**WRIT-340: Advanced Writing for Business**

**Syllabus**

**Professor**: **Holly Bridges**

**Sections:**
Tuesdays and Thursdays, online class only
66785     5:00-6:20 p.m. Pacific Time
66791     6:30-7:50 p.m. Pacific Time

**Office**: ACC 228          **Zoom Office Hours:**
T&Th,  4:00-4:40 p.m., or by appointment
**Office Phone**:  (213) 740-0627

**E-Mail: hbridges@marshall.usc.edu**

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## COURSE DESCRIPTION AND GOALS

This course prepares students for academic success and for international work opportunities, placing emphasis on writing in global business contexts. The prerequisite is WRIT 140/150 or its equivalent.

The Advanced Writing for Business course is designed not only to help you write effectively in a business environment, but also to improve your ability to research and analyze complex ideas, to appreciate and develop the skill of effective argumentation, and to write clear, grammatical, well-structured communications. With some emphasis on ethics and issues of public concern, coursework is designed to increase your capacity to analyze audiences and tailor content and style to produce writing that communicates with confidence.

Building on the skills you gained in lower-division writing classes, this class explores specific business writing techniques and strategies through in-class lectures and exercises, individual writing assignments, tutorial sessions, and teamwork. The topics covered range from word-, sentence-, and paragraph-level issues of correctness, conciseness, coherence, and clarity to broader considerations of argumentation and organization, including a unit on critical thinking.

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

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

## LEARNING OBJECTIVES
This course focuses on improving your understanding of the basic principles of good writing and how you may use these principles to write effectively in a 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** the diverse communication goals of different audiences (including international audiences) and make effective choices about the tone, style, and form the communication should take *by recognizing and discussing how to tailor communications to specific audiences.*
3. **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.*
4. **Conduct** research using a broad range of sources *by applying secondary and primary methods of research such as using databases, open sources, practicing keyword searches, and conducting interviews.*
5. **Evaluate** corporate values and behavior *by discussing moral decision-making and approaches to ethics and how they translate into business contexts.*
6. **Collaborate** productively with others *by completing writing and editing tasks.*
7. **Express** your ideas and conduct yourself in a professional manner *by creating written communication that considers all the objectives above.*

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.


**TEXTS**
Required: *The Business Writer's Handbook,* 9th edition*,* by Gerald J. Alred, Charles T. Brusaw, Walter E. Oliu. PDF of the textbook is on BB under "Content"—"Textbooks for this course"

*Style: Writing with Clarity and Grace,* Joseph Williams and Joseph Bizup, 5th edition. PDF of the textbook is on BB under "Content"—"Textbooks for this course"

Supplemental readings will be posted on Blackboard.

**ASSIGNMENTS AND GRADING**
Your final grade in this course will be based on the following:

**Assignments**
(Detailed assignment prompts will be posted on Blackboard)

|  | Percent | Points |
| --- | --- | --- |
| • **(1) Business Trend Assignment** | 15% | 150 |
| • **(2) Ethics Assignment** | 15% | 150 |
| • **(3) Persuasion Assignment** | 15% | 150 |

- **Portfolio (choose two of 1, 2, 3 above)**  20%  200
  A thorough reworking and polishing of individual assignments

- **Business Communication Boot Camp**  10%  100
  Three writing tasks using routine business forms.

- **Small assignments, in-class "quick-write" exercises, quizzes,**  20%  200
  collaborative work, etc., TBD

- **Professionalism and participation:** Attendance, punctuality,  5%  50
  teamwork, conferences, homework, improvement based on my
  feedback, and participation in class as well as meeting all deadlines
  contribute to your professionalism grade. Please see "Classroom Policies"
  below.

**Total    100% =    1000**

## ASSIGNMENT SUBMISSION POLICY

Assignments must be turned in on the due date/time electronically via Blackboard. 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). Late or not, you must complete all required assignments to pass this course.

**Peer review:** 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. *You are expected to have **a polished** (not a rough) draft of the required assignment completed for every workshop. Failing to contribute your draft on time will cost you -15 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 with me during office hours. However, in accordance with the Writing Program's policies, I will not read your drafts.

**Miscellaneous assignments:** Another important part of this course consists of miscellaneous in-class quizzes and writing exercises totaling 200 points. Some of the writing exercises are done as a team; others solo. Some are done during our class session. *If you miss class on the day of these scored activities, it's your responsibility to make them up.* I will not remind you. And you'll have to work on your own if you miss any team projects

**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. The grade may not represent all of your efforts in the class; but rather, it is determined by the USC rubric for evaluating work in Advanced Writing and is assessed in comparison to your peers' writing.  As a rule, more effort generally results in better writing and more successful collaborations. Historically the average grade for students in the Marshall School's Writing 340 is 3.2.

Grading turnaround time: Please allow a minimum of ten working days for grading.

**ONE-ON-ONE WRITING CONFERENCES VIA ZOOM**

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. Pay close attention to any special requirements for each conference that I might mention in class. *Failure to attend a scheduled conference, or showing up late to one, counts the same as an absence or lateness in a regular class session (see below).*

**PROFESSIONALISM: POLICIES AND PROCEDURES**

***Attendance and punctuality.*** You are expected to attend <u>all</u> scheduled class sessions, to arrive on time and participate actively. **If you are unable to attend class, I expect you to e-mail me <u>in advance</u> 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 5 points). If you are absent four or more times prior to April 30 (the last day to withdraw from a course with a grade of "W"), I may ask you to withdraw by that date.

***Add/drop process.***  Note that failing to attend the first two class meetings puts you at risk of being dropped from the course.

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## COURSE FORMAT

All course materials can be found in Blackboard (https://blackboard.usc.edu).This course is divided into modules, and each module is intended to cover two class sessions. Module activities may include reading assignments, weekly lessons, interactive exercises, homework assignments, Blackboard discussion forums, class sessions, and quizzes.

### CLASSROOM POLICIES

1.  Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (b) below, attendance and active participation is expected at the synchronous Zoom class sessions.

a.  Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*

b.  For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 7 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions. Exams and other synchronous assessments will be scheduled for students to be able to complete the assessment between 7 a.m. and 10 p.m. in your local time zone.

2.  During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.

a.  Please do:
    i.   Log into class early or promptly
    ii.  Arrange to attend class where there is a reliable internet connection and without distractions
    iii. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
    iv.  If you use a virtual background, please keep it respectfully professional.
    v.   Display both your first and last name during video conferencing and synchronous class meetings.
    vi.  Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
    vii. Engage in appropriate tone and language with instructors and classmates.

b.  Please try not to:
    i.   Engage in a simultaneous activity not related to the class.
    ii.  Interact with persons who are not part of the class during the class session.
    iii. Leave frequently or not be on camera for extended periods of time.
    iv.  Have other persons or pets in view of the camera.

**Global time zone specifics:**  Team formation, team-based assignments, exams, office hours, and other components of the class will all be structured in ways that accommodate time differences for students displaced by the Covid-19 crisis. More details about these components of the course are posted in Blackboard.

## TECHNOLOGY REQUIREMENTS

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. We will use Zoom for class meetings, all of which will be recorded.

The following equipment and system requirements are recommended to successfully participate in this online course:
- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac

- Current browser
    - Google Chrome
    - Firefox
    - Internet Explorer (not recommended)
    - Safari (Mac)

## For technical support

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)

    Call +1 (213) 740-5555 or email <span style="color:red">Consult@usc.edu</span>.They are open Mon–Fri 9:30 am–5 pm and weekends from 8 am–5 pm (Pacific time).

- **Zoom Video Web Conferencing System**

    For assistance using Zoom, go to <span style="color:red">Zoom Support Page</span>. You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.

- **Marshall Systems** (MyMarshall, Marshall Outlook email)

    Call +1 (213) 740-3000 Mon–Fri 8 am–6 pm (Pacific), email <span style="color:red">HelpDesk@marshall.usc,edu</span>, or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
    - On a computer or mobile device, go to <span style="color:red">MyMarshall Home Page</span> and click the **"**Help**"** link on the upper right.
    - Log in using your Marshall username and password.
      (If you don't know your Marshall login, please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

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**WRITING RESOURCES**
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. 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 offers a series of Writing Modules designed to help non-native speakers develop the skills they need to succeed in WRIT 340. The WC offers daily workshops on troublesome language and grammar issues, open to all students, plus a computer program, "Focus on Grammar," for self-study.  The USC Writing Center web site is  http://dornsife.usc.edu/writingcenter/.

You may also find two other online resources helpful. These meta web sites are
http://webster.commnet.edu/writing/writing.htm and
http://owl.english.purdue.edu/handouts/general/gl_edit.html
https://hbr.org/topic/business-writing

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

## SOME OTHER ADMINISTRATIVE MATTERS
### *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). Simply, plagiarism can be characterized as "academic theft." More simply, if **they** said it or wrote it first, it's **theirs**—even if you put the idea in your own words. If you're unsure, cite.

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

- The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near verbatim form;

- The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style;

- Improper acknowledgment of sources in essays or papers.

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

### *Statement on Academic Integrity*
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A. http://www.usc.edu/dept/publications/SCAMPUS/gov/

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/ .  The USC Marshall community will not tolerate failure to adhere to the academic conduct standards set forth by these guidelines and our programs.

### Assistance with Papers

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

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

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

### Conduct

The university does not tolerate discrimination, sexual assault, and harassment.  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/department/department-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.

### Support Systems

*ESL*
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.

*Emergency*
If an officially declared emergency makes travel to campus unfeasible, 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.

*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 – 24/7 on call*
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*
https://equity.usc.edu/ https://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*
Avenue to report Incidents of bias, hate crimes and microaggressions for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/

*Student Support & Advocacy – (213) 821-4710*
https://uscsa.usc.edu/about/
Assists students and families in resolving complex personal, financial, or academic issues adversely affecting their success as a student.

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

*Crime, 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 makes travel to campus infeasible.

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


**Students with Disabilities**
USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability that may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP 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 as early in the semester as possible. DSP is open 8:30 am–5:00 pm., Monday through Friday. (213) 740-0776.  Email: ability@usc.edu.

| Course Calendar (subject to change) "Read" = before class "View" or "Listen" = before class | | | |
|---|---|---|---|
| **Modules** | **Topics & In-class Activities** | **Readings and Homework (all "chapters" refer to Alred textbook)** | **What Is Due and When** |
| **Course Introduction Module: 0** Pre-class, complete by January 19 | | • Review "Start here" module of Blackboard • Read the syllabus | 1/19 by classtime Complete syllabus quiz worth 5 points |
| **Module 1:** January 19–21 | Course introduction. Overview of expectations, what you'll write, when, and why. In class: (1) Take HBR quiz on grammar. (2) participate in class introductions. (3) Complete writing improvement exercise … Routine correspondence: memos, emails, letters, etc. Format and readability in business writing Writer's checklists: developing confidence; writing the rough draft. | … • Write a memo per instructions. Post on BB. • Read "Five Steps to Successful Writing," preface, xv-xxiv. Pay special attention to "purpose," "assessing audience," and "determining scope." "Scope," p. 498 "Selecting the Medium," pp. 498-501 "Letters," 305-10; "Memos," pp. 325-27; "Email," pp. 175-80 View Formatting Business Correspondence folder under "Content" on BB for types of correspondence; use this as your formatting guide all semester! | Thurs., 1/21, by 11:59 pm, submit your memo on BB |
| **Module 2:** January 26–28 | In class: Participate in discussion of Boot Camp | • Read Business Communication Boot Camp prompt | |

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|---|---|---|---|
| **Modules** | **Topics & In-class Activities** | **Readings and Homework (all "chapters" refer to Alred textbook)** | **What Is Due and When** |
| | project and Assignment 1 … In class: participate in guest lecture by Marshall information specialist Kim Esser | • Read Assignment 1 instructions … | |
| **Module 3:** February 2–4 | Characteristics of effective business writing, and qualities to common to all good writing; concept of the 4 Cs and 3 P In class: participate in discussion of good writing … In class: (1) A1 topic round robins (2) Discussion of audience analysis reader-centric writing (3) In teams practice rewriting a harsh memo, then rewrite a flawed memo (Stealth Technologies) for submission on BB. | • View video lecture • Research your A1 topic (ongoing) … • Read: "Audience," pp. 46-47; supplemental "audience analysis" PDF on BB; one student's audience analysis for A1 PDF on BB • View video lecture on tone | Tuesday, 2/4, by 11:59 pm (1) Submit A1 topic choice on BB (2) Submit Boot Camp Task 1final  on BB Thurs., 2/4, by 11:59 pm, submit your team's Stealth Technologies memo rewrite exercise on Google Docs, worth 10 points |
| **Module 4:** February 9–11 | Getting the logical flow right. | • Read "Signposting" and "Mini-Umbrellas" on BB; • "Outlining," pp. 361-64 • "Openings," pp. 118-19 | |

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|---|---|---|---|
| **Modules** | **Topics <br> & In-class Activities** | **Readings and Homework <br> (all "chapters" refer to <br> Alred textbook)** | <u>**What Is Due**</u> <br> **and** <br> <u>**When**</u> |
| | In class: participate in outlining and flow exercise <br><br> … <br><br> In class: Discuss peer reviews <br><br> Documenting and evaluating your sources | • "Conclusions," pp. 104-07 <br><br> • View lecture video <br><br> … <br> • WEDNESDAY, 2/10: exchange A1 polished draft with your assigned classmates. Review and return your classmates' polished drafts by Thursday's class. <br> • Read MLA Documentation, pp. 159-67, esp. pp. 161-62 on "MLA: Electronic Sources" for citing online sources correctly. Read "Quotations," pp. 450-52 | Wed., Feb. 10, by classtime, A1 polished draft due (exchange with your assigned classmates) |
| **Module 5:** <br> February 16–18 | Visual rhetoric and visual aids in documents. The exciting world of infographics. <br><br> In class: <br> (1) Discuss your examples of effective or ineffective infographics <br> (2) Participate in discussion of business ethics <br> (3) Watch Baidu ethics case study video and in teams draft a memo about an ethical dilemma in the workplace. <br><br> … <br><br> What are business ethics? <br> What is corporate social responsibility? <br> What is corporation social activism? | • Read "How to Design an Effective Infographic" blog post; "Layout and Design," pp. 299-304 <br> • "Headings," pp. 254-55 (pay special attention to this) <br> • "Visuals," pp. 551-55 <br> • Find effective or ineffective infographics to share with the class. <br> • Read instructions for Assignment 2, corporate social activism <br><br><br> … <br> • In BB Assignment 2 folder: Read definition of CSR and backgrounder on corporate activism <br> • Write questions for guest speaker. <br> • Listen to assigned podcast | Tues., Feb. 16 by classtime, submit final A1 to BB TurnItIn <br><br><br> Wed., Feb. 17, by 11:59 pm, submit Baidu team memo to Google Docs folder, worth 10 points <br><br><br> Thurs., Feb. 18, before classtime, submit questions for guest speaker to Discussion Board. |

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|---|---|---|---|
| **Modules** | **Topics & In-class Activities** | **Readings and Homework (all "chapters" refer to Alred textbook)** | **What Is Due and When** |
| | In class: participate in guest lecture | | |
| **Module 6:** February 23–25 | Emphasis: Where's your stress? In class: Practice: Find the topic exercise … 2/25 No Zoom class. Only mandatory one-on-one conferences via Zoom. See Google Docs sign-up sheet. | • Read "Emphasis" chapter (Lesson 5) from Williams & Bizup *Style;* "Emphasis," pp. 180-82; "Emphasis through Style," PDF on BB Module 6 • Sign up for one-on-one conference, Google docs. | Tues., Feb. 23, complete quiz on emphasis (BB) by 11:59 pm |
| **Module 7:** March 2–4 | 3/2 No Zoom class. Only mandator one-on-one conferences via Zoom. See Google Docs sign-up sheet. … How to deliver bad news In class: Participate in discussion of Boot Camp bad news memo (Task 2) and draft yours for peer review during class. | • Draft collaborative midterm evaluation … • Read "Bootcamp Task 2" prompt. Read "How to Deliver Bad News" PDF in Module 7 | Wed., 3/3, by 11:59 pm, email your team's midterm evaluation memo to Prof. Bridges Thurs., 3/4, submit Boot Camp Task 2 final to BB by 11:59 pm |
| **Module 8:** March 9–11 | In class: Discuss A2 peer reviews with your breakout group. … | • MONDAY: exchange A2 polished draft with two assigned classmates and complete review by classtime Tuesday … | Mon., 3/8, by classtime, exchange A2 polished draft with your assigned classmates. Return your review to your |

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|---|---|---|---|
| **Modules** | **Topics <br> & In-class Activities** | **Readings and Homework <br> (all "chapters" refer to <br> Alred textbook)** | <u>**What**</u> **Is Due <br> and <br>** <u>**When**</u> |
| | Grammar and punctuation review | • Read Chap. 11 "Grammar" and Chap. 12 "Punctuation & Mechanics"; links on ARES; <br> • and "Commas" PDF on BB | classmate by Tues., 3/9, classtime <br><br> Thurs., 3/11, by 11:59 pm, complete grammar & punctuation quiz worth 30 points. |
| **Module 9:** <br> March 16–18 | Choosing a point of view, and motivating your readers to care. <br><br> In class: Participate in discussion of motivational writing and do motivational writing team exercise <br><br> … <br><br> The elements of persuasive writing. <br><br> In class: discuss A3. Collaborate on persuasive writing exercise (memo to the dean). | • Read "Motivation" (Lesson 6) in Williams & Bizup *Style* <br><br><br> … <br><br> • Read Assignment 3 instructions <br> • View video lecture | (1) Tues., 3/16 by classtime, submit A2 final to BB <br><br> (2)  Tues., 3/16 by 11:59 pm, submit motivational memo about Covid to Google Docs folder, worth 20 points <br><br> Thurs., 3/18, by 11:59 p.m., submit persuasive memo to the dean to Google Docs, worth 15 points |
| **Module 10:** <br> March 23–25 | Tuesday, March 23, no class (Wellness Day) <br><br> … | … | |

| Course Calendar (subject to change) "Read" = before class "View" or "Listen" = before class | | | |
|---|---|---|---|
| **Modules** | **Topics & In-class Activities** | **Readings and Homework (all "chapters" refer to Alred textbook)** | **What Is Due and When** |
| | How to draw in your reader. Improving your openers<br><br>In class: collaborate on improving openings | • Read "Introductions," pp. 284-88. "Routine Openings & Opening Strategies"; "Leads and Conclusions"; "Openings and Closings"—PDFs are all on BB Module 10<br>• View video lecture | Thurs., 3/25, by 11:59 pm, post A3 topic choice to BB |
| Module 11: March 30–April 1 | How to write for a global audience<br><br>In class: Edit international communications document<br><br>…<br><br>In class:<br>(1) Discuss A3 peer review<br>(2) Discuss Bezos's annual report<br>(3) Writing lab: practice for flow | • Read *The Business Writer's Handbook* PDF on BB:  "Global Communications," pp. 240 (bottom) to 244, and "International Correspondence," pp. 272-77.<br>• View video lecture<br><br>…<br>• WEDNESDAY: exchange A3 polished draft with two assigned classmates; complete your assessments<br><br>• Read Jeff Bezos's annual report, pp. 1-3 | Tues., 3/30, by 11:59 pm, submit edited international communications document on BB, worth 15 points<br><br>Wed., 3/31, by classtime, exchange A3 polished draft with your assigned classmates. Return your review to your classmate by Thurs., 4/1, classtime |
| **Module 11:** April 6–8 | In class: Strategize and begin to draft Boot Camp Task 3.<br><br>…<br><br>In class:<br>Exchange Boot Camp Task 3 drafts with one peer in breakout groups; revise draft for submission | • Read Boot Camp Task 3 prompt.<br><br>…<br><br>Continue drafting Boot Camp Task 3 for exchange during Thursday's class. | Tues., 4/6, by classtime, submit final A3 on BB<br><br>Thurs., 4/8, by end of class, submit final Boot Camp Task 3 |

| Course Calendar (subject to change)<br>"Read" = before class<br>"View" or "Listen" = before class | | | |
|---|---|---|---|
| **Modules** | **Topics<br>& In-class Activities** | **Readings and Homework<br>(all "chapters" refer to<br>Alred textbook)** | <u>**What**</u> **Is Due<br>and<br><u>When</u>** |
| **Module 12:**<br>April 13–15 | How to revise, and how to be your own best editor. Concision revisited<br><br>In class: Take a practice quiz then complete concision quiz<br>…<br><br>No Zoom class. Only portfolio one-on-one portfolio conferences via Zoom. Sign-up sheet in Google Docs folder | …<br><br>• Homework:  Complete timed quick-write exercise (you have 40 minutes). | Tues.,4/13, by end of classtime, submit concision quiz worth 20 points,<br><br><br>Thurs., 4/15, by 11:59 pm, submit timed quick-write exercise worth 30 points |
| **Module 13:**<br>April 20–22 | Writing for digital/social media, challenges and strategies<br><br>In class: Discuss and complete team writing exercise—writing for the web.<br>…<br><br>Thursday, April 22, no class (Wellness Day) | • Read social media and writing for the web PDFs in Module 13 on BB<br>… | Tues., 4/20, by 11:59 pm, submit writing for the web exercise, worth 20 points |
| Module 14:<br>April 27–29 | In class: complete Baidu memo from CFO to employees from Module 5<br><br>Discuss Bradbury's article<br><br>…<br>Last class<br>Participate in class review and discussion Complete course evaluations | • Read: Ray Bradbury, "Management from Within" in Module 14 on BB | Tues., 4/27, by end of classtime, complete your revision of Baidu memo on Google Docs, worth 10 points<br><br><br>Thurs., 4/29, by classtime, submit portfolio on BB |

**APPENDIX**
**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) | Emphasis/ Relation to Course Objectives | Relevant Course Topics |
|---|---|---|---|
| 3 | Our graduates will demonstrate critical thinking skills *so as to become future-oriented decision makers, problem solvers and innovators.* Specifically, students will 3.1 understand the concepts of critical thinking, entrepreneurial thinking, and creative thinking as drivers of innovative ideas (not explicit for this course); 3.2 critically analyze concepts, theories, and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world; 3.3 be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems; 3.4 demonstrate the ability to anticipate, identify, and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies. | **High (Course learning objectives 1-10)** | All course assignments require critical thinking skills |
| 5 | Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities, *and aspire to add value to society.* Specifically, students will 5.1 understand professional codes of conduct; 5.2 recognize ethical challenges in business situations and assess appropriate courses of action. | **Moderate (Course learning objectives 7, 8)** | Discussion of business ethics, review of codes of conduct, and CSR, ethics mini-case exercises |
| 6 | Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.* Specifically, students will 6.1 identify and assess diverse personal and organizational communication goals and audience information needs; 6.2 understand individual and group communications patterns and dynamics in organizations and other professional contexts; 6.3 demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts. | **High (Course learning objectives 1-10)** | All assignments require audience  and purpose analysis, tailoring communication messages accordingly, and applying appropriate grammar, punctuation, vocabulary, tone, and style. |
| **[cont'd next page]** | | | |

| | **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.*<br>Specifically, students will<br>1.1 demonstrate foundational knowledge of core business disciplines, including business analytics and business economics;<br>1.2 understand the interrelationships between functional areas of business so as to develop a general perspective on business management;<br>1.3 apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor, and labor markets);<br>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<br>2.1 understand how local, regional, and global markets interact and are impacted by economic, social, and cultural factors;<br>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.*<br>Specifically, students will<br>4.1 recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors);<br>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);<br>4.3 understand factors that contribute to effective teamwork. |