIBILITY

Professor Clark Hansen
WRIT 340 Summer Semester 2017

As noted in the course syllabus, we will be applying “professional-level personal responsibility” in our WRIT 340 class. This concept affects your course grade, so you may want to know more about what I think it means.

In its simplest form, professional-level personal responsibility means, “Treat others as you would want to be treated.” Professional-level personal responsibility means that you take full responsibility for the choices you make. In our class you will be making many personal choices. I am asking you to own those choices *and related consequences*. Assigning blame, making excuses, and creating rationalizations are all symptoms of personal irresponsibility. You will find much more personal and professional success if you don’t go down that path.

Role models can be extremely helpful. If you find yourself in a situation where decisions reflecting personal responsibility are unclear, think of an exemplary role model and try to imagine what choices he or she would make. I have several models. Whenever I face a personal dilemma, I ask myself: what would my role models do in this situation. I recommend that you spend some time thinking about who serves as a model for you of someone that lives life with great passion and personal responsibility. What would this person do when faced with a difficult choice?

The Four Agreements by Miguel Ruiz is a further guide to what professional-level personal responsibility means. The four agreements are:

1. BE IMPECCABLE WITH YOUR WORD

Speak with integrity. Say only what you mean. Avoid using the word to speak against yourself or to gossip about others. Use the power of your word in the direction of truth and compassion.

2. DON’T TAKE ANYTHING PERSONALLY

Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. When you are immune to the opinions and actions of others, you won’t be the victim of needless suffering.

3. DON’T MAKE ASSUMPTIONS

Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness and drama. With just this one agreement, you can completely transform your life.

4. ALWAYS DO YOUR BEST

Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse and regret.

The key to your success in this course and in life is: C-O-M-M-U-N-I-C-A-T-I-O-N.
I look forward to working with you.

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| APPENDIX | | | |
|-----------------|---|---|--|
| Goal | Marshall Program Learning Goal Description Covered in this Course (Goals 3, 5, 6 and relevant selected sub-goals) | Relation to Course Objectives | Relevant Course Topics |
| 3 | <p>Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>. 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).</p> <p>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.</p> <p>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.</p> | High (Course learning objectives 1-10) | ARTICLE Analysis; INVESTMENT PROPOSAL Memo; Critical Thinking BLOG Project; Writing TEAM Project Case Studies |
| 5 | <p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society</i>. Specifically, students will: 5.1 Understand professional codes of conduct. 5.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p> | Moderate (Course learning objectives 7, 8) | ARTICLE Analysis; INVESTMENT PROPOSAL Memo; Better World BLOG project; Read and Discuss FOOD, MONEY, RESPONSIBILITY TOPICS |
| 6 | <p>Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i>. Specifically, students will: 6.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>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.</p> | High (Course learning objectives 1-10) | ARTICLE Analysis; INVESTMENT PROPOSAL Memo; Critical Thinking BLOG Project; Writing TEAM Project Case Studies |

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| Marshall Undergraduate Program Goals not Explicitly Covered by this Course (Goals 1, 2, 4) | |
|---|---|
| 1 | <p>Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>. Specifically, students will:</p> <p>1.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>1.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>1.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).</p> <p>1.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p> |
| 2 | <p>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 <i>so as to anticipate new opportunities in any marketplace</i>. Specifically, students will:</p> <p>2.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p> <p>2.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</p> |
| 4 | <p>Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i>. Specifically, students will:</p> <p>4.1 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).</p> <p>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.</p> <p>4.3 Understand factors that contribute to effective teamwork.</p> |

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**WRIT 340 –Summer 2017
Tentative Schedule**

| <i>Calendar</i> | <i>Class Activity</i> | <i>Assignments & Due Dates</i> |
|--|--|--|
| Weeks 1&2 5/17 5/22 5/24 (No class) | <ul style="list-style-type: none"> • Introduction to course, texts, syllabus, expectations • Writing for Business • Freewriting • Discuss Assignment 1: WHO YOU ARE • Discuss Assignment 2: “Job Description” • No Class 5/24 | <i>WW Chapters 1 & 2</i> Start Readings SET UP BLOGS Due 5/26: “Who You Are Matters” (Including five Comments on classmates’ posts) <i>Assign “Job Description”</i> |
| Week 3 5/31 | <ul style="list-style-type: none"> • Peer Review of “Jobs” Draft • Format and readability in business writing • Discuss Assignment 3: “Article” • “Botany of Desire” • | <i>WW Chapters 3, 4, 5</i> <i>Assign EXPERT Article</i> Due 5/31 “Job” Draft |
| Week 4 6/5 6/7 | <ul style="list-style-type: none"> • In-class conferences on Article idea memo • Commonsense Grammar: Punctuation and Mythical “Rules” • Visit from librarian | <i>WW Chapters 8, 9</i> Due 6/5 “Job” Final—Due as Blog Post (Including five Comments on classmates’ posts) <i>Due 6/5 Article idea memo</i> Due 6/9 Blog Post on READINGS 1 |
| Week 5 6/12 6/14 | <ul style="list-style-type: none"> • Article In-Class Peer Review • Citing Sources • Critical Thinking 1 • “Fixing the Future” | <i>WW Chapter 13</i> <i>ARQ Chapters 1 & 2</i> <i>Complete Readings</i> DUE 6/14 Peer Review Article Draft Due 6/16 Blog Post on READINGS 2 |
| Week 6 6/19 6/21 | <ul style="list-style-type: none"> • Discuss Assignment 4: “AMDP Investment Proposal Memo” • Critical Thinking 2 • READINGS Discussion 1 • “Can Art Change the World?” | <i>ARQ Chapters 3 & 4</i> <i>Assign MONEY Readings</i> <i>Assign AMDP Proposal</i> DUE 6/21 *Article Final* DUE 6/23 RANDOM Blog Post 1 (Including five Comments on classmates’ posts) |
| Week 7 6/26 6/28 | <ul style="list-style-type: none"> • AMDP Peer Review; Q&A • Critical Thinking 3 • READINGS Discussion, <i>continued</i> • MONEY Discussion 1 • “Half the Sky” | <i>ARQ Chapters 5 & 6</i> <i>Complete MONEY Readings</i> <i>Assign BLUE SWEATER Reading</i> DUE 6/28 Peer Review AMDP Draft |
| Week 8 7/5 | <ul style="list-style-type: none"> • Discuss Assignment 5: “GROUP Project” • Critical Thinking 4 • MONEY Discussion 2 • Social Entrepreneurs | <i>ARQ Chapters 6 & 7</i> <i>Assign “GROUP” Project</i> DUE 7/7 *AMDP Final* |

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Tentative Schedule
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| <i>Calendar</i> | <i>Class Activity</i> | <i>Assignments & Due Dates</i> |
|-------------------------|---|---|
| Week 9 7/10 7/12 | <ul style="list-style-type: none"> • Student Conferences • GROUP Meetings • Critical Thinking 4, <i>continued</i> • Discuss Assignment 6: WORLD WE DARE TO IMAGINE • “Inspiring a Life of Immersion” | <i>Assign WORLD WE DARE TO IMAGINE</i> DUE 7/12 GROUP Draft DUE 14 RANDOM Blog Post 2 (Including five <i>Comments</i> on classmates’ posts) |
| Week 10 7/17 7/19 | <ul style="list-style-type: none"> • NO CLASSES: GROUP MEETINGS | <u>DUE 7/19 *GROUP Final*</u> DUE 7/21 WORLD WE IMAGINE Post 1 |
| Week 11 7/24 7/26 | <ul style="list-style-type: none"> • GROUP PRESENTATIONS • Discuss Assignment 7: Portfolios • Discuss Pitching • “Birders: The Central Park Effect” | DUE 7/26 WORLD WE IMAGINE Post 2 (Affinity Group Comments) |
| Week 12 7/31 | <ul style="list-style-type: none"> • World We Dare to Imagine Pitches | DUE 7/30 WORLD WE IMAGINE Post 3 <u>DUE 7/31 *PORTFOLIO FINAL*</u> |