USCMarshall
Department of Business Communication

SYLLABUS—FALL 2019
WRIT 340: ADVANCED WRITING FOR BUSINESS
(4 units)
Section #66736 (2:00 pm - 3:20 pm)

Instructor:	Dr. Lucy V. Lee, Professor of Clinical Business Communication
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Email:	lucy.lee@marshall.usc.edu
Skype:	usclucyvlee
Office hours:	Drop-in meetings with me are available most Mondays at the Food Court tables on the first floor of JFF (Mondays, 3:30 pm - 4:30 pm). I also welcome the opportunity to meet with each of you one-on-one by appointment. One-on-one conferences will take place in my ACC 400 office and will be scheduled throughout the semester using Google Docs. Please review the section on preparing for office hours/conferences for an explanation of expectations for scheduled conference meetings.

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:

1)   **Recognize and implement** the qualities associated with effective business writing, particularly the hallmarks of 'Plain English' and its "4Cs": conciseness, coherence, clarity, and correctness *by planning, outlining, and revising a variety of business documents.*

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

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

5)   **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.*

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

8)   **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.*

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

10)   **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 current versions of Word, Excel, and PowerPoint
- ❑ Access to a printer so that you are able to submit some assignments in hard copy (most will be submitted electronically via Blackboard). Remember 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 AT A GLANCE

Trend Analysis Report = up to 150 points (approx. 15% of final grade)   *A short, persuasive report directed to an audience of your choosing. You will focus on a current trend that is 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, business strategy, or course of action for a particular company or industry. This report may be revised and resubmitted for an additional grade/points as part of the final portfolio.*
Small assignments and posts = up to 150 points (approx. 15% of final grade)   *You'll be asked to write short pieces 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 will typically require about 90 minutes to complete, since they are designed to be "in lieu of" a second class meeting each week.*
Critical Thinking Analysis = up to 100 points (approx. 10% of final grade)   *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 some supplemental assigned research/reading. To be adapted for portfolio submission, this piece would need to be expanded in length and scope. I'll be happy discuss this option with any interested students as the semester progresses.*
White Paper: Response to an Ethical Dilemma in Business = up to 200 points (approx. 20% of final grade)   *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 into 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. This report may be revised and resubmitted for an additional grade/points as part of the final portfolio.*
Portfolio = up to 250 points (approx. 20-25% of final grade)   *A reworking of **two** major individual assignments. The portfolio serves as the final exam for WRIT 340. Most students will return to the TAR and White Paper assignments for the portfolio.*

In addition: Small Assignments, In-Class "Quick-Write" Exercises, Quizzes, Discussion Board Posts, etc. = approx. 250 points (may vary) + Professionalism = up to 50 points (may vary) - approx. 15-20% of final grade
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, 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 editing, or other activities.

IMPORTANT DATES

Monday, September 2 - University Holiday	Labor Day
Wednesday-Sunday, November 27 - December 1	Thanksgiving Recess

> ***We *will* meet as a class on the Monday of Thanksgiving week, November 25, and on the Monday after Thanksgiving, December 2.***

Friday, November 15	Last day to drop with a "W"

> ***If you are advised to withdraw before November 15, please consider this recommendation seriously.***

Tuesday, December 10	Final Portfolio DUE

USE OF BLACKBOARD and EMAIL

We will make significant use of Blackboard course management software throughout the semester.

Accordingly, Blackboard will be used for:
- Regular announcements, instructions, and update
- 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 will 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 recently submitted version of your work. You will also be permitted to submit assignments after the due date, albeit with a penalty. Your work will be visible to me but will be flagged as "late." Remember that all Blackboard assignments must be submitted in Word format.

The short assignments you'll posting to Blackboard, preparing at home, or reviewing in class are meant to help you develop and 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 on a Discussion Board adds to the 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 online peer reviews using Discussion Boards in Groups, try to avoid mere "cheerleading," despite the temptation to do so. Saying, "Good job, keep going!" doesn't really help your colleague very much.

No Discussion Board posts or draft review comments submitted after a deadline will receive credit.

You are welcome to contact me via email, and I will typically respond very promptly to questions or a request for clarification on some aspect of our work. However, as noted, do *not* stop working on an assignment if you have emailed me a question to which I have not yet responded.

Also, <u>put the time your section meets (2 pm) in the subject line of your email</u>. If you don't do this, I may not be able to respond to your email in a timely way.

We will meet in the classroom (JFF 313) on Mondays and Wednesdays over the course of the semester, with the exception of one national holiday, Labor Day, September 2 and Wednesday, November 27, the day before Thanksgiving. In addition, I may be at a professional conference in late October/early November, which could impact a scheduled class meeting (TBD). I know you know that particularly in a class like WRIT 340, missing a class, arriving late, or leaving early are costly decisions that will negatively affect your final grade. During our regular classroom meetings, I'll be presenting key information, concepts, and techniques, as well as introducing major assignments.

Please do check Blackboard regularly for announcements, updates, and requests, and take an active role in staying connected to me and to your peers.

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. Each score will correspond to a letter grade.

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 the University Writing Program, 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, posted to Blackboard under "Handouts." Used for WRIT 340 sections across campus, this rubric covers the following: 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, and mechanics; and cognizance of the academic, professional, and public issues attending to majors, disciplines, and professions.

In addition to the Writing Program Rubric, evaluation rubrics tailored to individual assignments in our class 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.

ONE-ON-ONE WRITING CONFERENCES

It's valuable to meet and discuss your writing in one-on-one sessions – and in my view, meeting one-on-one can also be 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.

Preparation for conference meetings in my office in ACC 400D: You will have opportunities to schedule meetings with me in my office throughout the semester, using a Google Doc to sign up for a specific time. To prepare for these meetings, please bring *a hard copy* of any work you want to discuss, along with specific questions.

To *guarantee* a time slot you will need to sign up using a schedule that will be posted using Google Docs. Please don't sign up for more than one appointment time per each posted Google Doc period (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).

If you sign up for a conference time and don't make it or cancel less than two hours prior to the scheduled meeting, that counts as an "absence" and will negatively affect your professionalism score. The same holds true if you come to a conference unprepared.

On p. 1 of this syllabus, I mention availability for informal "drop-in" meetings on most Mondays between 3:30 and 4:30 pm in the JFF dining area. (No sign-up on Google Docs for this – just first-come, first served!) If you see me talking to another student during this drop-in period, please let me know you are waiting so that I can manage the time and be fair to all.

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 evaluated, 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

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 supplemental resources.

If, early in the semester, you are advised to make use of Writing Center consultants and workshops, your are expected to do so. Each time you complete an appointment or workshop, forward to me the email from the Writing Center confirming your attendance. If I recommend that you make use of the Writing Center resources and you fail to do so, your professionalism score and potentially you overall grade will be negatively affected.

OUR CLASS AS A PROFSSIONAL ENVIRONMENT: POLICIES AND PROCEDURES

Attendance and Punctuality
I anticipate that you'll be present in every residential 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 you believe that there is something you must do that is more important that 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 important insofar as your professionalism score is concerned; however, such notification may not spare you a point penalty on an assignment or activity you miss.

Please check with a classmate about any missed class meetings. 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 discussion board posts, quizzes, or exercises and submit all assignments by the specified due date and time. 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 possible grade deduction and may result in limited comments or conference time to review**. **Late or not, however, you can't pass the course without 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 will often use laptops in the classroom for short in-class writing exercises or collaborative work. Please plan on bringing laptops to every class meeting.

IMPORTANT ADMINISTRATIVE MATTERS

Academic Integrity and Conduct

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 <u>Office of Student Judicial Affairs and Community Standards</u> 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 <u>University Student Conduct Code</u> (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 above). 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 longer than what you would 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 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 a 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 drop-in office hours in JFF or in a scheduled conference in my ACC office **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 Fall 2019 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

Student Health Counseling Services - (213) 740-7711 – 24/7 on call engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
https://studenthealth.usc.edu/sexual-assault/
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086 equity.usc.edu; titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421 https://uscsa.usc.edu/trojans-care-4-trojans
Avenue to report incidents of bias, hate crimes, and micro-aggressions for appropriate investigation and response.

USC Support and Advocacy - (213) 821-4710 https://uscsa.usc.edu/about/
Assists students and families in resolving complex personal, financial, and academic issues ad-versely affecting their success as a student.

Diversity at USC - (213) 740-2101 diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Di-versity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call dps.usc.edu,
emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency interferes with travel to campus.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu
Non-emergency assistance or information.

The Office of Disability Services and Programs (https//dsp.usc.edu) provides certification for students with disabilities and helps arrange the relevant accommodations. Note that such accommodation may not include lowering the expected standards for a certified student on any graded work. If needed, please be sure the certification letter is delivered to me as early in the semester as possible, so that we can discuss your needs. 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.

EMERGENCY PHONE NUMBERS

For help, call   213-740-4321   USC Security - Emergency
                                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
WEEK 1 **8/26, 8/28**	Intro to course and overview; formatting and document types; audience analysis; elements of argument	By 8/28: Writing diagnostic -- "Writers on Writing"
WEEK 2 **9/2 = Labor Day, University Holiday** **9/4**	**NO CLASS MEETING ON MONDAY, 9/2**	STYLE: Lessons 1 & 2 **DB Post #1 by 9/4: Trend Analysis Report (TAR) <u>ideas</u> (Note: This is the first of several DB posts you will be asked to create. The others are TBA, but will be announced with plenty of time to accomplish them.)**
WEEK 3 **9/9, 9/11**	Researching trends; Plain English; actions and characters **Process**: quoting, paraphrasing, and summarizing ideas from source material	STYLE: Lessons 3 & 4
WEEK 4 **9/16, 9/18**	**Logical reasoning:** evaluating sources, use of evidence **Process:** identifying common pitfalls in grammar and mechanics	STYLE: Lesson 6
WEEK 5 **9/23, 9/25**	**Process:** creating paragraphs that "flow" – cohesion and coherence	**TAR: 9/25**
WEEK 6 **9/30. 10/2**	**Process:** writing concretely, controlling emphasis	STYLE: Lesson 7
WEEK 7 **10/7, 10/9**	**Logical reasoning:** identifying assumptions *Note: Special guest speaker on Monday, 10/7 at 6 pm. Students who attend will complete a small "bonus" assignment with extra credit points attached.*	STYLE: Lesson 5
WEEK 8 **10/14, 10/16**	**Process:** editing for conciseness	STYLE: Lesson 8 **CTA: 10/18**
WEEK 9 **10/21, 10/23**	**Logical reasoning:** business and society, considering stakeholders	
WEEK 10 **10/28, 10/30**	**Logical reasoning:** ethical frameworks for decision making in business	**WP Draft + Comments: 10/30-11/3**
WEEK 11 **11/4, 11/6**	Process + logical reasoning: challenges of writing for digital/social media	
WEEK 12 **11/11, 11/13**	**Process:** revision strategies	**WP Final: 11/15**
WEEK 13 **11/18, 11/20**	Portfolio planning	
WEEK 14 **11/25**	STYLE wrap-up + Editing Quiz **NO CLASS MEETING ON WEDNESDAY, 11/27**	Final STYLE chapters TBA
WEEK 15 **12/2, 12/4**	Course Review: Writing and Your Professional Goals	**NOTE: Portfolios are due via BB on Tuesday, 12/10.**

<table>
<tr><td colspan="4">APPENDIX
Alignment of Course Learning Objectives with Marshall's Six Undergraduate Program Learning Goals</td></tr>
<tr>
<th>Goal</th>
<th>Marshall Program Learning Goal Description Covered in this Course
(Goals 3, 5, 6 and relevant selected sub-goals)</th>
<th>Emphasis/ Relation to Course Objectives</th>
<th>Relevant Course Topics/Assignments</th>
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<tr>
<td>3</td>
<td>Our graduates will demonstrate critical thinking skills *so as to become future-oriented decision makers, problem solvers and innovators.* Specifically, students will:
3.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course).
3.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.
3.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.
3.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</td>
<td>High (course learning objectives 1-10)</td>
<td>Diagnostic exercises (Writers on Writing, Dueling Audience Introduction, etc.); small assignments, i.e. Translating Data, Fake News, Assertion to Argument, Annotated Bibliography
Trend Analysis Report
Ethics White Paper
Critical Thinking Analysis
"Why Write?" collaborative exercise
Draft review collaborations
Final Portfolio</td>
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<tr>
<td>5</td>
<td>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.*
Specifically, students will:
5.1 Understand professional codes of conduct.
5.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</td>
<td>Moderate (course learning objectives 7, 8)</td>
<td>Ethics White Paper
Posted comments and reflections on readings, in-class and online discussions and activities</td>
</tr>
<tr>
<td>6</td>
<td>Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.* Specifically, students will:
6.1 Identify and assess diverse personal and organizational communication goals and audience information needs.
6.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.
6.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</td>
<td>High (course learning objectives 1-10)</td>
<td>Trend Analysis Report
Ethics White Paper
DB posts/comments and reflections on readings, in-class and online discussions
Final Portfolio</td>
</tr>
</table>

	Marshall Undergraduate Program Goals <u>Not Explicitly</u> Covered by this Course (Goals 1, 2, 4)
1	Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.* Specifically, students will: 1.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics. 1.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management. 1.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets). 1.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.
2	Our graduates will develop a global business perspective. They will understand how local, regional, and international markets and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.* Specifically, students will: 2.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors. 2.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.
4	Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders.* Specifically, students will: 4.1 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors). 4.2 Recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., marketing, finance, accounting. 4.3 Understand factors that contribute to effective teamwork.