

**USC Marshall**  
*Department of Business  
Communication*

**SYLLABUS—SPRING 2018**  
**WRIT 340: ADVANCED WRITING FOR BUSINESS**  
**(4 units)**

Section #66734 (2:00 pm-3:20 pm)

***Important: This is a “blended” class with in-person meetings scheduled only once/week:  
Mondays in JFF 313.***

Instructor: Dr. Lucy V. Lee, Professor of Clinical Business Communication  
Office: ACC 400D  
Mailbox: ACC 400  
Office phone: (213) 740-6755  
Email: [lucy.lee@marshall.usc.edu](mailto:lucy.lee@marshall.usc.edu)  
Skype: usclucyvlee  
Office hours: Although I'll generally hold office hours on Wednesdays from 1 pm-3 pm, supplemental writing conference meeting times will be scheduled throughout the semester, on a variety of days. You'll be able to sign up for a specific time using a Google Doc. All scheduled conferences will take place in my office in ACC400D.

**COURSE DESCRIPTION**

WRIT 340 offers instruction in professional writing on topics related to your likely post-college career or disciplinary interests; you'll write about issues of broad public concern and also address questions of ethical decision making in business. The prerequisite is WRIT 140/150 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 evaluate complex ideas, to appreciate and develop the essential skill of effective argumentation, and to write clear, grammatical, well-structured communications. We want to help you become more adept at analyzing audiences and tailoring content and style to produce writing that has impact. The course content of WRIT 340 is practical today and long into the future. Ultimately, my goal is to help you gain confidence in your ability to write persuasively, effectively, ***and independently*** in your professional life -- knowing that you can be your own best editor.

Building on the general writing proficiency you demonstrated in previous courses, WRIT 340 explores specific business writing techniques and strategies through in-class discussions and interactive exercises; individual writing assignments, including short writing assignments you will post to Blackboard most weeks, in lieu of ("ILO") a second class meeting; one-on-one conference meetings; and team-based work that requires you to give and receive feedback and write collaboratively.

The topics covered range from word-, sentence-, and paragraph-level issues of correctness, clarity, conciseness, and coherence to more global considerations of the best ways to create logical and compelling arguments, requiring a major focus on critical thinking.

Throughout the semester, we will emphasize developing systematic methods for identifying relevant vs. non-essential information and then effectively communicating important ideas to influence different audiences. You'll learn to approach effective business writing as a series of strategic choices, selecting from among a repertoire of tones and styles appropriate to a variety of situations and readers. You'll 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.

## 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'll be introduced to the conventions of Plain English as a business *lingua franca*, and the variety of factors that influence business communication in both traditional and new media.

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 use** traditional and new communication media (social media) *by learning about the applications and preferred methods of using 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 and *making use of rules for document purpose and design.*

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

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

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

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

**Collaborate** productively with others *by completing writing and editing tasks in review groups and teams.*

**Express** your ideas and conduct yourself in a professional manner *by carefully considering all these objectives.*

Alignment with USC and Marshall's Learning Goals: This course is designed to meet USC's requirement for Advanced Writing as well as selected Marshall Learning Goals. Please see the Appendix for correlation of assignments to Learning Goals.

## TEXTS

Required:

- **Style: *The Basics of Clarity and Grace, 5th edition***; by Joseph M. Williams & Joseph Bizup; Pearson-Longman, 2015.
- Handouts, articles and other readings distributed in class and/or posted on Blackboard.

Other Requirements:

- ❑ Adobe Reader (<http://get.adobe.com/reader/>)
- ❑ Microsoft Office, including Word, Excel, and PowerPoint; through April 2018, older versions may be updated with the Compatibility Pack (available free of charge at <http://www.microsoft.com/en-us/download/details.aspx?id=3>)
- ❑ Access to a laser printer or the equivalent (don't forget you have \$5 of free printing at Marshall printers by virtue of your enrollment in this class)
- ❑ Regular access to Blackboard and your university e-mail account.

**All PowerPoint slides and most other materials distributed in class will be posted to our Blackboard site.**

## MAJOR COURSE REQUIREMENTS

|  |
|--|
| <p><b>Trend Analysis = up to 150 points</b><br/> <i>A short, persuasive report to a business/professional audience of your choosing. You will focus on a current trend that is directly related to business practices, or that has implications for business or the economy. Based on evidence of that trend and other research you will conduct, you will make the case for a new service, product, or course of action for a particular company or industry.</i></p>   |
| <p><b>"In Lieu Of" (ILO) assignments and blog posts = up to 150 points</b><br/> <i>Short pieces written throughout the semester that focus on developing specific research, critical thinking, and writing skills. These assignments are not portfolio eligible, will not require that you submit drafts, and will have due dates TBD as the semester unfolds. "ILO" assignments are designed to be "in lieu of" a second class meeting each week, and will likely take 60-90 minutes to complete each week.</i></p> |
| <p><b>Critical Thinking Analysis = up to 150 points</b><br/> <i>A critical review of an article focusing on a contemporary business-related issue. This assignment requires you to draw upon the critical thinking methodology discussed in class as well as supplemental assigned reading.</i></p>  |
| <p><b>White Paper: Response to an Ethical Dilemma in Business = up to 200 points</b><br/> <i>A forceful, research-based short report setting forth your point-of-view on a current issue involving business practices and policies that have been called into question or that fall in an ethical "gray area." You'll examine the interests involved, take a stand, support your position persuasively, and justify your opinion from an ethical perspective.</i></p>  |
| <p><b>Team-based collaborative work and participation in draft reviews, etc. = up to 100 points</b></p>  |
| <p><b>Portfolio = up to 200 points</b><br/> <i>A reworking of two of the three major individual assignments. The portfolio serves as the final exam for WRIT 340.</i></p>  |

**In addition: Exercises, Quizzes, Discussion Board Posts, etc. = approx. 200 points (may vary) + Professionalism = 50 points (may vary)**

*Factors contributing to the professionalism score will include attendance and punctuality; scheduling of and readiness for one-on-one conferences; quality of your INDEPENDENT effort in drafting, revising, and editing your work; conscientious, thoughtful peer feedback; documented participation in Writing Center consultations and skills workshops, especially if recommended; evident preparation for and regular, voluntary, and productive participation in class discussions; timely communication with me about any relevant matters; and fruitful use of in-class time, as may be available, to work on revisions, collaborative writing and editing, or other activities.*

## IMPORTANT DATES

Monday, January 15 -- University Holiday  
Monday, February 19 -- University Holiday  
March 12-16  
Friday, April 6  
Friday, April 27

Martin Luther King, Jr. Day  
Presidents' Day  
Spring Recess  
Last day to drop with a "W"  
Final Portfolio DUE

## BLENDED COURSE COMPONENTS

This is a "blended" section (sometimes called "hybrid") of WRIT 340, conducted partly face-to-face in a traditional classroom environment and partly online, using Blackboard course management software as the primary interface. Online work will be completed within a given timeframe, but there will be no required "synchronous" virtual class meetings. Accordingly, Blackboard will be used for:

- Regular announcements and instructions
- Some class discussions
- Some writing exercises and short assignments
- Peer and instructor review
- Posting of assignments, supplemental readings, lecture materials, etc.
- Assignment submission, grading, and feedback

You can only receive credit for a BB-recorded assignment if it in fact is posted to BB. Please do not email me your work. Each assignment in BB will be set up to allow for multiple submissions, if needed; I will only review the most recent. You will also be permitted to submit assignments after the due date, though your work will be flagged as "late." Remember that all Blackboard assignments must be submitted in Word format.

The short assignments you'll generally post weekly to Blackboard are meant to help you develop the skills necessary to complete your major solo assignments. You'll also be expected to contribute substantively to regular online discussions and peer review of draft work. A "substantive" post adds to the online conversation in the form of a new idea or observation, a relevant example or link to research, the application of a concept, a provocative question or thoughtful response, a differing viewpoint, an insightful analysis, etc. As a general rule, substantive Discussion Board (DB) posts should be at least 100 words in length. In your peer reviews, try to avoid mere "cheerleading," despite the temptation to do so. Saying, "Good job, keep going!" doesn't really help a colleague very much.

**We will likely meet together, as a class, only twelve times** over the course of the semester. These meetings are scheduled on each Monday of the term in JFF 313, with the exception of two Monday national holidays (MLK Day on 1/15 and Presidents' Day on 2/19) and the Monday AFTER Spring Break, 3/19.

Please keep in mind that during our regular Monday meetings, I'll be presenting key information, concepts, and techniques, as well as introducing major assignments. Missing any one of these meetings may negatively affect your performance in class.

It requires a high level of motivation and self-discipline to succeed in a blended course such as this. You'll need to manage your time carefully to stay on top of deadlines, check Blackboard regularly for announcements, updates, and requests, and take an active role in staying connected to me and to your peers. If you feel uncertain about your ability to succeed in this type of learning environment, please come see me early in the semester to discuss your concerns.

## EVALUATION AND GRADING CRITERIA

You'll accumulate points throughout the semester, with the scores posted to Blackboard so you may keep track of your progress. Assignments will generally carry increasing point values, so that you can benefit from gains made in your writing and editing skills as you progress through the semester. Final grades will be based on a ranking of students by total points accumulated at the end of the semester – *not*, I must stress, on a percentage of the total points possible (total possible points will likely fall between 1,100 and 1,200 points). Final grading will follow the guidelines issued by USC's Office of Academic Records and Registrar and will be consistent with the norms and expectations of the Marshall School WRIT 340 sections.

### Grading Rubrics

Your writing for this class will be evaluated on the basis of the USC Writing Program's grading rubric. Used for WRIT 340 sections across campus, this rubric covers the following: level of sophistication in exploring issues set forth in the assignment; cogency and insightfulness of your argument and analysis; support, organizational clarity, and logical force; professional-level syntax, along with grammar, and mechanics; and the ability to connect your ideas to the professional world: business, the economy, or your field of interest. In addition to the Writing Program Rubric, evaluation rubrics tailored to individual assignments will be posted to Blackboard well in advance of the assignment due dates. These will spell out how your work will be assessed and prepare you for the detailed feedback you'll receive as part of the grading process.

### Retention of Graded Work

Evaluations or graded assignments, unclaimed by a student, may be discarded four weeks after grades are posted by the University and so will not be available should a grade appeal be pursued by a student following receipt of his or her final course grade.

## ONE-ON-ONE WRITING CONFERENCES

It's extremely important to meet and discuss your writing in one-on-one sessions – and in my view, meeting one-on-one can be very productive (not to mention lots of fun). These conference sessions will allow us to discuss specific elements of your process (i.e., brainstorming about an approach to an assignment, conducting effective research). We can also strategize together about how to edit your work effectively or how to build a truly persuasive argument in writing. Please bring *\*a hard copy\** of any writing you'd like to discuss. I'll make clear any additional expectations for our writing conferences throughout the semester.

To *guarantee* a time slot you will need to sign up using a schedule of appointments that will be posted every two weeks using Google Docs. Please don't sign up for more than one appointment time per each posted Google Doc (though if there is "open" time around your appointment, we may very well be able to extend a conference from 15-20 minutes to 30 minutes or more).

**It's your responsibility to sign up for a conference time.** If you are not available to meet during any of the posted/announced times, you should email me so we can set up a meeting time that is convenient for you.

## WRITING WORKSHOPS

We'll schedule workshops in which students will critique each other's draft writing a few days' prior to the due date for some of the major assignments. This will mostly be done online, via Blackboard; however, if we dedicate in-class time to a peer review at any stage of your writing process, you'll be expected to come to class with a hard copy of your draft material, prepared to meet with classmates who will review your progress and offer specific suggestions.

The requirements for each workshop (whether online or in-class) will be very explicit; although drafts will generally not be graded or reviewed by me in detail, failure to produce acceptable draft material for a workshop or an online review – or failure to participate as a reviewer during an in-class on online draft workshop – will result in a grade penalty.

### **THE MARSHALL LIBRARY AND THE USC WRITING CENTER**

I expect you to make productive use of the Marshall electronic library. **Please explore the extensive resources available to you at <http://www.marshall.usc.edu/faculty/library/resources>.**

**Another key resource for you is the University Writing Center.** You may schedule 30-minute appointments with writing consultants at the Writing Center (WC) trained to assist you in planning, organizing, revising, and editing your assignments. The WC is located on the second floor of Taper Hall (Room 216). Some WC consultants have special skills in working with students for whom English is a second language. The WC also offers excellent 50-minute workshops (these get raves from students!) and an array of online resources.

The USC Writing Center website is located at: <http://dornsife.usc.edu/writingcenter/>. It will usually be up to you to take advantage of the Writing Center. On occasion, however, I'll require visits with WC consultants – sometimes on a regular basis – if I believe there is a need. Whenever you visit the Writing Center, please be certain that you forward to me the email confirmation of your having attended a workshop or participated in a consultation. These confirmations help contribute to your overall professionalism score.

You will also find these two online resources helpful:

Purdue University's Online Writing Lab (OWL): <https://owl.english.purdue.edu/>

and

[The Grammarly Blog - Best Grammar Resources for Professionals](#)

Please note that the USC Writing Center and online self-study tools are not reserved for those students who worry that they are "behind the curve" on writing skills. All writers can benefit from making use of these resources.

### **OUR CLASS AS A PROFESSIONAL ENVIRONMENT: POLICIES AND PROCEDURES**

#### **Attendance and Punctuality**

I anticipate that you'll be present in every class, ready to begin work at the time class is scheduled to start. For our in-person meetings in the classroom, should you need to be absent, late, or leave early – whether because of an illness or emergency, or because there is something you must do that is more important than attending class – **please let me know via email as far in advance as possible.** You don't need to provide a detailed explanation; you're not asking my permission to be absent. Take it on faith that I understand that you are juggling a number of competing priorities and pressures and an absence may be unavoidable. Multiple absences and/or chronic lateness, however, constitute unprofessional behavior, and such absences and/or pattern of lateness will adversely affect your grade (just as they would adversely affect your performance evaluations in the workplace).

If extraordinary circumstances require that you miss a *scheduled* in-class exercise, peer editing workshop, quiz, presentation, or other point-bearing activity, letting me know in advance is a very good thing insofar as your professionalism score is concerned; however, such notification may not spare you a point penalty on an assignment or activity you miss. You are expected to come to class fully prepared with any required written assignments submitted and readings completed, even if you were unable to attend the previous class meeting.

For work accomplished online, you must complete all discussions, quizzes, or exercises and submit all assignments by the specified due date and time. Typically I will give you a wide window in which to complete this work; please be sure you understand how to upload a Word document to a Blackboard assignment location. Again: **All BB submissions must be in Word.**

You are responsible for ensuring the integrity of your electronic submissions. **Any draft or assignment turned in late will be subject to a grade deduction and may result in limited comments or conference time to review. Late or not, however, passing the course requires submitting all the major assignments and the final portfolio.**

### **Participation and Classroom Demeanor**

Part of your grade is based on your participation. This means 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 is not clear; challenge me if you disagree with something I have presented; contribute useful and relevant comments. Your active participation will help make our class sessions energizing and engaging.

### **Technology Use**

Communication devices, such as smart phones capable of sending and/or receiving electronic communication, should be turned off and kept off throughout our in-person class sessions. This is fundamentally a matter of focusing on the work at hand and treating everyone else in the room with the same respect and consideration you would like to receive.

We may have occasion to use laptops in the classroom when we do an in-class writing exercise or collaborative work, and you'll be given advance notice that you will need to bring your laptop to class on those days.

## **IMPORTANT ADMINISTRATIVE MATTERS**

### **Avoiding 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.”

As defined in the University Student Conduct Code, 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; or
- “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](#)

Students will be referred to [Office of Student Judicial Affairs and Community Standards](#) for further review, should there be any suspicion of academic dishonesty. 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. A discussion of plagiarism appears in the [University Student Conduct Code](#) (section 11.00 and Appendix A).

### Documenting Sources

In partial fulfillment of the University's academic integrity policies, you must properly document all sources. For our class, we'll use the *American Psychological Association (APA) Guidelines*. You can access APA guidelines from the Marshall Library or from the USC Writing Center's websites (both listed previously). We'll also be experimenting with a journalistic style of attribution that is often preferred in the professional world (outside of academe).

### Assistance with Assignments

In this course we encourage peer review, since it's almost always helpful to have "another set of eyes" take a look at your work and offer comments and suggestions. But where should you draw the line between helpful advice and illegitimate collaboration? The following guidelines from the USC Writing Program answer this question very clearly:

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, 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 that you would not be able to produce on your own, and never allow anyone to copyedit more than the first page of your paper.*

Instructor feedback on work other than a final version of an assignment (for example, something you simply want to "run by me" prior to the due date) will typically be limited to general comments on issues relating to development of content or overall organization. If you send me some draft material to review and return to you via email, please ask me to address specific questions (and remember to put the \*time\* your section meets in the subject line of your email). But also, if you send me an emailed question, *please keep working on your writing while you wait to hear back from me. Don't forfeit valuable time expecting definitive approval or specific suggestion: you are the writer and these are your ideas.*

*IMPORTANT! In an effort to help you battle the familiar demon of procrastination, please note that I'll respond with suggestions or editorial feedback on any work you bring me in office hours or send to me electronically **up until 24 hours prior to the due date** for an assignment. Giving you feedback after that point is not likely to be very helpful, since you won't have adequate time to respond to my comments before the deadline to submit your work.*

To maintain the integrity of the academic process, *only* original work created for WRIT 340 during the Spring 2018 semester is eligible for grade consideration. If you have written or are writing a paper for another course, you may not use it in WRIT 340.

### Additional Support

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.

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 at 3601 Watt Way, in Grace Ford Salvatori Hall 120, and is open 8:30 am-5:00 pm, Monday through Friday. The phone number for DSP is 213-740-0776.

**Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, *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 technologies.

**Integrity and Conduct**

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://dps.usc.edu/contact/report/>. 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.

**EMERGENCY PHONE NUMBERS**

|                       |              |                                       |
|-----------------------|--------------|---------------------------------------|
| For help, call        | 213-740-4321 | USC Security                          |
|                       | 911          | Los Angeles Police or Fire Department |
| For information, call | 213-740-9233 | USC Emergency Information Line        |
|                       |              | listen to 91.5FM KUSC Radio           |

They must often change, who would be constant in happiness or wisdom. ~Confucius.

## COURSE CALENDAR (subject to change)

| WEEK/DATE                                 | TOPIC  | READING /ASSIGNMENTS  |
|---|--|---|
| <b>WEEK 1</b><br>1/8                      | Formatting and document types;<br>audience analysis; elements of<br>argument   | By 1/10: Writing diagnostic -- "Writers on Writing"   |
| <b>WEEK 2</b><br>1/15: MLK, Jr. Day       | No meeting in the classroom  | STYLE: Lessons 1 & 2<br>DB Post #1 by 1/17: TA ideas  |
| <b>WEEK 3</b><br>1/22                     | Plain English; actions and characters<br><b>Process:</b> quoting, paraphrasing, and<br>summarizing ideas from source<br>material | STYLE: Lessons 3 & 4<br>ILO TBA (research techniques, use of quotes)  |
| <b>WEEK 4</b><br>1/29                     | <b>Logical reasoning:</b> use of evidence<br><b>Process:</b> identifying common pitfalls in<br>grammar and mechanics             | <b>Trend Analysis: 2/2</b><br>STYLE: Lesson 6<br>ILO TBA  |
| <b>WEEK 5</b><br>2/5                      | <b>Process:</b> creating paragraphs that<br>"flow" – cohesion and coherence  | STYLE: Lesson 7<br>ILO TBA  |
| <b>WEEK 6</b><br>2/12                     | <b>Process:</b> writing concretely, controlling<br>emphasis  | CTA Draft: 2/16<br>STYLE : Lesson 5<br>ILO TBA  |
| <b>WEEK 7</b><br>2/19: Presidents'<br>Day | No meeting in the classroom  | Blog Post #1 by 2/23  |
| <b>WEEK 8</b><br>2/26                     | <b>Logical reasoning:</b> identifying<br>assumptions   | <b>CTA Final: 3/2</b><br>STYLE: Lesson 8  |
| <b>WEEK 9</b><br>3/5                      | Business and society: considering<br>stakeholders<br>Discussion of ethical frameworks for<br>decision making in business         | DB Post #2 by 3/9: Business Ethics White Paper ideas  |
| <b>SPRING RECESS: MARCH 12-16</b>         |  |   |
| <b>WEEK 10</b><br>3/19                    | No meeting in the classroom  | Blog Post #2 by 3/23  |
| <b>WEEK 11</b><br>3/26                    | Writing for digital/social media   | WP Draft: 3/30  |
| <b>WEEK 12</b><br>4/2                     | <b>Process:</b> revision strategies  | Blog Post #3 by 4/6   |
| <b>WEEK 13</b><br>4/9                     | Portfolio planning   | <b>WP Final: 4/11</b>   |
| <b>WEEK 14</b><br>4/16                    | <b>STYLE wrap-up</b>   | Blog Post #4 by 4/20  |
| <b>WEEK 15</b><br>4/23                    |  | <b>NOTE: Portfolios are due on Friday, April 27 by 3 pm in<br/>hard copy in my box in ACC 400, also uploaded to BB.</b> |

| <b>APPENDIX</b>   |  |   |   |
|---|--|---|---|
| <b>Alignment of Course Learning Objectives with Marshall's Six Undergraduate Program Learning Goals</b> |  |   |   |
| <b>Goal</b>   | <b>Marshall Program Learning Goal Description Covered in this Course<br/>(Goals 3, 5, 6 and relevant selected sub-goals)</b>   | <b>Emphasis/<br/>Relation to<br/>Course<br/>Objectives</b>        | <b>Relevant Course<br/>Topics/Assignments</b>   |
| <b>3</b>  | <p>Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators.</i></p> <p>Specifically, students will:</p> <p>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.</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> | <b>High<br/>(Course<br/>learning<br/>objectives<br/>1-10)</b>     | <ul style="list-style-type: none"> <li>• Diagnostic exercises; small weekly "ILO" assignments, i.e. Translating Data Memo, Assertion to Argument, Annotated Bibliography, etc.</li> <li>• Trend Analysis</li> <li>• CT Analysis/Critique</li> <li>• Ethics White Paper</li> <li>• Draft review collaborations</li> <li>• Final Portfolio</li> </ul> |
| <b>5</b>  | <p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society.</i></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>   | <b>Moderate<br/>(Course<br/>learning<br/>objectives<br/>7, 8)</b> | <ul style="list-style-type: none"> <li>• Ethics White Paper</li> <li>• Posted comments and reflections on readings, in-class and online discussions and activities</li> </ul>   |
| <b>6</b>  | <p>Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts.</i> 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>  | <b>High<br/>(Course<br/>learning<br/>objectives<br/>1-10)</b>     | <ul style="list-style-type: none"> <li>• Trend Analysis</li> <li>• Ethics White Paper</li> <li>• Blog Posts/Social Media Analysis</li> <li>• Posted comments and reflections on readings, in-class and online discussions</li> <li>• Final Portfolio</li> </ul>   |

| <b>Marshall Undergraduate Program Goals <u>not Explicitly</u> Covered by this Course (Goals 1, 2, 4)</b> |  |
|--|--|
| <b>1</b>   | <p>Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>.</p> <p>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> |
| <b>2</b>   | <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>  |
| <b>4</b>   | <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>  |