WRIT 340 – Advanced Writing for Business

Spring 2022

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Lecture Class: T/R 2:00 – 3:20 PM (section 66777)
Location: JFF 312
Zoom Link: **On Blackboard**
Office Hours: M/W 2:30-4:30 PM (via Zoom) and by appointment. **Sign-up in advance via Slack DM.**

QUICK-LINKS TO MOST-USED SECTIONS:
Schedule | Assignment List | Late Policy | Absence Policy

COURSE DESCRIPTION

Advanced Writing for Business will help you produce clear, concise written documents to achieve business-related objectives. This course will hone and apply your grammar, rhetoric, and logic skills.

Working individually and collaboratively, you will analyze complex business cases ethically and critically, identify the effects of technology on written business communication, and write to inform and persuade different types of internal and external audiences within the business context. The topics covered range from word-, sentence-, and paragraph-level issues of correctness, conciseness, coherence, and clarity to more global considerations of audience, organization, and argumentation.

You will participate in discussions and activities, write business documents independently (e.g., emails, memos, reports, news releases, blogs, proposals), and participate in writing workshops and individual coaching sessions. You will also research, analyze, and draft a business case study with a team.

LEARNING OBJECTIVES

This course focuses on understanding the basic principles of writing well and applying these principles to write business-related documents in various contexts. You will learn to write as a professional for different internal and external audiences and to communicate through various traditional and new media.

At the end of the course you will be able to…

1. **Recognize and implement** the qualities associated with effective business writing: conciseness, coherence, clarity, and correctness
2. **Develop** communication goals for diverse audiences and make appropriate choices about tone, style, and form
3. **Select and utilize** traditional and new communication media
4. **Plan, create, and complete** a variety of business documents (e.g. memos, letters, emails, blog posts, proposals, reports) with appropriate headings, layout, typography, and content
5. **Research** using a range of sources, **synthesize** the collected information, and **critique** the quality of the information
6. **Support** claims with logical reasoning and **evaluate** claims in other persuasive documents
7. **Understand** the importance of ethics and the implications for business communication
8. **Collaborate** productively with a team in research and analysis as well as writing and editing tasks
9. **Express** your ideas in a confident yet professional and respectful manner

This class will meet you where you are. It will allow you to grow and excel based on your unique strengths/challenges and based on your unique level of investment. After only fifteen weeks, you probably will not reach a level of professional excellence in all business communication areas; mastery sometimes takes years and always takes dedication. You will, however, understand the strategic objectives toward which you are working, understand the necessary processes involved in meeting those objectives (and helping others meet them), appreciate your strengths and challenges, and feel increased confidence in your written communication decisions and in the execution of those decisions within a business context.

PREREQUISITE AND RECOMMENDED PREPARATION

The prerequisite is for WRIT 340 is WRIT 140/150 or its equivalent. No prior knowledge of business is expected or required. The professor assumes, however, students' grammar and reading skills are sufficient for reading and writing college-level prose in English. Students who need remedial work in grammar or reading comprehension are advised to drop this course and seek additional help before enrolling in 340.

REQUIRED MATERIALS

This Advanced Writing for Business section does not use a textbook. The professor will provide required readings throughout the semester in .pdf format and via hyperlink. You are expected to complete these readings before class meetings and team activities according to the deadlines on the course calendar.

The following books are recommended if you are interested in developing your business writing skills beyond the content and assignments provided in this course:

Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2013). *The business writer's companion* (7th ed.). New York, NY: Bedford/St. Martin's.

Garner, B. A. (2009). *Garner's modern American usage: The authority on grammar, usage, and style* (3rd ed.). New York, NY: Oxford.

Kessler, L. & McDonald, D. (2012). *When words collide: A media writer's guide to grammar and style* (8th ed.). Boston, MA: Wadsworth Cengage Learning.

Lamb, S. E. (2011). *How to write it: The complete guide to everything you will ever write*. New York, NY: Random House.

Vaida, C. J. (1996). *Liberating grammar*. Upper Saddle River, NJ: Prentice Hall.

Williams, J. M. & Bizup, J. (2016). *Style: Lessons in clarity and grace* (12th ed.) New York, NY: Pearson.

If you plan to pursue a career in corporate communication or public relations, learn the grammar style and usage guidelines in *The Associated Press Stylebook 2020-2022*.

Effective business communicators (and citizens) are well-informed. Consume business-related content and news from print and online sources such as the *Wall Street Journal*, *Barron's*, *Bloomberg*, *The Economist*, *Forbes*, *Fortune*, and *Harvard Business Review* and from podcasts such as *BBC World Service: Business Daily*, *Marketplace*, *NPR: Business Story of the Day*, *Planet Money*, *Reuters Business News*, and *Wired Business*.

COURSE ASSUMPTIONS

Engagement: You are expected to show up to each class, prepared, and choosing to engage professionally the day's content. There are no formal "excused" or "unexcused" absences in this course. Instead, the general expectation is that you will not miss more than one week's worth of class throughout the term (2 absences). Beyond that many absences will impact not only your performance but also your participation grade (which you can further expect to score a 0 on if you miss two week's equivalent of class). Absences for illness, religious holiday, and appropriate university-sponsored events do not typically apply to your absence count. If you know you are going to miss class, you should arrange in advance with your professor for equitable options. If any absences of any variety total three week's equivalent, a student may be advised to withdraw ("W") from the course.

In addition to computer and language skills, I assume an ability to perform basic research as part of this course and others. Even if the subject matter does not intrinsically interest you, it is your obligation to find a way to make it ultimately motiving for yourself; I can only do so much. You must "show up" to the task too, even if it's by finding satisfaction in a job well done. I expect you will be as enthusiastic about this course as you would be in any course important to your future, and that you will actively participate and take responsibility for your own learning. In your writing, you should be able to connect with your reader, conveying ideas and message points in an accurate, complete, and convincing way. Written communication skills are developed by practice, so class time will often be devoted to exercises that are applicable to the real-world challenges you will face in a professional context.

Tech: Business today functions primarily in a digital environment and proficient writers must be adept at using the internet and the tools e-communication provides. Thus, in addition to required readings, you must have access to a computer with a webcam, a reliable internet connection, the current operating system for Windows or Mac, basic computer software (Adobe Acrobat Reader, Microsoft Word, Microsoft PowerPoint, etc.), and a current browser such as Google Chrome or Firefox. **This course will regularly utilize Blackboard, Zoom, and Slack.**

Content Selection: I have carefully designed not only the in-class activities to compel your strategic growth but also the readings and exercises that happen outside of class in ways that will directly contribute to your communication effectiveness. You are expected and encouraged to engage those with enthusiasm as useful means of advancing your ever-relevant communication skills. We will often NOT directly duplicate course reading content in class. Doing so would be suboptimal redundancy. Instead, treat readings as if they are post-class class time, and thus also integral to your optimal growth and performance in class and beyond.

Goal: My goal is to help you become more effective writers for professional contexts. If you prepare for and attend all classes, participate actively in activities and discussions, and complete all assignments conscientiously, you will improve your skill level. By the end of this course, you will have increased your ability to organize and present ideas more clearly, develop stronger and more convincing written arguments, thoughtfully apply writing tactics and strategies to a variety of professional situations, including using nonverbal tools to increase your effectiveness as business writers. **In short, stay engaged, and this class can prove uniquely useful for the rest of your professional careers.**

Accessibility and Accommodations: It is my goal to have this course equitably empowering and accessible for all students. If there are standard course logistics that you find uniquely difficult, I encourage you to explore accommodations opportunities offered by the university. To be clear, I am only allowed to offer accommodations on an individual basis when you provide me with official documentation from the university (or, of course, in the event of an unforeseen extraordinary circumstance). At times, students may also feel inspired to share with me unique personal difficulties or learning challenges. Please know that sharing personal matters with me is entirely up to you (and that there are select mandatory reporting requirements placed on professors). I want you to feel supported in doing so, but it must also be your choice.

Closing the Loop: Your thoughtful feedback is encouraged. While I encourage you to frame it professionally, after having done significant self-reflection, please do approach me if there is content or logistics that for some reason are not working for you. **If there is material that seems purposeless or even objectionable, I ask that you please give me the opportunity to re-explain it, to re-frame it, or to revise it. Collectively, let's make this an enjoyable and empowering course.**

ADDITIONAL AID POINTS OF INTEREST

Copies of PowerPoint lectures or session recordings will be available through your Blackboard account *by request*.

Tech Proficiency: You are expected to have fundamental knowledge of Microsoft Word. This includes fundamental use of spelling and grammar check as well as clean, professionally appropriate design (e.g., justifications, font size, etc.). If you need assistance, ask your professor for tutorial material that can catch

you up to the needed point for class. We will explore more advanced features of a variety of writing tools throughout the course. You will be explicitly challenged to move up the continuum of poor-adequate-good-great in order to positively impact both your grade and the actual professional viability of your work.

Writing Center: If you are having difficulties with the mechanics of writing, help exists. The USC Writing Center located on the third floor of Taper hall is an excellent resource. You may schedule 30-minute appointments with writing consultants trained to assist you in planning, organizing, and revising your assignments. Some consultants are graduate business students in the Marshall School of Business. Others have special skills in working with students for whom English is a second language. The Writing Center also offers daily workshops on troublesome language and grammar issues, and makes available a number of handouts on an array of grammar and usage points: http://www.usc.edu/dept/LAS/writing/writingcenter/.

Non-Native Writers: International students and non-native writers and speakers of English may also want to investigate the help available to them through USC's American Language Institute: http://dornsife.usc.edu/ali.

COMMUNICATION DECORUM

Slack: If I choose to engage Slack for the purposes of this course, you should consider Slack your go-to place for communicating with me. **You are responsible for proper monitoring** and engagement with ALL communication channels and tools I inform you we will be using (e.g., email, Blackboard, and Slack). **You are strongly encouraged to use the "reaction" feature on Slack to indicate to the sender that you acknowledge their message.**

Email: If you choose to email me, please use proper form for writing the email. Begin emails with a professional salutation (Examples: Dr. Name; Hello Professor Name; Good afternoon Dr. Name). Starting an email without a salutation or a simple "Hey" is not professionally appropriate in this context. This is also true in Slack, even if the tool does often offer slightly more casual conventions, such as emoji reactions and gifs, in professional use.

When sending an email, please reference the course number in the subject line with a brief and meaningful indication of the topic. This helps ensure your email is attended to in a timely manner. Not following this protocol for this course risks your email being deleted or ignored, and it is your responsibility to follow this requested protocol. **EXAMPLE SUBJECT LINE: "340 – Peer Feedback Requirements"**

Zoom: During synchronous Zoom sessions, if we find ourselves using them, the following netiquette is expected, as if you were in a physical classroom.

1. Please do:
    a. Be flexible and understanding. Distributed work has many advantages; it also has extra challenges, many of which come about unexpectedly offering us only limited in-the-moment control. We will make the best and roll with it. When errors arise, we will use redundancies and backup plans to still achieve our course goals.
    b. Students are expected to have cameras on during the synchronous Zoom sessions. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
    c. Log into class early or promptly.
    d. Arrange to attend class where there is a reliable internet connection and without distraction.
    e. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
    f. Arrange for professionally effective lighting, video composition, and audio quality (headsets or earphones are often an effective choice).
    g. If you use a virtual background, please keep it respectfully professional.

h. Display both your first and last name during video conferencing and synchronous class meetings. Display pronoun preferences if you would like (if I mispronounce/misspeak, I encourage you to politely let me know).
i. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
j. Engage in appropriate tone and language with instructors and classmates.

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

WAITING POLICY

If I am late for class, please check for communication from me (Slack, Bb, email) and otherwise wait for 15 minutes. After that time, if you do not have an update from me, class will be considered dismissed.

GRADING OVERVIEW

Assignment List	Points	% of Grade
Business Report (internal)	100	10
Business Proposal (external)	150	15
In-Class Writing Scenario	150	15
Daily Writing Prompts	50	5
Team Case Study	200	20
Final Portfolio (revision of two assignments)	250	25
Contributions to Learning Community (participation & engagement)	100	10
TOTAL	1,000	100

SCALE:

Grade	Percent Range
A	95 – 100%
A-	90 – 94.99%
B+	87 – 89.99%
B	84 – 86.99%
B-	80 – 83.99%
C+	77 – 79.99%
C	74 – 76.99%
C-	70 – 73.99%
D+	67 – 69.99%
D	64 – 66.99%
D-	60 – 63.99%
F	0 – 59.99%

Grades are NOT rounded or curved.

Some find the following colloquial description of grades to be helpful:

- **An A indicates** you're demonstrating mastery over writing tactics and strategies such that a writing professional in a business context would strongly support and/or even celebrate presenting your writing to a real business audience.
- **A B indicates** you're doing effective work. It's a "good grade" overall. There's no significant reason you couldn't have your work read by a business audience. It could simultaneously still use some meaningful refinement to optimize your contextual results. Your writing may not indicate mastery or "go-to writer" status, but it could still be considered professionally effective.
- **A C indicates** that there's some meaningful work happening in parts of your writing, but there are one or more elements that would cause a writing professional to say, "No, that really should not be read in its current form by a business audience."
- **A D indicates** that there are fundamental errors that we need to fix. Your writing in its current form may do yourself more professional harm than good if it were read by a business audience.

ASSIGNMENT OVERVIEWS

(Additional details will be provided via Bb/Slack ahead of each project)

Business Report to an Internal Audience – 100 pts

This assignment is designed to introduce you to one of the most common documents in the business context – the business report – and to enhance your ability to adapt key messages and to write concisely for a target internal audience. You will write a business report focused on providing actionable recommendations to address a business issue or problem.

Business Proposal to an External Audience – 150 pts

This assignment is designed to enhance your ability to adapt key messages and to write concisely for a target external audience. You will apply persuasive communication and critical thinking to write either a business proposal or a blog focused on a business issue.

In-Class Writing Scenario – 150 pts

Professionals must be able to write content with limited preparation time. The in-class writing assignment will simulate a business situation in which you are tasked with drafting a document for a target audience while under deadline. You will apply your understanding of business communication strategy to write a document that is concise and clear as well as grammatically, rhetorically, and logically correct.

Daily Writing Prompts – 50 pts

Many class periods will begin with a prompt-inspired writing sprint, followed by a workshop of select student(s) pieces. This is a great opportunity to normalize the writing process, refine your skills, and be inspired by classmates. Substantive completion is expected. You will turn in your "digital notebook" at the end of the term.

Team Case Study – 200 pts

The team case study project will focus on researching and analyzing a communication-related business issue, writing a case study revealing factors or information otherwise ignored or unknown, and utilizing graphics and other visuals to enhance the written case study content. A set of topics relevant to students' various fields of interests will be available.

The case study will include range of deliverables, including the written analysis/proposal itself, complete with executive summary, a presentation including a slide deck written in a professionally viable manner, a reflection on ethical communication challenges inherent to the case situation being covered, and a team evaluation reflection note.

Final Portfolio – 250 pts

Your final portfolio will showcase your best individual writing from the semester. The course includes three main individual assignments. You will pick two out of the three report, proposal, or case study assignments to revise and to include in your final portfolio.

The portfolios are collaboratively evaluated: Multiple writing professors will determine your grade. As is true of any consumer good, **the portfolio is not evaluated on how much it has improved from a prior version but rather on the quality of the final product.** Thus, revise your two strongest, not weakest, assignments.

Since the quality represents the best writing you are able to produce at the end of the semester, the portfolio functions as an anchor for your final course grade: **Your final course grade cannot be more than 2/3 of a grade higher than your final portfolio grade.**

Exam Note:

While there may be occasional in-class "quizzes" to ensure that you are engaging the readings effectively, there are no planned midterm or final exams.

Participation & Engagement:

I assume that you will be present and on time for every class and ready to begin work at the time class is scheduled to start. Should you need to be absent I expect to receive an e-mail from you PRIOR to the start of class. Keep in mind that a message in advance of class does not "excuse" your absence (**there are no "excused absences" for this section of the course**) – it simply shows me that you are taking responsibility for choosing to do something else during class time. Multiple absences, even when accompanied by conscientious notification, may be viewed as unprofessional behavior and negatively impact your engagement/participation grade (see the note above about the expectation for no more than one week's equivalent of absences). To receive top points for engagement/participation you will need to take an active role in class discussions, volunteer for leading in-class exercises, produce quality substantive work for "ungraded" in-class and homework activities, bring relevant news stories to the attention of the class and lead in-class discussion based on these news stories, attend office hours and review all of your presentations with the professor, etc.

ASSIGNMENT PROTOCOL

- In business, you're expected to complete your projects on time. Assignments are due at the beginning of the class period on the date assigned unless specified otherwise. **Any assignment turned in late will receive half credit as a starting point and will only be accepted within one week of the original due date. Late assignments must be turned in within one week of the original due date or you will receive a zero for that assignment (or reduction in grade if a participation non-pointed project).**
- A student who fails to complete more than one assigned writing project should expect to be assigned an F for the course.
- If you are unable to attend class on the day a written assignment is due, I expect it to be submitted to the relevant digital location by the START of class.
- Your written assignments should be free of spelling, punctuation, or grammar errors. ANY errors in mechanics, including design mechanics, that reduce the effectiveness of the communication will dramatically lower your grade.
- Where a bibliography, reference notes, or other stylistic requirements are used, the information must conform to a standard style manual (typically APA as a starting point for business writing). We will discuss unique variations, such as on decks, which likewise require explicit citation (even if in a truncated form).
- Plagiarism in any form will not be tolerated and may result in the most significant of consequences. In addition to the standard position against plagiarism, **all work submitted for this course should be uniquely created by you uniquely for this course**. I.e., no "double-dipping" (if you submitted a project for your tax class last year, you cannot submit that same project for this course). Professional documents, such as your resume, are an exception on the double-dipping prohibition, and are an important ever-evolving asset that you should seek to improve on during this course.

GRADING DETAILS

You will get the most out of the course if you push yourself for continued improvement. Historically, the average grade for this class is about a B. That is a good grade and should not be the cause for existential crisis. Final grades represent your total performance in the course, as reflected by your performance in the individual assignment categories listed above. Grades returned will be represented in percentages and/or letter grades, based on the individual assignment. Letter grades represent a range and should not be assumed to reflect the highest point total in that range.

Grades for team projects typically begin as a baseline score earned by the group as a whole. You will submit team peer evaluation notes to help identify any extraordinary circumstances. Grades for individual team members may be uniform or may be varied, depending on the unique situation. Points may be deducted from individual members of a team if you were not a full participant in the final team deliverable.

Grading Baselines:
All assignments are expected to demonstrate strong critical thinking skills and a high level of business writing competence. Those assignments that meet this baseline and are polished, professional, thoughtful, well-structured and error free would meet the standard to reach a base score of a B letter grade. The analysis, depth, research, illustrations, connectedness, sophistication and execution of the assignment may then allow the base score to be increased or require it to be reduced. In addition to the shorter colloquial description above, below is more information on the core grading rubrics:

Emerging/Developing Skill Level (C range letter grade) There may be the absence of an assignment requirement or diminished focus on the purpose of that assignment. Thoughts are less developed and critical thinking is not as strongly demonstrated. Examples and illustrations in both presentations and written assignments may be more sparse, less informative/persuasive or off-point. External research as required or self-analysis may be minimal, or underdeveloped. Class strategies in the research, preparation, refinement or delivery of the assignment may be missing. The delivered assignment is not sufficient to address the assigned expectations for a professional audience for the assigned deliverable.

Competence Skill Level (B range letter grade) Effective use of theories and strategies as presented in class demonstrating thoughtful preparation, application and good execution for both presentations and written assignments. Solid demonstration of critical thinking, and communication competence. Addressed all assignment elements with clear and well explained deliverables including PPT as required with presentations with depth and clarity. Class strategies in the research, self-analysis, preparation, refinement and physical presentation of the assignment are demonstrated resulting in a deliverable of a professional and polished response to an assignment without spelling/grammar errors or omissions.

Mastery Skill Level (A range letter grade) Insightful, strong depth in the contents, references, illustrations and connectedness that make the deliverable of a presentation or written assignment a role model. This range of assignment represents a case study for the excellent demonstration of critical thinking and communication competence for the deliverable. Strongly and eloquently addresses all assignment requirements without spelling/grammar errors or omissions. Shows deep systematic preparation and thought, leveraging all of the resources, tools and concepts from class. Highly polished and professional that goes beyond the expectations of the assignment.

Review Of Grades (24/7 policy):
If an assignment is returned to you and you believe that some error has occurred in the grading, you must follow the 24/7 rule to ask me about further details on the grading. You can, within one week of the date the assignment is returned, request—using a memo—that I re-evaluate the assignment. Please wait 24 hours before drafting and submitting the memo. If necessary, I am glad to clarify my commentary on returned assignments (after you have had time to digest the commentary), but if you wish to discuss your grade, you must initiate the discussion with a memo within the 24/7 period. Any reference and discussion of grades (written or otherwise) must be initiated and conducted with diplomacy and thoughtfulness (important for all situations, but certainly important in a business communication course).

If you are requesting a grade review, the original assignment or evaluation form should be attached to your memo. The memo should fully and carefully explain why you think the assignment should be re-evaluated. Arguing that "I worked hard and put in a lot of time" or simply saying "I don't understand why I received this grade" are neither full nor careful explanations. **Remember that the re-evaluation process can result in three types of grade adjustments: positive, none, and negative.**

Retention of Graded Coursework
Graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student. If I returned a graded paper to you, it is your responsibility to file it.

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

You do not have authorization to post and/or distribute any materials from this course to anyone not currently registered in this section nor for any purpose other than express and limited purposes of studying nor for any duration of than for this term only.

COURSE SCHEDULE (Note: Schedule Is Subject To Change. You are expected to stay on top of Blackboard and/or Slack notifications for additional details, changes, and updates)

COVID NOTE: This course is designed fundamentally with the expectation of being conducted in-person. There may be times when "Zooming in to class" may be an option, but we will primarily function with the expectation of being in the same space when possible (except for when otherwise designated, like for Office Hours, etc.)

That said, we will follow university guidance and policy, which may at times require us to take the whole class online for periods of time. If needed, significant changes to the format/order of the course may be required. Students are expected to maintain a spirit of flexibility and learning, even though this is admittedly difficult for everyone involved – from students to faculty to staff. Your support and understanding is so greatly appreciated, and your collaborative ideas for how to keep the class functioning optimally are always welcome.

COURSE SCHEDULE PROVIDED IN SEPARATE DOCUMENT AND WILL BE REGULARLY UPDATED ON BLACKBOARD. Because of the evolving nature of the COVID Pandemic, students should expect to have 3-4 weeks notice of course content at a time, in order to provide flexibility without "revising the whole calendar" every time a flexible change is needed.

Date	Topic	Reading Due	Assignment Due
WEEK ONE			
Tues (1/11)	• **Course Welcome** • Intro to the Genre • Memo Writing Exercise *(Learning Obj. 1, 2, 3)*		
Thurs (1/13)	• **Exploring Business Writing** • Analyzing a Comm Situation • Writing Tool #1: Miro • Analyzing Business Writing	☐ Syllabus ☐ "What Corporate America Can't Build: A Sentence." New York Times. (Dec. 7, 2004) https://www.nytimes.com/2004/12/07/business/what-corporate-america-cant-build-a-sentence.html ☐ "How to Improve Your Business Writing." Harvard Business Review. (Nov. 20, 2014) https://hbr.org/2014/11/how-to-improve-your-business-writing ☐ "Introducing Miro for meetings and workshops." Miro. (May 14, 2020) https://www.youtube.com/watch?v=-NKCqKbgTKM	
WEEK TWO			
Tues (1/18)	• **Key Characteristic One: Purpose-driven** • Writing Tool #2: Slack	☐ "Effective business writing has to have a purpose." Inside Business. (Jan. 2, 2018). https://www.pilotonline.com/inside-business/article_1b9ff963-42bb-51c2-b9af-dee294d92b5e.html ☐ "Goal-driven writing: ensure that everything you write gets results." Hurley Write, Inc. https://www.hurleywrite.com/Blog/219990/Goal-driven-writing-ensure-that-everything-you-write-gets-results ☐ Assignment Brief: Business Report for Internal Audience (on Bb)	

Thurs (1/20)	● **Key Characteristic Two: Process-driven**	☐ "The Writing Process: 6 Steps Every Writer Should Know." Grammarly. (May 11, 2021). https://www.grammarly.com/blog/writing-process/?gclid=CjwKCAiAz--OBhBIEiwAG1rIOo0rWYvsoyD9JGIQy2RUSEt29-EipM8wJN5HYN2SFKza1nUrBySG9RoCRLcQAvD_BwE&gclsrc=aw.ds	
WEEK THREE			
Tues (1/25)	● **Key Characteristic Three: Audience-driven**	☐ "Don't Anesthetize Your Colleagues with Bad Writing." Harvard Business Review. (Jan. 28, 2013). https://hbr.org/2013/01/dont-anesthetize-readers-with ☐ "What Writers Can Learn From Amazon's Famous 6-Page Memo." Better Marketing. (Oct 29, 2020). https://bettermarketing.pub/what-writers-can-learn-from-amazons-famous-6-page-memo-de7351e5f771	
Thurs (1/27)	● **Key Characteristic Seven: Overtly Organized** ● Report Writing Fundamentals	☐ "How To Write a Formal Business Report (With Examples)." Indeed. (Feb 22, 2021). https://www.indeed.com/career-advice/career-development/formal-business-report-example "Business Reports." MindTools. https://www.mindtools.com/pages/article/newcs_95.htm (also on Bb)	
WEEK FOUR			
Tues (2/1)	● **Key Characteristic Four: Well-supported** • Writing Tool #3: Zotero	☐ (VIDEO) Klein, "The Toulmin Model of Analysis" (Mar 9, 2016) youtu.be/Ifc3FQ0WccU ☐ (VIDEO) Schoder (Yellow Bear Films): "Mr. Rogers and the Power of Persuasion."(June 17, 2017) youtu.be/_DGdDQrXv5U)	
Thurs (2/3)	***In lieu of our 2/3/22 class meeting, you have the option to meet for a one-on-one writing conference with the professor***		
WEEK FIVE			
Tues (2/8)	● **Key Characteristic Five: Clear** ● **Key Characteristic Six: Concise** ● Studio Session: Report Writing		☐ Upload a draft of your Report prior to class
Thurs (2/10)	● Independent Writing		☐ Upload final draft of your Report to Bb by midnight

ADDITIONAL INFORMATION

Add/Drop Process

If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course if they do not notify the instructor prior to their absence.

Please consult the registrar's site for information on the last day to add the class or withdraw without receiving a "W" (and receive a refund) as well as the last day to drop with a mark of a "W" (no refund).

If you are absent 6 or more times prior to the last day to withdraw from a course with a grade of "W," I may ask you to withdraw from the class by that date.

Retention of Graded Coursework

http://arr.usc.edu/forms/ARR_Grade_Handbook.pdf *for detailed information.*

Example: Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course ***if*** the graded work has not been returned to the student. If I returned a graded paper to you, it is your responsibility to file it.

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

You are not authorized to distribute and/or post any material from this course without explicit permission.

USC Statements 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

USC Emergency Numbers
USC Emergencies: 213-740-4321
USC Information Line: 213-740-2311or KUSC
Radio (91.5 FM)

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

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

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class.
https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/

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

Diversity at USC – https://diversity.usc.edu/
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

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 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 (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 (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity

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

Incomplete Grades

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other "emergency" that occurs after the 12th 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 12th 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/.