WRIT 340 *Spring 2023*
Advanced Writing for Business
M&W, JFF 313
66717 (9:30), 66722 (11:00), 66736 (2:00), 66742 (3:30)
*O*ffice hours 12:45-1:45 and *by appointment*
Clark Hansen, Senior Lecturer

COURSE DESCRIPTION AND GOALS

WRIT 340 offers instruction in writing for various audiences on topics related to a student's professional or disciplinary interests, with some emphasis on issues of broad public concern. The prerequisite is WRIT 150 or its equivalent.

My colleagues and I have designed the business version of this course not only to help you write effectively in a business environment, but also to improve your general ability to research and analyze complex ideas, to appreciate and develop the skill of effective argumentation, and to write clear, grammatical, well-structured communication. With some emphasis on ethics and issues of public concern, your course work will give you a chance to increase your capacity to analyze audiences and tailor content and style to produce written presentations that communicate with confidence.

Building on the skills you may have gained in your freshman writing class, WRIT 340 explores specific business writing techniques and strategies through in-class lectures and exercises, individual writing assignments, tutorial sessions, and a group project. The topics covered range from word-, sentence-, and paragraph-level issues of correctness, conciseness, coherence, and clarity, to more global considerations of argumentation and organization, including a unit on critical thinking.

Throughout the semester, you'll get practice in developing systematic ways of identifying relevant from non-essential information and then effectively and appropriately communicating what is relevant to a wide 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 business 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 much 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 wide 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, the learning objectives for this course are to:

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

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

➢ **Select and strategically utilize** traditional and new communication media *by learning about the applications and preferred usages of those media.*

➢ **Plan, create, and complete** a variety of business documents—including, for example, memos, articles, blog posts, proposals, and reports—using appropriate headings, layout, and typography *by applying rules of document purpose and design.*

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

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

➢ **Support** written claims with logical and persuasive reasoning, and **critique** the reasoning in the writing of others *by evaluating information, and your own thoughts about that information, in a disciplined way.*

➢ **Understand** the importance of business ethics and its implications for business and business communication *by discussing concepts such the triple bottom line, corporate social responsibility, and social enterprise.*

➢ **Collaborate** productively with others *by completing writing and editing tasks.*

➢ **Express** your ideas and conduct yourself in a professional manner *by creating written communication under consideration of all objectives above.*

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

We will use the Blackboard course management system for posting assignments, grades, and threaded discussions. Please check Blackboard/Announcements and your University e-mail regularly. They are how I communicate with you outside classroom hours.

TEXTS

BUSINESS WRITING
Writing on the Job: Best Practices for Communicating in the Digital Age, by Martha B. Coven

CRITICAL THINKING
Asking the Right Questions, by Browne & Keeley (ebook)
I plan to use some PDFs from the first couple of chapters of this book to lay the groundwork for critical thinking exercises in this class. I'm not requiring that you purchase it.

Critical Thinking Concepts & Tools
by Richard Paul and Linda Elder
Professor Hansen will provide relevant PDFs from this source and others as required.

READINGS
I'll discuss these the first day of class

BOOK 1 Choose **ONE** of the first-person memoirs that Professor Hansen suggests in class

BOOK 2 Choose **ONE** of the contemporary issues books that Professor Hansen suggests in class

BOOK 3 *The Blue Sweater: Bridging the Gap Between Rich and Poor in an Interconnected World* by Jacqueline Novogratz

ASSIGNMENTS AND GRADING	%	Points
Your final grade in this course will be based on the following:		
Individual Writing Assignments Articles, Memos, Reports, Analyses, Blog Posts	60	600
Portfolio A thorough reworking and polishing of two major individual assignments.	20	200
Team Project Your team will select from several options, including a plan for a new business or a case study.	10	100
Professionalism and Participation Attendance, punctuality, teamwork, conferences, and participation in class and as a "commenter" on classmates' blog posts, as well as meeting deadlines, contribute to your professionalism grade. Absences, tardiness, unauthorized in-class use of electronic devices, and disruptive behavior will negatively impact your participation grade.	10	100
Total	100	1,000

EVALUATION AND GRADING CRITERIA

Grading Rubric. I will evaluate your writing on the basis of the USC Writing Program's Grading Rubric for Advanced Writing. Some of the things I will consider include your level of sophistication in exploring the topics proposed by the assignment, the persuasiveness and insight of your argument and analysis, support for your assertions, the organizational clarity and readability of your prose, your comfort with composition, grammar, and sentence construction, awareness of the relevant issues involved in the areas you choose to discuss, and how your writing compares to that of your peers.

Final Grades. Final grades will follow the guidelines issued by USC's Office of Academic Records and Registrar. I will also consider your participation, attendance, promptness, and level of professionalism in deciding whether to adjust your final grade. Incompletes will only be considered under extenuating circumstances.

Polished Drafts. Because good writing is really re-writing, your drafts must be **polished (not rough)**. A polished draft is a preliminary version of the assignment that you have proofread and "spell-checked." It must also be the correct length - as specified by the "Guidelines" for each assignment. You must bring drafts with you to class on the day they are due.

Peer Review. An important part of this course is a series of peer review workshops related to major assignments. Your absence on a peer review day or your failure to bring a draft to work on will factor into your professionalism score. Getting feedback from peers on your writing, and providing your reactions to *their* writing not only gives you an accurate assessment of where your skills lie on the class spectrum, but also helps to build camaraderie, community, and mutual support

Time-Line. Please allow *at least* 15 working days for grading.

One-On-One Writing Conferences. We will meet, one-on-one, at least once during the semester. These sessions give us an opportunity to discuss your writing and experience of the course. They also give you the chance to suggest ways the course could be improved. *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.*

USC Writing Center. The Writing Center usually provides an opportunity to meet with a writing consultant. The Writing Center website is dornsife.usc.edu/writingcenter/.

PROFESSIONALISM: POLICIES AND PROCEDURES

Attendance and punctuality. Consider the classroom a professional environment. I expect you to attend *all* scheduled class sessions and to be ready to learn at the start of class. ***More than two absences will negatively affect your final grade***. Absences may be excused for compelling personal reasons (death in the family, hospitalization, etc.). However, you must present documentation, if requested, for such consideration. I will be mark you absent for the day if you are more than 20 minutes late to class, or if you leave before class is over without proper notification. *Please keep me apprised of all unavoidable schedule conflicts.* You cannot wait until the end of the semester to decide that an absence earlier in the semester should have been excused.

Participation and Classroom Demeanor. I expect students to be *active contributors* to the class, not passive listeners. Volunteer answers to the questions I ask; ask questions yourself; request clarification if something is not clear; challenge me if you disagree with something I have presented; and contribute useful and relevant comments. Your active participation can help determine whether our class atmosphere will be tedious and formal or energetic and engaging.

Technology Use. ***While you are in class, I expect you to focus on WRIT 340, not on browsing the internet, checking social media sites, etc.*** Receiving or sending communication during class disrupts the learning environment, therefore I ask you to ***silence and stow*** devices that are capable of sending and/or receiving electronic communication. You should only use laptops and tablets for note-taking or class exercises. ***Bottom line***: treat everyone in the room with respect and consideration.

Preparation. Come to class fully prepared, with all required assignments and reading completed, *even if you were unable to attend a previous class meeting.*

Assignments and Due Dates. *Any assignment turned in late will receive a grade deduction and forfeit comments and conferences to review*. Late or not, you MUST complete ALL assignments to pass this course.

Add/Drop Process. To comply with Marshall's policies, WRIT 340 classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy is designed to minimize the complexity of the registration process for students by standardizing across classes. I can drop you from my class if you do not attend the first two sessions.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY
In case of a declared emergency if travel to campus is not feasible, USC's executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, or other technologies.

ACADEMIC INTEGRITY

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

STUDENTS AND DISABILITY ACCOMMODATIONS

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

SUPPORT SYSTEMS

Counseling and Mental Health
(213) 740-9355 studenthealth.usc.edu/counseling
24/7 on call Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline)
988 for both calls and text messages
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, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention and Services (RSVP)
(213) 740-9355(WELL)
24/7 on call Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)
(213) 740-5086 | Title IX – (213) 821-8298
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.

Reporting Incidents of Bias or Harassment
(213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS)
(213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention
(213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion
(213) 740-2101
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 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) 442-1200
24/7 on call Non-emergency assistance or information.

Office of the Ombuds
(213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice
(323) 442-2850 or **otfp@med.usc.edu**
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

INCLUSIVITY
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Did you know: many individuals decide go by a name in daily life that is different from their legal name. In our class, let's work to refer to people by the names that they go by. USC's Grading and Roster System gives me your legal name, but I will gladly honor your request to address you by an alternate name or gender pronoun. Please let me know your preference during Week 1 (in class or via email) so that I can make the appropriate changes and get it right from the start.

In my classes, I try to follow the USC Race and Equity Center ground rules: the classroom is a brave space (we carry a positive intention to seek greater knowledge and understanding), we make "I" statements instead of "you" statements, we recognize when to step up or step back, what's said here stays here, what's learned here leaves here, we say "oops" and "ouch," and because we are here, we agree to be present.

RESPECT AND COMMUNICATE

I have great respect for students with the initiative to undertake earning a degree at the University of Southern California. Along with this respect come certain expectations:

➢ I expect you to understand that attendance and attitude affect your grade in much the same way as they affect performance evaluations in the professional workplace.
➢ I expect that you are seeking a rigorous agenda, you face multiple time pressures, and the time you've committed to this course is extremely valuable to you, as it is to me.
➢ I expect that you'll take responsibility for overcoming any difficulties.

The key to your success in this course and in life is: C-O-M-M-U-N-I-C-A-T-I-O-N.
I look forward to working with you.

ALIGNMENT WITH USC AND MARSHALL'S LEARNING GOALS

My colleagues and I have designed this course to meet ***USC's requirement for Advanced Writing*** as well as Marshall's learning goal specific to communication: "Our graduates will be effective communicators in speaking and writing to facilitate information flow in organizational, social, and intercultural contexts."

The following Marshall learning objectives pertain selectively to WRIT 340:

➢ Students will assess and characterize diverse communication goals and audience needs across cultures and utilize the appropriate oral or written form of communication as well as applicable media and technology.
➢ Students will understand interpersonal and organizational communication dynamics and implement effective internal and external organizational communication strategies.
➢ Students will conduct research using a broad range of sources, synthesizing and judging the quality of collected information and support their written or oral claims logically and persuasively.
➢ Students will write effectively in professional contexts and in all common business formats.

See the next two pages ("Appendix") for charts detailing Marshall Learning Goals in the context of WRIT 340 and the assignments for this specific course.

APPENDIX			
Goal	Marshall Program Learning Goal Description Covered in this Course (Goals3, 5, 6 and relevant selected sub-goals)	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 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course). 3.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world. 3.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems. 3.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.	**High (Course learning objectives 1-10)**	ARTICLE Analysis; INVESTMENT PROPOSAL Memo; Critical Thinking BLOG Project; Writing TEAM Project Case Studies
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)**	ARTICLE Analysis; INVESTMENT PROPOSAL Memo; Better World BLOG project; Read and Discuss FOOD, MONEY, RESPONSIBILITY TOPICS
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)**	ARTICLE Analysis; INVESTMENT PROPOSAL Memo; Critical Thinking BLOG Project; Writing TEAM Project Case Studies

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

Tentative Course Schedule Version 1.0 (010223)

(Note: Course Schedule subject to change at professor's discretion)

Date	Class Activity	Assignments/ Due Dates
Week 1 M 1/9 W 1/11	• Introduction to course, texts, syllabus, expectations • Freewriting • Discuss Assignment 1: WHO YOU ARE MATTERS	*WW Chapters 1 & 2* **Start BOOK 1** *Set Up Blogger Blogs* **Due 1/13** "Who You Are" **Due 1/18** *Comment* on five classmates' posts
Week 2 M 1/16 *holiday* W 1/18	• "Good Writing" and "Style" • Format and readability in business writing • Discuss Assignment 2: "Job Description"	*WW Chapters 3, 4, 5* *Assign JOB Description* **Due 1/20** "Job" Draft **Due 1/23** *Comment* on peer group posts
Week 3 M 1/23 W 1/25	• Peer Review of "Jobs" Draft • Discuss Assignment 3: "EXPERT Article" • "Botany of Desire" • In-class conferences on Article idea memo • Visit from librarian	*WW Chapters 8, 9* *Assign EXPERT Article* **Due 1/25** Article *idea memo* **Due 1/27** "Job" Final **Due 1/30** *Comment* on five classmates' Job posts
Week 4 M 1/30 W 2/1	• Commonsense Grammar: Punctuation and Mythical "Rules" • Citing Sources •	*WW Chapter 13* **Due 2/3** BOOK1 Post 1 (No comments)
Week 5 **M 2/6 *no class*** W 2/8	• Critical Thinking 1 • Article In-Class Peer Review • Discuss Assignment 4: "AMDP Investment Proposal Memo" •	*CT Concepts & Tools* *Assign AMDP Proposal* **Due 2/6** "EXPERT" Draft **Due 2/7** *Comment* on peer group posts **Due 2/10** *"EXPERT" Final*
Week 6 M 2/13 W 2/15	• In-class conferences on Proposal ideas • Marshall Librarian Visit • BOOK 1 Discussion • "Can Art Change the World?" • Student Conferences	*ARQ Chapters 1 & 2* **Start BOOK 2** **Due 2/15** BOOK 1, Post 2 **Due 2/17** *Comment* on five classmates' BOOK 1 posts
Week 7 M 2/20 *holiday* W 2/22	• ARQ Discussion 1 • Critical Thinking 2 • Student Conferences	*ARQ Chapters 3 & 4* **Due 2/24** RANDOM Post 1 **Due 2/27** *Comment* on five classmates' RANDOM 1 posts
Week 8 M 2/27 W 3/1	• Student Conferences • ARQ Discussion 2 • AMDP Peer Review; Q&A	*ARQ Chapters 5 & 6* **Due 3/1** "AMDP" Draft **Due 3/3** BOOK 2, Post 1 (No comments)

Tentative Schedule (Page 2)

Date	Class Activity	Assignments/ Due Dates
Week 9 M 3/6 W 3/8	• Student Conferences • Discuss Assignment 5: "GROUP Project" • GROUP Meetings	*Assign "GROUP" Project* **Due 3/10 *AMDP Final***
3/12-3/17	**SPRING BREAK**	
Week 10 M 3/20 W 3/22	• ARQ Discussion 3 • BOOK 2 Discussion • "Inspiring a Life of Immersion" • GROUP Meetings	**Start BLUE SWEATER** **Due 3/24** BOOK 2, Post 2 **Due 3/27** *Comment* on five classmates' Book 2 posts
Week 11 M 3/27 W 3/29	• Monday GROUP Meetings • Wednesday GROUP Presentations • "Jitahidi"	**Due 3/27** GROUP Draft **Due 3/31 *GROUP Final***
Week 12 M 4/3 W 4/5	• Discuss Assignment 6: WORLD WE DARE TO IMAGINE • "What happens when an NGO admits failure?"	*Assign "World We Imagine"* **Due 4/7** RANDOM Post 2 **Due 4/10** *Comment* on five classmates' RANDOM 2 posts
Week 13 M 4/10 W 4/12	• Discuss Assignment 7: PORTFOLIOS • Pitching • BLUE SWEATER Quiz/ Discussion	**Due 4/14** "World We Imagine" Post 1
Week 14 M 4/17 W 4/19	Portfolio Conferences	**Due 4/21** "World We Imagine Post 2 (Affinity Group *Comments*)
Week 15 M 4/24 W 4/26	• "Birders: The Central Park Effect" • World We Dare to Imagine Pitches	**Due 4/26** "World We Imagine Post 3 Pitches **Due 4/26 *PORTFOLIO Final***

SPRING 2023 IMPORTANT DATES	
January 9 (Mon)	First Day of Spring Semester
January 16 (Mon)	Martin Luther King, Jr.'s Birthday, University Holiday
January 27 (Fri)	Last day to register for classes for session 001 Last day to change class to a grade of Pass/No Pass Last day to drop a course without a mark of "W" on transcript for session 001
February 20 (Mon)	Presidents Day, University Holiday
March 12-17 (Sun-Fri)	Spring Recess, No Classes
April 7 (Fri)	Last day to withdraw from a course with a mark of "W" on transcript for session 001
April 28 (Fri)	Spring Semester Classes End
May 12 (Fri)	Commencement