SYLLABUS Summer 2016

WRIT 340 Section 66746: Advanced Writing for Business
Mondays and Wednesdays, 12:00-2:20 p.m. in Grace Ford Salvatori Hall 201

Professor: Clark Hansen, Lecturer, Clinical Management Communication
Contact: cchansen@marshall.usc.edu; (213) 821-7861 (24-hour voicemail)
Office Hours: ACC 400-D, Mondays & Wednesdays, 10:30 to 11:30 a.m., and by appointment

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 140 or its equivalent.

The business version of this course, Advanced Writing for Business, is designed not only to help you write effectively in a business environment, but also to improve your general ability to research and 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, course work is designed 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 gained in WRIT 140, this class 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 major unit on critical thinking.

Throughout the semester, emphasis is placed on 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:

- **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, letters, emails, 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 applying critical thinking guidelines of Western traditions of thought.
- **Understand** the importance of business ethics and its implications for business and business communication by discussing moral decision-making and approaches to ethics, such as utilitarianism, and how they translate into business contexts.
- **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.
Alignment with USC and Marshall’s Learning Goals

This course is designed 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.

We will use the Blackboard course management system for posting assignments, grades, and blog post discussion. It is important, therefore, that you familiarize yourself with Blackboard navigation, observe netiquette, and check the course calendar and announcements at blackboard.usc.edu and your USC email before every class.

Email: You can forward the university email to your other accounts, but be sure that you check for email using your USC address before every class. When you email me, type your section # and the specific topic on the subject line when you email me

EXAMPLE: 66746 question re Memo Assignment

Your email may not be read if it is not filtered into the appropriate class mail section, or if it’s automatically sent to my spam file because of an unfamiliar email name or subject line.

Note: According to University policy, instructors may replace any student who, without prior consent, does not attend (a) the first two class sessions of a class that meets more than once a week or (b) the first class session of once a week classes.
REQUIRED TEXTS

BUSINESS WRITING
*Writing for Work: A Practical Guide to Written Communication in Business,*
  by Edward P. Bailey – Custom text for USC Marshall WRIT 340 classes

CRITICAL THINKING
  by M. Neil Browne and Stuart M. Keeley

FOOD
*Growing a Farmer: How I Learned to Live Off the Land*
  by Kurt Timmermeister (2011)

MONEY
*The Genius of Money: Essays and Interviews Reimagining the Financial World*
  by John Bloom (2009)

SOCIAL ENTERPRISE
*The Blue Sweater: Bridging the Gap Between Rich and Poor in an Interconnected World*
  by Jacqueline Novogratz (2010)

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
<th>Points</th>
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<tbody>
<tr>
<td>Individual Writing Assignments</td>
<td>60</td>
<td>600</td>
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<tr>
<td>Portfolio</td>
<td>20</td>
<td>200</td>
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<tr>
<td>Team Project</td>
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**Total** 100 1,000
EVALUATION AND GRADING CRITERIA

Grading Rubric:
Your writing will be evaluated on the basis of the USC Writing Program’s Grading Rubric for Advanced Writing (level of sophistication in exploring issues set forth in assignment, cogency and insightfulness of argument and analysis, support, organizational clarity and logical force, professional maturity in syntax, grammar/mechanics, cognizance of the academic, professional, and public issues attending to majors, disciplines, and professions) and in comparison to your peers’ writing.

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 has been meticulously proofread and "spell-checked." It must also be the correct length - as specified by the "Guidelines" for each assignment. "Polished drafts" that fail to meet these criteria will NOT be accepted. All drafts must be submitted at the beginning of class (within the first five minutes) on the day they are due.

Peer Review: An important part of this course is a series of writing workshops in which students critique peer drafts and introductions for major assignments. Your absence on a peer review day or your failure to provide a polished draft or introduction will incur a 20 percent penalty for each infraction. This means your final grade for each assignment can be reduced by as much as 40 percent. To maximize the return on your investment in this aspect of your learning, I encourage you to plan accordingly and visit me during office hours before major assignments are due.

ONE-ON-ONE WRITING CONFERENCES
In addition to my office hours, we will meet, one-on-one, at least two times during the semester. These sessions give us an opportunity to discuss your writing and experience of the course; they are not intended to be discussions about your grades. Be certain to bring your last graded assignment as well as your in-progress writing so we have something to work with. Also, pay close attention to any special requirements for each conference that I might mention in class. Failure to attend a scheduled conference, or showing up late to one, counts the same as an absence or lateness in a regular class session.
PROFESSIONALISM: POLICIES AND PROCEDURES

Attendance and punctuality. Consider the classroom a professional environment. As such, you are expected to attend all scheduled class sessions and to be in your seat, ready to learn, at the start of class. More than two absences will negatively affect your final grade. If you are absent or consistently late three or more times prior to July 22 (the last day to withdraw from a course with a grade of W) you will be asked to withdraw by that date. Absences may be excused for compelling personal reasons (death in the family, hospitalization, etc.). However, you must present documentation for such consideration. You will be marked absent for the day if you are more than ten minutes late to class, or if you leave before class is over without proper notification. (This means that just as you would do in a professional setting, you should keep me apprised of all unavoidable schedule conflicts). All attendance issues must be resolved within twenty-four hours of their occurrence. This means you cannot wait until the end of the semester to decide that an absence earlier in the semester should have been excused.

Writing Labs and In-Class Assignments. We may meet in the computer lab intermittently throughout the semester, depending on its availability. Lab assignments MUST be completed during the lab and CANNOT be made up. Similarly, from time to time, I may ask you to prepare something during a lecture or workshop. These assignments cannot be made up.

Participation and classroom demeanor. You are expected to be an active contributor to the class, not a passive listener. You are also expected to 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 dull and pedantic or energetic and engaging.

Technology Use. Communication devices that are capable of sending and/or receiving electronic communication and all entertainment devices must be turned off and kept off throughout the class session. Receiving or sending communication during class disrupts the learning environment. Laptops and tablets are only to be used in this class for note-taking or class exercises. While you are in class you are expected to conduct yourself professionally. This includes being focused exclusively on WRIT 340, not on extraneous matters such as eating, reading the newspaper, browsing the internet, checking social media sites, etc. It also includes treating everyone else in the room with the same respect and consideration you want to receive.

Preparation. You are expected to come to class fully prepared, with all required written 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. If you are unable to attend class on the day a major written assignment is due, make arrangements for it to be submitted by the end of the working day or ahead of the due date. Later than one week, the grade on any assignment will be 0 (zero) points. Late or not, however, you MUST complete ALL assignments to pass this course.
WRITING CONSULTANT AND THE USC WRITING CENTER
You may schedule 30-minute appointments with writing consultants trained to assist you in planning, organizing, correcting, and revising your assignments. You may schedule an appointment with the USC Writing Center located in Taper Hall, Room 216. The Writing Center is an excellent resource for students who want to improve their writing. Some Writing Center consultants have special skills in working with students for whom English is a second language.

In addition to one-on-one consultations, the Writing Center offers a series of Writing Modules designed to help non-native speakers develop the skills they need to succeed in WRIT 340. The WC offers daily workshops on troublesome language and grammar issues, open to all students. The Writing Center website is dornsife.usc.edu/writingcenter/. At dornsife.usc.edu/writingcenter/online-resources/ you may find the online grammar and non-native speaker resources helpful. Though its website design is dated, Dave’s ESL Café at eslcafe.com is great for non-native speakers.

It will usually be up to you to take advantage of the resources that Marshall and the Writing Center offer. On occasion, however, I will suggest visits to the Writing Center or Dave’s ESL Café if I believe it would be helpful.

SOME OTHER ADMINISTRATIVE MATTERS
To maintain the integrity of the academic process, only original work created for WRIT 340 during the current semester is eligible for grade consideration. Thus, if you have written or are writing a paper for another course, you MUST NOT use it in WRIT 340.

Plagiarism. Plagiarism is the unacknowledged and inappropriate use of the ideas or wording of another individual . . . [It] is considered a grave violation of academic integrity and the sanctions against it are correspondingly severe (sanctions recommended by the university range from a grade of F in the course to suspension from the university. Most simply, plagiarism can be characterized as ‘academic theft.’

As defined in Trojan Integrity: Guide to Avoiding Plagiarism, USC Office for Student Conduct, www.usc.edu/scampus, plagiarism includes:

- ‘The submission of material authored by another person but represented as the student’s own work, whether that material is paraphrased or copied in verbatim or near verbatim form;
- ‘The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style;
- ‘Improper acknowledgment of sources in essays or papers.’

The Student Conduct Code applies these standards to any written work submitted by a student, whether a draft or a final version . . .
Because of the serious penalties for plagiarism, you should insure that any writing you submit represents your own assertions and abilities and incorporates other texts in an open and honest manner . . . In academic assignments, writing is assumed to be the original words and thoughts of the student unless [the reader is] told otherwise (i.e.: material from other sources is clearly and properly cited).

**Documenting Sources.** In partial fulfillment of the Academic Integrity policy, you must properly document all sources following either *American Psychological Association (APA)* or *Modern Language Association (MLA) Guidelines.*

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

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

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

**Students with Disabilities.** Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. You can obtain a letter of verification for approved accommodations from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and their phone number is (213) 740-0776.

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

**Retention Of Graded Papers.** Returned papers may be discarded four weeks after grades are posted by the University, and hence, will not be available should a grade appeal be pursued following receipt of your course grade.

**Blackboard/E-Mail.** Please check Blackboard/Announcements and your University e-mail regularly.

**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 in classes that meet two or three times a week or if you do not attend the first session of a class that meets once a week.

Please note: If you decide to drop, or if you choose not to attend the first sessions without notifying me and are dropped, you risk being unable to add another WRIT 340 course this semester, since sections are usually full and professors will not be inclined to add students after the first week. These policies maintain professionalism and ensure a system that is fair to all students.

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.

IMPORTANT DATES
May 18                  First Day of Summer Semester
May 30                  Memorial Day, University Holiday
June 6                  Last day to drop/add classes
July 4                  Independence Day, University Holiday
July 19                 Last day to drop a class without a “W” mark
August 2                Last Day of Classes

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.
As noted in the course syllabus, we will be applying “professional-level personal responsibility” in our WRIT 340 class. This concept affects your course grade, so you may want to know more about what I think it means.

In its simplest form, professional-level personal responsibility means, “Treat others as you would want to be treated.” Professional-level personal responsibility means that you take full responsibility for the choices you make. In our class you will be making many personal choices. I am asking you to own those choices and related consequences. Assigning blame, making excuses, and creating rationalizations are all symptoms of personal irresponsibility. You will find much more personal and professional success if you don’t go down that path.

Role models can be extremely helpful. If you find yourself in a situation where decisions reflecting personal responsibility are unclear, think of an exemplary role model and try to imagine what choices he or she would make. I have several models. Whenever I face a personal dilemma, I ask myself: what would my role models do in this situation. I recommend that you spend some time thinking about who serves as a model for you of someone that lives life with great passion and personal responsibility. What would this person do when faced with a difficult choice?

*The Four Agreements* by Miguel Ruiz is a further guide to what professional-level personal responsibility means. The four agreements are:

1. **BE IMPECCABLE WITH YOUR WORD**
   Speak with integrity. Say only what you mean. Avoid using the word to speak against yourself or to gossip about others. Use the power of your word in the direction of truth and compassion.

2. **DON’T TAKE ANYTHING PERSONALLY**
   Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. When you are immune to the opinions and actions of others, you won’t be the victim of needless suffering.

3. **DON’T MAKE ASSUMPTIONS**
   Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness and drama. With just this one agreement, you can completely transform your life.

4. **ALWAYS DO YOUR BEST**
   Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse and regret.

The key to your success in this course and in life is: C-O-M-M-I-C-A-T-I-O-N. I look forward to working with you.
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<thead>
<tr>
<th>Goal</th>
<th>Marshall Program Learning Goal Description Covered in this Course (Goals3, 5, 6 and relevant selected sub-goals)</th>
<th>Relation to Course Objectives</th>
<th>Relevant Course Topics</th>
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<tr>
<td>3</td>
<td>Our graduates will demonstrate critical thinking skills <em>so as to become future-oriented decision makers, problem solvers and innovators.</em> Specifically, students will: 3.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course). 3.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world. 3.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems. 3.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</td>
<td>High (Course learning objectives 1-10)</td>
<td>ARTICLE Analysis; INVESTMENT PROPOSAL Memo; Critical Thinking BLOG Project; Writing TEAM Project Case Studies</td>
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<td>5</td>
<td>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <em>and aspire to add value to society.</em> Specifically, students will: 5.1 Understand professional codes of conduct. 5.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</td>
<td>Moderate (Course learning objectives 7, 8)</td>
<td>ARTICLE Analysis; INVESTMENT PROPOSAL Memo; Better World BLOG project; Read and Discuss FOOD, MONEY, RESPONSIBILITY TOPICS</td>
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<td>6</td>
<td>Our graduates will be effective communicators <em>to facilitate information flow in organizational, social, and intercultural contexts.</em> Specifically, students will: 6.1 Identify and assess diverse personal and organizational communication goals and audience information needs. 6.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts. 6.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</td>
<td>High (Course learning objectives 1-10)</td>
<td>ARTICLE Analysis; INVESTMENT PROPOSAL Memo; Critical Thinking BLOG Project; Writing TEAM Project Case Studies</td>
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<td></td>
<td>Marshall Undergraduate Program Goals not Explicitly Covered by this Course (Goals 1, 2, 4)</td>
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<td>1</td>
<td>Our graduates will understand types of markets and key business areas and their interaction <em>to effectively manage different types of enterprises</em>. Specifically, students will:</td>
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<td>1.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</td>
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<td>1.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</td>
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<td>1.3 Apply theories, models, and frameworks to analyze relevant markets (e.g., product, capital, commodity, factor and labor markets).</td>
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<td>1.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</td>
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<td>2</td>
<td>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 <em>so as to anticipate new opportunities in any marketplace</em>. Specifically, students will:</td>
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<td>2.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</td>
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<td>2.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</td>
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<td>4</td>
<td>Our graduates will develop people and leadership skills to promote their effectiveness as <em>business managers and leaders</em>. Specifically, students will:</td>
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<td>4.1 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).</td>
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<td>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.</td>
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<td>4.3 Understand factors that contribute to effective teamwork.</td>
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<td>Calendar</td>
<td>Class Activity</td>
<td>Assignments &amp; Due Dates</td>
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| Weeks 1&2 5/18 5/23 5/25 | • Introduction to course, texts, syllabus, expectations  
• Discuss Assignment 1: WHO YOU ARE  
• Freewriting  
• Discuss Assignment 2: “Job Description”  
• Memos, Emails, Letters, etc. | Assign FARMER Readings  
Due 5/26: “Who You Are Matters”  
Assign “Job Description” |
| Week 3 6/1  | • Peer Review of “Jobs” Draft  
• Format and readability in business writing  
• Discuss Assignment 3: “Article”  
• “Botany of Desire”  
• Visit from librarian | Assign EXPERT Article  
Due 6/1 “Job” Draft |
| Week 4 6/6 6/8 | • In-class conferences on Article idea memo  
• Commonsense Grammar: Punctuation and Mythical “Rules” | Complete FARMER Readings  
Due 6/6 “Job” Final—Due as Blog Post  
Due 6/8 Article idea memo  
Due 6/10 Blog Post |
| Week 5 6/13 6/15 | • Article In-Class Peer Review  
• Citing Sources  
• Last minute questions on Article  
• Critical Thinking 1  
• “Fixing the Future” or Guest speaker (?) | Assign MONEY Readings  
DUE 6/15 Peer Review Article Draft  
Due 6/17 Blog Post |
| Week 6 6/20 6/22 | • Discuss Assignment 4: “AMDP Investment Proposal Memo”  
• Critical Thinking 2  
• “Can Art Change the World?” or Guest speaker  
• | Assign AMDP Proposal  
DUE 6/22 *Article Final*  
DUE 6/26 Blog Post |
| Week 7 6/27 6/29 | • AMDP Peer Review; Q&A  
• Critical Thinking 3  
• “Can Art Change the World?” or Guest speaker  
• | Complete MONEY Readings  
DUE 6/29 Peer Review AMDP Draft  
DUE 7/1 Blog Post |
| Week 8 7/6 | • Discuss Assignment 5: “GROUP Project”  
• Critical Thinking 4  
• Guest Speaker/Half the Sky  
• | Assign “GROUP” Project  
Assign RESPONSIBILITY Readings  
DUE 7/6 *AMDP Final*  
DUE 7/8 Blog Post |
<table>
<thead>
<tr>
<th>Calendar</th>
<th>Class Activity</th>
<th>Assignments &amp; Due Dates</th>
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<tr>
<td>Week 9</td>
<td>• Student Conferences&lt;br&gt;• GROUP Meetings&lt;br&gt;• Critical Thinking 5&lt;br&gt;• Guest Speaker/Half the Sky</td>
<td>DUE 7/13 GROUP Draft&lt;br&gt;DUE 7/15 Blog Post</td>
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<td>Week 10</td>
<td>• Student Conferences&lt;br&gt;• GROUP Meetings&lt;br&gt;• Critical Thinking 6&lt;br&gt;• Discuss Portfolios&lt;br&gt;• Discuss Assignment 6: “Special Assignment”</td>
<td>Assign Special Project&lt;br&gt;DUE 7/20 <em>GROUP Final</em>&lt;br&gt;DUE 7/22 Blog Post</td>
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<td>Week 11</td>
<td>• NO CLASS: Special Assignment</td>
<td>DUE 7/29 Blog Post</td>
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<td>Week 12</td>
<td>• Special Assignment Presentations</td>
<td>DUE 8/1 Portfolio</td>
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<td>8/1</td>
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