

340 Advanced Writing for Business

Syllabus – Fall 2021

**Classes Meet:**

*Tuesdays and Thursdays, in person +  
online*

*Section 66767 - 9:30 - 10:50am JFF 313*

*Section 66777 – 2-3:20pm JFF 312*

*Section 66787 – 5-6:20pm JFF 313*

*Section 66791 – 6:30-7:50pm JFF 313*

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**Office Hours:** 11am-12pm T/Th, 3-5pm

Fridays, and by appointment

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**COURSE DESCRIPTION**

Advanced Writing for Business is designed to help you produce clear, effective writing in the context of any business or professional environment. You can succeed in this kind of writing by improving your skills in grammar, rhetoric, and logic, and applying them in business-related communications.

In this course, we understand business writing as that kind of writing aimed at helping individuals achieve business-related goals. Every semester or so, I change the main topic *vis-à-vis* business writing. In this version of 340, the topic that will form the backdrop of our reading, thinking, and writing will be current events, specifically **articles, editorials, and book reviews from the Wall Street Journal**. The *Wall Street Journal* is the single most widely read source of information and commentary on business matters in America, with a larger daily print circulation than *USA Today* and the *New York Times*, the next two largest printed newspapers in America, combined. Both the writing and the topics in the *Wall Street Journal* should prove instructive to anyone interested in learning the art of business communication.

This class should improve your ability to think clearly, to test your ideas, and to write clear and effective arguments on behalf of communication goals that you care about. Put another way, as a result of your work in this class, you should better understand how to use language to inform and persuade others, especially in professional contexts.

The format of this course largely consists of in-class discussions and writing exercises, tutorial sessions, a team project, and individual writing assignments. On a very practical level, the topics covered range from word-, sentence-, and paragraph-level issues of correctness, conciseness, coherence, and clarity to more global considerations of argumentation, organization, and audience. On a somewhat more theoretical level, students will be given a basic introduction to the resources available to them in the fields of grammar, rhetoric, and logic; and the necessary interrelations between those three fields. On a personal level, it is hoped that through this class, students will become “friends” with writing—recognizing in the act of writing a valuable ally in their own professional, social, intellectual, emotional, and spiritual development.

## **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. You will learn to communicate effectively in writing using Plain English and traditional and new communication media for different audiences.

Specifically, at the end of the course you will be able to:

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;
2. **Identify and evaluate** communication goals for diverse audiences and make effective and appropriate choices about the tone, style, and form the communication should take, taking care to be respectful of the diversity of audiences;
3. **Select and strategically utilize** traditional and new communication 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;
5. **Conduct** research using a broad range of sources;
6. **Synthesize and evaluate** the quality of collected information;
7. **Support** written claims with logical and persuasive reasoning, and **critique** the reasoning in the writing of others;
8. **Understand** the importance of business ethics and its implications for business and business communication;
9. **Collaborate** productively with others in completing writing and editing tasks;
10. **Express** your ideas and conduct yourself in a professional manner that is respectfully mindful of others, including those issues pertaining to diversity and inclusivity.

All of the above apply not only to traditional business writing, but also to any professional communication via electronic media. Business today functions primarily in a digital environment and proficient writers must be adept at using the internet and the tools e-communication provides.

## **Required Materials**

Burton, Gideon O. *Silva Rhetoricae: The Forest of Rhetoric*. Online website. <http://rhetoric.byu.edu>.

*Wall Street Journal*. [free on-line subscription available via USC/Marshall library]

Williams, Joseph M., and Joseph Bizup. *Style: Lessons in Clarity and Grace* (12<sup>th</sup> ed.). 2017.

[U.S. Securities and Exchange Commission.] *A Plain English Handbook: How to Create Clear SEC Disclosure Documents*. [no date] .pdf file. Available at <https://www.sec.gov/pdf/handbook.pdf>.

Other required articles will be provided throughout the course.

**Also required: select one (1) of the following books to read and summarize a chapter weekly in preparation for an end-of-semester book review:**

Difficulty levels (note that the harder texts will be graded somewhat more leniently than easier ones)

- \*\*\*\*\* Professional/graduate school
- \*\*\*\* Advanced undergraduate
- \*\*\* Undergraduate
- \*\* high school/beginning undergrad

Deneen, Patrick J. *Why Liberalism Failed* \*\*\*

Widely praised on both the political left and right, political scientist Patrick Deneen explains the root causes and inherent tensions in our increasingly dysfunctional political, economic, and cultural life.

Fahnestock, Jeanne. *Rhetorical Style: The Uses of Language in Persuasion* \*\*\*\*\*

A book for those who are advanced writers or who will be relying heavily on their writing skills in their chose, who wish to know how to use language well, beyond what we can discuss in this class.

Kahneman, Daniel. *Thinking, Fast and Slow* \*\*\*\*

A psychologist who won a Nobel prize in Economics(!), Kahneman explains in simple terms why you (and everyone else!) often makes the wrong decisions and judgements about all kinds of important and semi-important matters. A must-read for those interested in psychology, organizational behavior, and business decision-making.

Difficulty level: \*\*\*

Kotkin, Joel. *The Coming of Neo-Feudalism: A Warning to the Global Middle Class* \*\*\*

Joel Kotkin is a Los Angeles-based freelance journalist, with in-depth knowledge of urban and societal trends, and deep knowledge of California. A very clear and engaging writer who does not neatly fall on the right or left politically, he argues with lots of data (especially from California!) that we are becoming a feudal society again.

McCloskey, Deirdre. *Bourgeois Equality: How Ideas, Not Capital or Institutions, Enriched the World* \*\*\*\*\*

— *The Bourgeois Virtues: Ethics for an Age of Commerce* \*\*\*\*\*

— *Why Liberalism Works: How True Liberal Values Produce a Freer, More Equal, More Prosperous World for All* \*\*\*\*\*

McCloskey, born Donald McCloskey, is a brilliant, polymathic economist who cannot be easily pigeon-holed. She is unfailingly clear and engaging in her writing style and argumentation, but her books are very long. For those interested in an intellectually mind-blowing journey, any of her vast number of writings will do.

Michael Novak, *Business as a Calling: Work and the Examined Life* \*\*\*

For those who are worried that life in business will be morally compromising, Novak provides a positive way to understand business as a deeply ethical calling, and as a service to society and one's neighbors.

John McWhorter, *Woke Racism: How a New Religion Has Betrayed Black America* \*\*\*

John McWhorter is a very famous and brilliant black linguist at Columbia University, who has published voluminously on matters pertaining to race, ethnicity, and language.

O'Rourke, P.J. *On the Wealth of Nations (Books that Changed the World)*. \*\*\*

From Amazon: "If there is anyone on the planet who can make Adam Smith as entertaining and informative as he was prophetic, it's P. J. O'Rourke." —*The Weekly Standard*

"Hilarious . . . Learning history while better understanding the current economy—and laughing while doing it? Hard to ask for more." —*Rocky Mountain News*

Soll, Jacob. *The Reckoning: Financial Accountability and the Rise and Fall of Nations*. \*\*\*\*\*

Jacob Soll is a USC professor who won the McArthur Genius Award for this book. It is the fascinating(!) story of how knowledge of accounting (yes, accounting!) has led to the rise and fall of the Western empires, including Italy, Spain, the Netherlands, France, England, and the United States. An absolute must-read for anyone with an interest in business or accounting.

Sowell, Thomas. *Discrimination and Disparities*. \*\*\*

— *Economic Facts and Fallacies*. \*\*\*

Sowell is a brilliant black economist, who regularly punctures economic myths about our world with lots of hard data and insightful arguments. For this reason, he is widely despised by those who do not share his views.

**Or choose from one of these self-explanatory current Amazon Business Best Sellers:**

Clear, James. *Atomic Habits: An Easy and Proven Way to Build Good Habits and Break Bad Ones* \*\*

Ramaswamy, Vivek. *Woke, Inc.: Inside Corporate America's Social Justice Scam* \*\*\*

Voss, Chris. *Never Split the Difference: Negotiating as if Your Life Depended On It* \*\*

**ONE-ON-ONE WRITING CONFERENCES**

I hope to meet with each of you at least once during the semester to discuss your writing and progress in the class. Some class time will be used for these meetings; however, it will likely also be necessary to schedule meetings with me outside of regularly scheduled class time.

**Prerequisites and/or Recommended Preparation**

The prerequisite is WRIT 140/150 or its equivalent. No prior knowledge of business is expected or required in this course. However, it is assumed that students' skills in grammar and reading are sufficient to enable them to read and write college-level prose. Students in need of remedial work in English grammar or reading comprehension are advised to drop this course and seek additional help before enrolling in 340.

**Course Notes**

This course uses a reading-writing-discussion-workshop format. Brief readings will be done during class time and written about and discussed; students will also be required to read a single book outside of class. Each student will also make two brief (approximately 5 minutes) in-class presentations on assigned readings. The course uses small group discussions and workshops, and students will also spend a considerable amount of time doing in-class journaling or written experimentation.

## Grading Policies

Assignment	Points	% of Grade
<b>WRITING</b>		
<u>Formal Papers (55% of course grade)</u>		
PAPER #1* – Research	100	10%
PAPER #2* – Critical Thinking	100	10%
PAPER #3* – Business Ethics	100	10%
FINAL PORTFOLIO (revision of 2 of 3 papers)	250	25%
<u>In-Class Presentations (10% of course grade)</u>		
Rhetorical Devices or Current Reading Presentation	50	5%
Williams Presentation (2-person)	50	5%
<u>Group Writing Project (15% of course grade)</u>		
Group Blog and Presentation - <i>Figures of Speech in Advertising</i>	150	15%
<u>Course Journals (15% of course grade)</u>		
1. Reflections Journal	50	5%
2. Weekly Reading Summaries (student's choice)	100	10%
<u>Professionalism &amp; Participation (5% of course grade)</u>		
	50	5%
<b>TOTAL</b>	<b>1,000</b>	<b>100.0%</b>

## EVALUATION OF YOUR WORK

My goal in every class is to provide every student with the highest grade for the course that I can justify as a professional. It is also my goal that 100% of my students agree that their final grades are a fair representation of the quality of their best work in the class. It disappoints me if I am unable to accomplish my second goal; but I can pledge to all of my students that I will always accomplish the first.

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, please let me know as soon as possible so that I can re-evaluate your work if necessary. As best as you can, please explain to me fully and carefully what you think the problem is, and why you think the assignment should be re-graded. If you are at all persuasive, I will re-read the assignment. Do be aware, however, that while your grade may go up or remain unchanged, it is also possible that I will see significant problems that I missed initially, and assign a lower grade upon carefully re-reading your work.

NOTE: Please know that my evaluation of your work as a writer has nothing to do with whether I like you or not, or whether I agree with you or not. I have often given A's to students whose views I strongly disagreed with, and C's to students whose views I strongly agreed with. My key questions in evaluating your work are simply: how well developed is the argument? How strong is the writing?

***Bottom line: my assessment of your writing has nothing to do with whether I like you or agree with you. Instead, my assessment represents my best professional judgment as to how well you are able to use writing to accomplish the purpose of the assignments.***

## GRADING RATIONALE AND FINAL GRADE CALCULATION

A truly "advanced" writer is a person who is able, regardless of audience, genre, purpose, or other constraints, to consistently show mastery of three aspects of language—grammar, rhetoric, and logic—by adapting them effectively to the needs presented by the situation at hand. All terms used to evaluate writing—such as diction, organization, argument, format, correctness, clarity, cohesion, or cogency—ultimately refer to one or more of these three aspects of language. Weakness in any one of these three areas will necessarily weaken the writing overall. Consequently, final evaluation of students' final papers will always take into account all three of these aspects of their writing.

***At this level of instruction, at this University, “A” level writing represents writing that is difficult to distinguish from professional or graduate student-level writing. It is writing that demonstrates awareness of the typically wide range of research and scholarly opinion on a given topic; provides strong justification for the significance of the topic under consideration; anticipates and successfully rebuts obvious objections to the author’s line of thought; provides thorough, well-chosen support for a demonstrably important thesis; and accomplishes all of these things with demonstrably advanced skills in grammar, rhetoric, and logic.***

Every attempt is made in this class to make the evaluation of students' writing as objective as possible. Grading rubrics will be made available with each assignment. These rubrics attempt to identify and objectify the elements of grammar, rhetoric, and logic that will play an especially important role in this course, and in a given paper.

Final grades represent how you perform in the class relative to the objective standards of the class assignments, and relative to the other students in the class. Your grade will not be based on a mandated target, but on your own performance. Historically, the average grade for this class is between a (B) and (B+). Four items are considered when assigning final grades, and are listed here in order of relative importance:

1. **The quality of your final portfolio submission.** Because the quality of your final portfolio is supposed to represent the best work you are able to do at the end of the semester, it therefore functions as the “anchor” from which the rest of your grade is determined. The portfolio therefore functions as a kind of “ceiling” for your final grade: only in rare circumstances will your final course grade be higher than your portfolio grade.
2. Your ranking relative to all students in the class.
3. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
4. Your overall average percentage score relative to other students the class.

## GRADING CRITERIA

The evaluation and grading criteria used in this course are designed to faithfully reflect the University-wide expectations for WRI 340. [See Grading Rubrics, available separately.] Accordingly, graded written assignments will be evaluated with respect to the following criteria (but note that these are categorized somewhat differently in different rubrics):

**Cogency (rhetoric & logic):** The rhetorical power, or persuasiveness, of the paper, both overall and in its particular assertions.

**Support (rhetoric & logic):** The extent to which the paper's assertions are supported with examples, evidence, or reasoning which are appropriate to the topic and audience, and which strongly advance the argument of the paper.

**Control (rhetoric):** The organizational quality of the paper, including the following: effective use of titles, headings, bullets, fonts, bold print, and other typographical devices; appropriate and effective introductions and previews; well-defined and well-developed body structure; effective, appropriate, and balanced conclusions; appropriate transitions between sentences and paragraphs; effective use of organizational devices in sentences and paragraphs.

**Topicality (rhetoric):** The degree and extent to which the paper explores the issue(s) and conforms to the explicit guidelines set forth in the assignment, addressing all aspects of the writing task.

**Style (rhetoric):** The appropriateness of the paper's diction—including sentence structure, word choice, fluency, and tone in terms of its purpose and intended audience.

**Grammar and Mechanics (grammar):** The quality of the paper at the surface level: syntax, grammar, spelling, and punctuation.

#### **Assignment Submission Policy**

**NO points will be deducted for late papers.**

However, note the following:

- 1) late papers will receive grades only, with no written feedback;
- 2) all assignments must be submitted by the last day of class to receive credit for the course;
- 3) course journal entries are due weekly, graded intermittently, and cannot be made up after grades have been assigned; and
- 4) in-class presentations must be completed on the assigned day to receive full credit, unless alternative arrangements have been made with the instructor.

#### **PROFESSIONALISM: POLICIES AND PROCEDURES**

This class is intended to imitate a business environment in some important particulars, one of which is professionalism—in conduct, communication, and quality of work. Therefore, students are expected to attend class on time, come to class prepared, and cheerfully, thoughtfully, and constructively contribute to all in-class activities.

Should this class need to be conducted in whole or in part via Zoom sessions, it should be remembered that this is still a professional setting, and professional behavior is still expected. That means that, apart from some extenuating circumstances, students should have their cameras on at all times, with appropriate background visuals—either live or virtual. Take care to present yourself, always, as you would if you knew that your next employer or client were sitting in the session—because they very well might be! This excludes, among other backdrops, sitting in bed.

All forms of **unprofessional conduct**, and especially behavior that is disrespectful of other persons, including me, is prohibited, and will negatively affect a student's chances of success in the class. Unprofessional conduct can be reduced to three general categories: various forms of inattention, incivility, or bad faith.

**Inattention** includes all forms of electronic distraction by phones, email, and the Internet; **incivility** includes all forms of disrespectful behavior, including verbal denigration of others, interruptions, or late arrival to or early exit from class; **bad faith** includes all forms of cheating, especially plagiarism, the consequences for which are severe and discussed separately below.

The consequences of these misbehaviors range from verbal reprimands to lowered grades. Students who persist in inappropriate behaviors will be invited to leave the classroom and may even be asked to withdraw from the course. In severe cases, such as plagiarism, offenses can result in failure for a paper, failure for the course, or even expulsion from the University. Also note: electronic devices, such as phones, laptops, etc., are often problematic in professional settings. At the request of the instructor, any such electronic device should be turned off immediately.

**Attendance, punctuality and participation.** An expected mode of professional business behavior is punctual attendance at all meetings. Punctual attendance, and good participation, is a form of communicating professionalism, courtesy to others, and respect for the task at hand. Given the current circumstances, it is understood that not all students will be able to attend all sessions. Nevertheless, regular attendance and robust participation in the class is expected.

You will be graded on your actual participation in class, not on your attendance. The highest participation grades will be reserved for those who consistently contribute positively to the atmosphere and learning objectives of this class, both with respect to their daily attitudes, and with respect to the substance and frequency of their contributions. But frequency of contributions is less important than the content and quality of those contributions. At the same time, students who participate only rarely, or only when prompted, or whose contributions may be off-topic or show unfamiliarity with the assigned readings, will not receive full credit for participation in this class. The highest grades will be awarded to those whose presence regularly and positively advanced the purposes of the class; the lowest to those whose presence was either negligible or, worse, counter-productive to the class.

**Other requirements**

- Word-processing software (a relatively recent version of Microsoft Word is standard)
- Access to the Internet

**Retention of Graded Coursework**

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

**Technology Policy [except for the last sentence, the following applies only to in-person classes]**

Laptop and Internet usage should be considered inappropriate except when explicitly permitted by the professor. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom.

**Videotaping faculty lectures is not permitted due to copyright and privacy infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.**

**Course Calendar**

See Appendix II below.



## Statement on Academic Conduct and Support Systems

### Academic Conduct:

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

### Support Systems:

*Counseling and Mental Health* - (213) 740-9355 – 24/7 on call  
[studenthealth.usc.edu/counseling](http://studenthealth.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 [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP)* - (213) 740-9355(WELL), press “0” after hours – 24/7 on call [studenthealth.usc.edu/sexual-assault](http://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)*- (213) 740-5086 | Title IX – (213) 821-8298 [equity.usc.edu](http://equity.usc.edu), or [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by 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. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment* - (213) 740-5086 or (213) 821-8298  
[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*USC Support and Advocacy* - (213) 821-4710 [uscsa.usc.edu](http://uscsa.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101 [diversity.usc.edu](http://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.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call [dps.usc.edu](http://dps.usc.edu), or [emergency.usc.edu](http://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, HSC: (323) 442-120 – 24/7 on call [dps.usc.edu](http://dps.usc.edu)*  
Non-emergency assistance or information.

*Office of Disability Services and Programs - (213) 740-0776 [dps.usc.edu](http://dps.usc.edu), [ability@usc.edu](mailto:ability@usc.edu).*

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. If you have a disability which 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 ([dsp.usc.edu](http://dsp.usc.edu)) 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 located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

### **Incomplete Grades**

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

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

### **Grade Disputes**

All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. Faculty may initiate a change in grade if there is an error in the calculation of a grade. Students may appeal a grade according to university policy as set forth in *SCampus*. A faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean

of the school. The full university policy can be found in *SCampus* under University Governance / Academic Policies at <https://policy.usc.edu/scampus-part-c/>.

## Appendix I



<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 (Goals 3, 5, 6 and relevant selected sub-goals)</b>	<b>Emphasis/ Relation to Course Objectives</b>	<b>Relevant Course Topics</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 (Course learning objectives 1-10)</b>	All course assignments require critical thinking skills (students will utilize the USC-CT approach as a framework for critical analysis)
<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 (Course learning objectives 7, 8)</b>	Discussion of business ethics, review of codes of conduct, and CSR, ethics mini-case exercises

<b>6</b>	Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i> . Specifically, students will: 6.1 Identify and assess diverse personal and organizational communication goals and audience information needs. 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.	<b>High (Course learning objectives 1-10)</b>	All assignments require audience and purpose analysis, and tailoring communication messages accordingly.

<b>Marshall Undergraduate Program Goals <u>not Explicitly</u> Covered by this Course (Goals 1, 2, 4)</b>			
<b>1</b>	Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i> . Specifically, students will: 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.		
<b>2</b>	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: 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.		
<b>4</b>	Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i> . 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.		

## Appendix II

### WRIT 340: Course Schedule – Fall 2021

Please note the following:

1. *In-class journal entries are due each week on Saturday at 11:30pm.*
2. *Individual chapter summaries are due each week on Saturday at 11:30 pm.*
3. *Although assigned readings may sometimes play a minimal role in class discussion, students are strongly advised to keep up with all readings on a weekly basis.*
4. *Each presentation should be recorded and posted by 10pm the day before it is scheduled to be presented. To receive credit, presentations must be posted on Blackboard.*
5. *Writing prompts and class discussions about the intersection of business with the course themes will vary on an ad hoc basis.*
6. *There will be multiple in-class readings and exercises.*
7. *Several class sessions will be cancelled in order to facilitate meetings with students, either individually or in teams.*
8. *Note that sessions marked with a white background will be in-person sessions. Days marked with a green background will be Zoom sessions and those marked with a peach background are University holidays; in-person attendance will not be expected in those sessions. Zoom sessions are intended to be either be for individual conferences, or for Team meetings. Obviously, it may be necessary to increase the number of Zoom sessions, depending on how COVID plays out this year.*

Key:

S= Joseph Williams and Joseph Bizup, *Style: Lessons in Clarity and Grace*

P(n) = Student Presentation #

Week	Tuesday	Thursday	Topics	Readings
1	8/24  Introductions + Course Overview	8/26  Course Emphases and Themes: Grammar, Rhetoric, Logic Business Communication Assign: A1		

2	<b>8/31</b>  <i><b>Your Tools:</b></i> <b>Grammar, Rhetoric, Logic</b> <hr/> <b>Professionalism 1</b>	<b>9/2</b>  <i><b>Your Tools:</b></i> <b>Grammar, Rhetoric, Logic</b> <hr/> <b>Professionalism 2</b>  <b>Assign: Team Project</b>	<i>Introduction</i>  <i>Professionalism:</i> <i>Format &amp; Tone</i> <i>Plain English</i> <i>(Smola letter)</i> <i>(Cerner memo)</i>	<i>S, Lessons 1 &amp; 2</i>
3	<b>9/7</b>  <b>On Naming:</b> <b>Confucius</b> <hr/> <b>Williams 3 – Actions/Verbs</b> <b>Due: A1 Outline</b>	<b>9/9</b>  <b>Team Check In 1</b>	<i>Naming &amp; Definition</i> <i>Critical Thinking:</i> <i>Objectivity &amp; Bias</i> <hr/> <i>How to Write Clear Sentences:</i> <i>Avoiding Nominalizations</i>	<i>S, Lesson 3</i>
4	<b>9/14</b> <b>Objectivity, Terrorists &amp; Newspapers</b> <hr/> <b>Williams 4 – Characters</b> <b>Due: A1 Draft</b>	<b>9/16</b>  <b>Williams 9 – Concision</b> <b>P1</b>	<i>More on Naming</i> <hr/> <i>How to Write Clear Sentences:</i> <i>Characters as Subjects</i>  <i>Editing for Conciseness</i>	<i>S, Lesson 4 &amp; 9</i>
5	<b>9/21</b> <b>Williams 5 – Cohesion &amp; Coherence</b> <b>P2</b>	<b>9/23</b> <b>P3, P4</b> <b>Due: A1 Final (100 pts.)</b> <b>Assign: A2</b>	<i>How to Write Clear Paragraphs</i>	<i>S, Lesson 5</i>
6	<b>9/28</b> <b>Individual Conferences</b>	<b>9/30</b> <b>Individual Conferences</b>		

7	<p>10/5  <b>Williams 7 – Motivation</b>          P5, P6  <b>Due: A2 Outline</b></p>	<p>10/7  <b>Williams 8 – Global Coherence</b>          P7, P8</p>	<p><i>Audience &amp; Overall Organization</i></p>	<p>S, Lesson 7 &amp; 8</p>
8	<p>10/12  <b>Team Check In 2</b></p>	<p>[Note: Fall Recess]          10/14</p>		
9	<p>10/19  <b>Williams 6 – Emphasis</b>          P9  <b>Due: A2 Draft</b></p>	<p>10/21          P10, P11  <b>Assign/Discuss: A3</b></p>	<p><i>How to Achieve Emphasis in Sentences and Paragraph</i></p> <p><i>Business Ethics</i></p>	<p>S, Lesson 6</p>
10	<p>10/26          P12, P13  <b>Williams 10 – Shape</b>  <b>Due: A2 Final (100 pts.)</b></p>	<p>10/28          P14, P15</p>	<p><i>How to Add Length Gracefully to Sentences</i></p> <p><i>Expertise</i></p>	<p>S, Lesson 10</p>
11	<p>11/2  <b>Team Check In 3</b></p>	<p>11/4  <b>Team Practice Presentations</b></p>		



12	<b>11/9</b> <b>Williams 11 – Elegance</b> <b>P16</b> <b>Due: A3 Draft</b>	<b>11/11</b> <b>P17, P18</b>	<i>Managing Complexity in Sentences</i>	<i>S – Lesson 11</i>
13	<b>11/16</b> <b>Williams 12 – Ethics of Style</b> <b>P19</b> <b>Due: A3 Final (100 pts.)</b>	<b>11/18</b> <b>--</b> <b>Individual Conferences</b>	<i>Communication Ethics</i>	<i>S – Lesson 12</i>
14	<b>11/23</b> <b>Individual Conferences</b>	<b>11/25</b> <b>No Class - Thanksgiving</b>		
15	<b>11/30</b> <b>Team Presentations</b>	<b>12/2</b> <b>Course Wrap Up</b> <b>Due: Portfolio (250 pts.)</b>	<i>Rhetorical Figures &amp; Advertising</i>  <i>Summing Up</i>	
16	<b>12/7</b> <b>No Class – Finals Week</b>	<b>12/9</b> <b>No Class – Finals Week</b>		