

**USC**Marshall

School of Business  
Department of Business  
Communication

## Advanced Writing for Business

WRIT 340 • Professor: Dan Oliverio

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### Office Hours

Monday & Wednesday 3:30 – 4:30  
or by appointment, in-person or Skype

### Lecture Times & Location

JFF 312 (Fertitta Hall)  
Section 66731 Mondays & Wednesdays, 2pm – 3:20pm

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## COURSE DESCRIPTION AND GOALS

Anything of significance that you want to achieve in business will exist at some point as a written document. Writing gives form to the complex ideas, relationships, and details that make business happen. If you want your proposal to be adopted, the language of that proposal needs to be concise and persuasive. If you want your view to become the dominant one, it needs language that is readable and transparent. If you want your ideas to become reality, they must first take shape in language that is clear and accurate. In short, anything that you want to make happen is going to happen in a written document: a cover letter, a proposal, a refusal, a pitch, a solution, an innovation. Developing your ability to formulate complex ideas about business and communicate them effectively is the purpose of this course.

I teach this course from the perspective that writing and thinking go hand-in-hand. They are in a dance in which it is difficult to see which partner is leading. You'll develop your skills in critical thinking, persuasion, argumentation, and analysis in parallel with your ability to write correctly in [Standard Written English](#) with accuracy, concision, coherence, and clarity. Building on the skills you gained in WRIT 150, we'll explore specific business writing techniques and strategies through the following activities:

- in-class lectures and exercises
- individual writing assignments
- tutorial sessions
- teamwork and collaboration

## 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. In WRIT 340 you will be introduced to the conventions of plain English as a business English lingua franca, concepts of intercultural business communication competence, varying conventions of organizing messages across cultures, and the influence of business structure and corporate culture on intercultural business communication in both traditional and new media.

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 for different audiences (especially international 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, 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 that considers all objectives above.

This course is designed to meet USC’s requirement for Advanced Writing as well as selected Marshall Learning Goals. Please see Appendices.

## REQUIRED MATERIALS

### Required Textbook

Oliu, Brusaw, and Alred. *Writing That Works: Communicating Effectively on the Job*. 12th edition, Bedford/St. Martin’s, 2016. ISBN-13: 978-1-319-01948-8. An ebook version is available at <http://www.macmillanlearning.com/catalog/Product/writingthatworkscommunicatingeffectivelyonthejob-twelfthedition-oliu>

### Access to Blackboard

We will use the Blackboard course management system for posting assignments, grades, threaded discussions. All materials posted on Blackboard are exclusively for your use only and you are prohibited from distributing them to anyone else.

**Other Requirements**

- A laptop or desktop with high-speed internet access
- Standard word-processing software (Microsoft Word compatible)
- Access to a laser printer or other 300dpi printer
- A working USC email account *that you check daily*.

**TIPS FOR SUCCESS**

The following advice will help your grade and your writing.

***Make innovations, not corrections.*** Revision is more than just executing a to-do list of fixes. The ultimate purpose is to bring a document more in line with its purpose: more persuasive, more informative, more insightful, or whatever gets the document closer to its goal.

***Be more than a student.*** For this course, it’s essential that you think of yourself as a global business professional. The assignments are flexible enough to allow you to pursue your particular interests and career goals. In that way, this course will have the most impact for you when you don’t treat it like a class but instead like a laboratory for your future.

***Eyes on the Prize.*** You will spend less time in upset and confusion if you focus on the goal or purpose of an assignment rather than on what grade you got. Again, this course is focused on revision and coaching to help your work develop. So instead of asking, “Why did I get a B?” a more useful question would be “What is missing or in the way of this paper getting an A?”

**ASSIGNMENTS AND GRADING**

There are four principal assignments in the course that make up the majority of your grade. Each of them has a particular learning objective or intended outcome, which we’ll discuss in class.

In addition to the four major assignments, there will be numerous in-class and out of class exercises involving writing, editing and revisions. Those given in-class cannot be made up, so your participation is a vital part of your grade. If you know in advance that you cannot attend a particular class, please notify me in advance.

Habitual absences, tardiness, or unauthorized technology use will incur a 10- to 20-point deduction per instance. See “Professionalism: Policies And Procedures” below.

<b>Assignment</b>	<b>Points</b>	<b>%</b>
<b>Writing Assignment 1</b> (A1) Analyze a business trend and its impact on an industry that interests you.	150	15%
<b>Writing Assignment 2</b> (A2) – Take a stand on an ethical issue that you say makes a difference and how it relates to a particular company, industry, or business practice.	150	15%

<b>Writing Assignment 3 (A3)</b> – Explain a problem currently facing a particular company and propose a solution that benefits its stakeholders.	150	15%
<b>Writing Assignment 4 (A4)</b> – As part of a team, propose a new product or service that you believe would add value to an existing company or investor group. (Group/written = 150 points. Individual presentation = 50 points)	150+50	20%
<b>Portfolio Review</b> – A reworked version of A1 <i>and</i> A3 evaluated in conjunction with the USC writing faculty.	200	20%
<b>In-class exercises, conferences, and revisions</b>	150	15%

**Evaluation Of Your Work**

You may regard each of your submissions as an exam in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. 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 reevaluate the assignment. Attach the original assignment to the memo, and explain fully and carefully why you think the assignment should be re-graded. Be aware that the reevaluation process can result in three types of grade adjustments: positive, none, or negative.

Your grade reflects your performance, professional writing, and contributions to the learning environment. It is not based on percentages or on the Marshall target GPA. Although more effort generally results in better writing and more successful collaborations, your grade may not represent how hard you tried. Rather, your grade is determined by the USC rubric for evaluating work in Advanced Writing and is assessed in comparison to your peers’ writing.

Historically the average grade for students in the Marshall School’s Writing 340 is 3.0.

**Evaluation Rubric**

Each work product, deliverable, or assignment will be evaluated based on the following criteria.

<b>Delivery</b>	<b>Language Use</b>	<b>Topic Development</b>
<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Format/Readability</li> <li>• Visual Organization</li> <li>• Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Syntax</li> <li>• Register</li> <li>• Rhetoric</li> </ul>	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Coherence</li> <li>• Depth of Analysis</li> <li>• Accuracy/Completeness</li> </ul>

The criteria above *will be applied holistically* in the evaluation of a particular work product. Although some assignments will emphasize certain criteria more than others, any one of these criteria, if lacking, could affect the overall quality of a work product. For example, a memo may contain an excellent analysis, but receive a low grade because its organization and format made the analysis very difficult to follow.

Assignments will be graded according to the following rubric:

- “A” range = Outstanding or exceptional work demonstrating *all* of the following:
  - Excellence and/or appropriateness in all the criteria above, with only minor or lapses that do not significantly affect audience effectiveness or intelligibility.
  - A level of analysis and insight that exceeds expectation, effectively demonstrating mastery of the assignment’s learning objectives, concepts, tools, and techniques.
  - A level of professionalism and concision consistent with the standards of communication used by successful companies and teams.
  - Appropriate and effective structure:
    - contains a clear, early statement of the purpose and message summary
    - states the sender’s conclusion as the receiver’s main idea
    - has a carefully developed opening, middle, and close
    - recognizes complexities by thoughtfully addressing more than one of them
    - is logically developed and well-organized
    - uses appropriate visual aids
    - employs a style and tone appropriate to the audience and purpose.
  - An appropriate variety of sentence structure (syntax) and paragraph development:
    - considers who does what next
    - is free of grammar and usage errors

*To put it another way, an “A” indicates a work product that I, as a manager, would simply endorse and pass on to the next level without revision.*

- “B” range = Acceptable work demonstrating one or more of the following:
  - addresses the assignment appropriately, but falls short of being fully or appropriately developed.
  - Communicates all parts of the intended overall message, but exhibits some noticeable lapses in delivery, language use, or topic development that detract from overall effectiveness and intelligibility.
- “C” range = Unacceptable work demonstrating one or more of the following:
  - does not address the assignment fully or appropriately
  - does not communicate all parts of the intended message and lacks of one or more the elements of delivery, language use, or topic development. Immediately make an appointment to see me.

Below “C” range = This grade is reserved for special cases. Work products that fail to carry out the assignment in word or deed get this notation.

### **One-On-One Writing Conferences**

We will meet one-on-one several times during the semester. Usually these meetings take place during my office hours or during designated class time. These sessions will offer you an opportunity to discuss specific difficulties you may have in the writing process; they are not intended to be discussions about your grades. Be certain to bring along your last graded assignment 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.*

### **Peer Review and Drafts**

An important part of this course is a series of writing workshops (“peer review”), in which students critique each other’s drafts of major assignments. *Failing to contribute your draft on time will cost you 20 points each time.* The peer review also includes a Q&A, where you may ask me specific questions about your paper; you may also ask me via email or visit me in my office. However, in accordance with the Writing Program’s policies, I will not read your drafts.

### **Document Format**

All submitted documents must conform to their standard layout and forms for business documents, memos, letters, emails, and reports. Refer to your textbook to find the requirements for a specific document. In general, the following specifications are employed: type font: 12 point, Times New Roman, single-spaced, one-inch margins, pages numbered. References/Works Cited page and in-text citations should adhere to MLA or APA standards (be consistent within a single document). I will further specify format requirements for each assignment.

### **Retention of Graded Papers**

All graded work that affected the course grade will be retained for one year after the end of the course if the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

### **Help with Writing 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. The USC Writing Center (WC) <http://dornsife.usc.edu/writingcenter/> is located on the second floor of Taper Hall (Room 216).

Some WC tutors have special skills in working with students for whom English is a second language. In addition to one-on-one consultations, the WC will offer 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, plus a computer program, “Focus on Grammar,” for self-study.

You may also find the following online resources helpful:

- Purdue Online Writing Lab – vast resources of every type for writing, especially APA and MLA citation help (even some with videos): <https://owl.english.purdue.edu>
- Harvard Business Review – very helpful articles on business writing with examples <https://hbr.org/topic/business-writing>
- Grammar practice – The Purdue Online Writing Lab also has a way for you to practice grammar or to see what you do and don’t know. <https://owl.english.purdue.edu/exercises/>

## **PROFESSIONALISM: POLICIES AND PROCEDURES**

### **Attendance and Punctuality**

You are expected to attend *all* scheduled class sessions, to arrive on time and participate actively. If you are unable to attend class, I expect you to e-mail me in advance to let me know about the situation—just as you would inform your employer if you were unable to come to work. Absences will negatively impact your final grade (each missed session above two, excused or not, will cost you 20 points; disrupting the class by arriving late or leaving early will cost you 10 points).

If you are absent four or more times prior to November 10 (the last day to withdraw from a course with a grade of “W”), I may ask you to withdraw by that date.

Failing to attend the first two class meetings puts you at risk of being dropped from the course.

### **Participation and classroom demeanor**

You are expected to be an *active contributor* to the class, not a passive listener. Volunteer answers to the questions I ask; ask questions yourself; request clarification if something isn't clear; challenge me if you disagree with something I've presented; contribute useful and relevant comments. Your active participation can help determine whether our class atmosphere will be dull and pedantic or energetic and engaging.

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 doing other course work, or checking your e-devices. It also includes treating everyone else in the class with the same respect and consideration you want to receive from them.

Please note two important aspects of classroom management:

- Put away cell phones and all other electronic devices unless I ask you to use them.
- Straighten up your area before you leave, so that the next class finds a clean and pleasant learning environment.

### **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.*

### **Assignment Submission Policy**

Assignments must be turned in on the due date/time electronically via Blackboard or via hard copy, depending on what the assignment specifies. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work merits a B+ grade, you will be given a C+ grade). If your internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, make arrangements for the work to be delivered to the classroom or to my box by the start of class. Late or not, however, you must complete all required assignments to pass this course.

## ADDITIONAL INFORMATION

### Statement On Course Recording And Copyright Concerns

It is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor. *No student may record any lecture, class discussion or meeting with me without my prior express written permission.* The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. *Exceptions are made for students who have made prior arrangements with DSP and me.*

Students are expected to be familiar with USC's Academic Integrity Policies (i.e., copying, fraudulent possession of an exam, plagiarism, submission of purchased papers, submitting the same assignment to more than one instructor) and be aware of recommended sanctions (i.e., F for the course, suspension or expulsion) associated with violating such policies. See Appendix A in the SCAMPUS Guidebook for more detail.

### Add/Drop Process

The last day to add the class or drop and receive a refund is **Friday, September 8**. The last day to withdraw *without* receiving a "W" is **Friday, October 6**. The last day to drop *with* a mark of a "W" is **Friday, November 10**.

### Retention of Graded Coursework

Final exams and all other graded work affecting the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to you. That is, if I returned a graded paper to you, it is your responsibility to file it, not mine).

### Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (mobile phones, PDAs, iPhones, Blackberries, other texting devices, laptops, iPods) 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 or distributed material is reserved exclusively for the USC students registered in this class.

## Academic Integrity and Conduct

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 (plagiarism). 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. All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>). A discussion of plagiarism appears in the University Student Conduct Code (section 11.00 and Appendix A).

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.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report or can initiate the report on behalf of another person. Relationship and Sexual Violence Prevention and Services (RSVP) <https://engemannshc.usc.edu/rsvp/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/reporting-options/> describes reporting options and other resources.

## Statement on 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

Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

The Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)) provides certification for students with disabilities and helps arrange the relevant accommodations. 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 your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: [ability@usc.edu](mailto:ability@usc.edu).

*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 (RSVP)* - (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

### **Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of Blackboard, teleconferencing, and other technologies.

## **Incomplete Grades**

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other “emergency” that occurs after the 12<sup>th</sup> week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

An “emergency” is defined as a serious documented illness, or an unforeseen situation that is beyond the student’s control, that prevents a student from completing the semester. Prior to the 12<sup>th</sup> week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student’s grade, the instructor is required to fill out an **“Assignment of an Incomplete (IN) and Requirements for Completion”** form (<http://www.usc.edu/dept/ARR/grades/index.html>) which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed.

## COURSE CALENDAR

WTW = *Writing That Works* textbook

A1, A2, A3, A4 = Writing assignments 1, 2, 3, and 4.

W E E K	Date	Topics/ Daily Activities	Readings, Homework, and Deliverables (due by beginning of class that day)
<b>I. Creating, Crafting, and Drafting</b>			
1	Mon 8/21	Course introductions. Writing attitudes. Writing exercise & examples. Set up A1.	<input type="checkbox"/> Read the course syllabus. <input type="checkbox"/> Come with questions about the syllabus.
	Wed 8/23	Guest Speaker: Kim Esser, Business Information Specialist	<input type="checkbox"/> Read WTW Ch. 6: "Conducting Research for a Document"
2	Mon 8/28	Organic brainstorming & computerized outlining	<input type="checkbox"/> Read WTW Ch. 1: "Understanding the Workplace Writing Context" <input type="checkbox"/> Read WTW Ch. 2: "Planning a Document"
	Wed 8/30	Present topics and outlines. Editing exercise	<input type="checkbox"/> Read WTW Ch. 3: "Drafting a Document" <input type="checkbox"/> Topic & detailed outline for A1: Industry Trend
<b>II. Delivering Fact, Inferences, and Recommendations</b>			
3 <sup>1</sup>	Mon 9/4	LABOR DAY (no class)	
	Wed 9/6	Draft review	<input type="checkbox"/> Read WTW Ch. 4: "Revising a Document" <input type="checkbox"/> Read WTW Ch. 10: "Writing Informal Reports" <input type="checkbox"/> A1 draft peer-review (in-class, hardcopy)
4	Mon 9/11	The 4 Cs: "clarity, concision, coherence, correctness."	<input type="checkbox"/> A1 Polished Draft Due (in class, hardcopy)
	Wed 9/13	Final revisions	<input type="checkbox"/> <b>A1 DUE</b> (Hardcopy in class, due BB 9/14 11:59pm)
<b>III. Creating Business Messages</b>			
5	Mon 9/18	Routine correspondence: memos, emails, letters, etc. Format and readability in business writing (organization and drafting) Elements of memo writing Memo rewrite	<input type="checkbox"/> Read WTW Ch. 8: "Writing E-mails, Memos, and Letters"
	Wed 9/20	Audience analysis Audience-directed writing	<input type="checkbox"/> Read WTW Ch. 9: "Writing Routine and Sensitive Messages"
6	Mon 9/25	Individual conferences	
	Wed 9/27	Breaking down a process and effective language.	<input type="checkbox"/> Read WTW Ch. 12: "Writing Instructions"

<sup>1</sup> Last week to add/drop.

IV. Taking a Stand: Ethics and Values				
7	Mon 10/2	Discussion and practice writings.	<input type="checkbox"/> Read “Why B-Corps Hold the Future Promise of Business” via BB	
	Wed 10/4	Discussion and exercises.	<input type="checkbox"/> Read “7 Business Leaders Share How They Solved the Biggest Moral Dilemmas Of Their Careers” via BB	
8	Mon 10/9	Discussion and rebuttal exercise.	<input type="checkbox"/> Read “Can You Train Business School Students To Be Ethical?” via BB	
	Wed 10/11	A2 based on a business ethics prompt.	<input type="checkbox"/> <b>A2 DUE</b> (in-class writing assignment)	

V. Writing Persuasive Arguments				
9	Mon 10/16	Set up A3. The power of storytelling Achieving clarity.	<input type="checkbox"/> Read WTW Ch. 13: “Writing Proposals”	
	Wed 10/18	Visual rhetoric and visual aids in documents.	<input type="checkbox"/> Read WTW Ch. 7: “Designing Documents and Visuals”	
10	Mon 10/23	Peer-review drafts.	<input type="checkbox"/> Peer review draft of A3 DUE	
	Wed 10/25	Set up A4. Make teams		

VI. Working in Teams				
11	Mon 10/30	Peer review of A3	<input type="checkbox"/> Polish draft A3 DUE (hardcopy in class) <input type="checkbox"/> Read WTW Ch. 5: “Collaborating on a Document”	
	Wed 11/1	Final revisions	<input type="checkbox"/> <b>A3 Final DUE</b> (Hardcopy in class, due BB 11/2 11:59pm)	
12 <sup>2</sup>	Mon 11/6	Writing and running agendas	<input type="checkbox"/> Read WTW Ch. 14: “Giving Presentations and Conducting Meetings”	
	Wed 11/8	Big Picture writing. Team collaboration and coaching	<input type="checkbox"/> Read WTW Ch. 11: “Writing Formal Reports”	
13	Mon 11/13	Portfolio conferences		
	Wed 11/15	Portfolio conferences		

VII. Persuasive Team Presentations				
14	Mon 11/20	Team collaboration. Coaching		
	Wed 11/22	Thanksgiving Holiday (no class)		
15	Mon 11/27	Present paper to the class	<input type="checkbox"/> <b>A4 (Team Presentations) DUE</b> (hard copy due in class and submitted to BB)	
	Wed 11/29	Present paper to the class	<input type="checkbox"/> <b>A4 (Team Presentations) DUE</b> (hard copy due in class and submitted to BB)	

<sup>2</sup> Last week to withdraw (“W” on transcript)

**Specific dates and assignments subject to change.**

## APPENDIX I



### Undergraduate Program Learning Goals

According to AACSB, the Learning Goals state how the degree programs demonstrate the Marshall mission. Learning Goals should be broad statements, describing the goal of learning as well as the outcome. Accordingly, below the **goal** is what Marshall intends the students should be and the **outcome** further describes students' application and transfer of knowledge. The goals should express expectations that reflect the depth and breadth of student knowledge and skills that are sustainable foundations for life-long learning in support of their professional and personal development.

1. **Our graduates will have an understanding of the key business areas and their interplay to effectively manage different types of modern enterprise.**
2. **Our graduates will have a global mindset demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and cultural issues.**
3. **Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities to strategically navigate complex demands of business environments.**
4. **Our graduates will demonstrate leadership skills aspiring to be sensible, future-oriented leaders and innovators.**
5. **Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.**
6. **Our graduates will be effective communicators in speaking and writing to facilitate information flow in organizational, social, and intercultural contexts.**

#### Learning objectives associated with each learning goal:

According to AACSB, the more places in a curriculum [exist] that support one or more learning goals [and their objectives], the greater the probability of student success.

1. Learning goal: **Our graduates will have an understanding of the key business areas and their reciprocity to effectively manage different types of modern enterprise.**

Learning objectives:

- Students will gain factual, conceptual, procedural, and metacognitive knowledge of the following areas: Accounting, finance, marketing, management & organizational behavior, operations and information management, and entrepreneurship.
  - Students will integrate disciplinary knowledge to develop a general management perspective and know how to tailor it to different types of modern enterprise.
  - Students will understand and utilize current technology in all disciplines.
2. Learning goal: **Our graduates will have a global mindset demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and cultural issues.**

Learning objectives:

- Students will understand the complexities of business in the global economy and society, including its local, regional and global impact.
- Students will understand the different markets such as product, capital, commodity and factor, labor and global markets.
- Students will apply theories, models, and frameworks to analyze those markets.
- Students will have knowledge of the role of the legal, regulatory, competitor, financial, and consumer environments on business.
- Students will have knowledge of other cultures and their implications for business practice.
- Students will be able to adapt behavior and business practices to diverse business environments and cultures.

3. Learning goal: **Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities** to strategically navigate complex demands of business environments.

Learning objectives:

- Students will gather, categorize, analyze, interpret, and evaluate relevant qualitative and quantitative information.
- Students will critically question problems, competing priorities and points of view in situations characterized by ambiguity and/or uncertainty.
- Students will apply analytic tools and frameworks of business disciplines to create and defend well-reasoned conclusions and solutions based on relevant criteria and standards.
- Student will develop abstract ideas and design novel conceptual frameworks based on facts and theories.

4. Learning Goal: **Our graduates will demonstrate leadership skills** aspiring to be informed, sensible, future-oriented leaders and innovators.

Learning objectives:

- Students will recognize the intricacies of individual and organizational group behaviors and demonstrate leadership skills at all levels in organizations, such as team leadership, departmental leadership, executive leadership, and entrepreneurial leadership.
- Students will demonstrate the ability to be creative and innovative thought-leaders.

5. Learning goal: **Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities** and aspire to add value to society.

Learning objectives:

- Students will understand and abide by professional codes of conduct.
- Students will understand the importance of ethics across cultures.
- Students will know how to apply ethical frameworks to assess appropriate courses of conduct.
- Students will recognize situations and issues that present ethical challenges and will be able to develop solution approaches.
- Students will understand businesses' responsibilities to stakeholders and moral obligations to society at large.

6. Learning goal: **Our graduates will be effective communicators in speaking and writing** to facilitate

*information flow in organizational, social, and intercultural contexts.*

Learning objectives:

- 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.
- Students will create and deliver context specific presentations and/or lead meetings individually or collaboratively.

## APPENDIX II

### ALIGNMENT OF COURSE LEARNING OBJECTIVES WITH MARSHALL'S SIX UNDERGRADUATE PROGRAM LEARNING GOALS

Goal #	Marshall Program Learning Goal Description Covered in this Course (Goals 3, 5, 6 and relevant selected sub-goals)	Course Objectives	Relevant Course Assignments
3	<p>Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators.</p> <p>Specifically, students will:</p> <p>3.1 Students will understand the concepts of critical thinking,</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.</p> <p>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>	Moderate Course learning objectives 1, 2, 3, 4, 5	All course assignments require critical thinking skills
4	<p>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders.</p> <p>4.1 Students will 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 Students will 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 Students will understand factors that contribute to effective teamwork</p>	Moderate Course learning objectives 1, 2, 3, 4, 5	ELC: Impromptu Exercise ELC: HiFli Exercise ELC: Q and A Exercise Informational Interview Assigned Readings (text) Discussion
5	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.</p> <p>Specifically, students will:</p> <p>5.1 Understand professional codes of conduct.</p> <p>5.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	Moderate Course learning objectives 2, 3, 4, 5	Discussion of business ethics, review of codes of conduct, and CSR, ethics mini-case exercises

<p>6</p>	<p>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:</p> <p>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.</p> <p>6.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	<p>High Course learning objectives 1, 2, 3, 4, 5</p>	<p>All assignments require audience and purpose analysis, tailoring communication messages accordingly, and applying appropriate grammar, punctuation, vocabulary, tone, and style.</p>
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