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 communications. With some emphasis on ethics and issues of public concern, coursework is designed to increase your capacity to analyze audiences and tailor content and style to produce 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 a lot of what you need to know to be a successful writer, no one can make you learn, practice, modify, polish, or strengthen your skills. That part of the course is up to you.

LEARNING OBJECTIVES

This course focuses on improving your understanding of the basic principles of good writing and how you may use these principles to write effectively in a 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.

**TEXTS**
*Writing and Speaking at Work: A Practical Guide for Business Communication.* by Edward P. Bailey

Additional readings will be assigned throughout the semester.

**Other requirements**
- Standard word-processing software (Microsoft Word)
- Access to a laser printer or equivalent
- A working e-mail account *that you check regularly*
- A USB Flash Drive dedicated to WRIT 340 for saving your work in the computer lab
**Professionalism: General Policies and Procedures**

**Attendance:** As in any professional environment, it is expected that you will attend each class and remain for the entire class period. Class discussions and in-class assignments require daily participation. Excessive tardiness or absences (2) can adversely affect your professionalism and final course grade.

**Technology Use:** 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. 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.

**Support Systems:**
Students whose primary language is not English should check with the American Language Institute [http://dornsife.usc.edu/ali](http://dornsife.usc.edu/ali), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information ([http://emergency.usc.edu/](http://emergency.usc.edu/)) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**Student Counseling Services (SCS)** - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [https://engemannshc.usc.edu/counseling/](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](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/](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/](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/](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/](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/](https://studentaffairs.usc.edu/ssa/)

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

**Blackboard:** All class assignments, announcements, and additional course materials will be posted on Blackboard. You should regularly check for any new announcements or postings.
Add/Drop Process: In compliance with Marshall’s policies and in agreement with the USC Writing Program, 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. The purpose is to minimize the complexity of the registration process for students by maintaining a standardized procedure.

Due dates: All assignments must be completed ON or BEFORE designated due dates. Assignments are due at the beginning of the class period, otherwise they will be considered late. Late assignments will receive half credit as a starting point. Assignments not received after one week will receive 0 points. Whether late or not, ALL assignments must be completed to receive a passing grade in the course. [Simply submitting all assignments does not mean that you will receive a passing grade. You will have to exhibit competency of the assigned tasks]

Return of Graded Assignments: All assignments will require a minimum ten-day grading period. Professor Little will expedite the grading process as quickly as possible.

Assignments: All reading assignments must be completed before class meetings to facilitate a productive learning environment. All written assignments must be typed and proofread carefully. The course content of Advanced Writing for Business is practical today and long into the future. You will begin using or improving many of the skills immediately—not just following graduation or in a future career position. While we can teach you strategies to become a successful writer, we cannot make you practice, modify, polish or strengthen your skills. That part of the course is completely up to you.

Communication Trend and Ethics Analysis: A communication trend research assignment that examines various communication practices and strategies in business. Students will research and conduct an informational interview to assess current communication practices including traditional and new media.

Critical Thinking Analysis and Op-Ed: A critical analysis of a current business debate with the goal of analyzing and evaluating the issue incorporating critical thinking concepts, including reasoning, value conflicts and deceptive evidence.

Group Project: Each student will be assigned to a group for a semester long project. The group project will involve a collaborative problem-based learning assignment to enhance core communication knowledge and skills.

Portfolio: In lieu of a final examination, Writing 340: Advanced Writing for Business will use a system of portfolio evaluation to assess the proficiency of students as they complete the course. Your final portfolio consists of substantial revisions of two earlier papers (All assignments must be completed during the semester in order to be submitted in the portfolio). This approach allows students to present their strongest work for evaluation. Because the portfolio process begins with papers that have already been revised and commented upon, and because your portfolio is meant to represent your best work as a writer, it follows that portfolios are evaluated according to the most rigorous grading standards.

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 Workshops: 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 will incur a 20 percent penalty. To maximize the return on your investment in this aspect of your learning, I encourage you to plan accordingly and ensure that you maintain your commitment to the class.

Peer Buddy Reviews: Each student will be assigned a writing buddy for the duration of the semester. For each preliminary draft, a one-page detailed peer review will be submitted along with the assignment. Each of the peer reviews will be in memo format addressed to the writing buddy. These reviews must go beyond general comments and provide sustentative analysis and critique in order to best assist your writing buddy. All assignments must be given to the writing buddy at least one class session before the assigned due date. Failure to provide peer reviews will adversely affect your professionalism assessment.
Revisions: All revisions must demonstrate a thorough reevaluation and reworking of previously submitted drafts. Simply changing corrections noted in the draft is not sufficient.

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 required sessions will offer you an opportunity to discuss specific difficulties you may have in the writing process; they are not intended to be discussions about your grades. 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.

Writing Labs and In-Class Assignments. We will have remote and/or computer lab assignments throughout the semester. Lab assignments must be completed during the designated lab time. These required assignments are intended to provide you regular weekly writing opportunities and should be viewed as an essential part of the learning process.

Grading:
Grades will be determined on a cumulative point system at the end of the term. “Pass/Fail” is not an option for Writing 340: Advanced Writing for Business. Definite letter grades for individual assignments will NOT be given. Final course grades will be determined ON THE BASIS OF PERFORMANCE on the following:

<table>
<thead>
<tr>
<th>Individual and Group Writing Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Statement</td>
<td>25</td>
</tr>
<tr>
<td>Critical Thinking Analysis</td>
<td>50</td>
</tr>
<tr>
<td>Business Ethics Analysis</td>
<td>50</td>
</tr>
<tr>
<td>Portfolio</td>
<td>75</td>
</tr>
<tr>
<td>Group Project</td>
<td>50</td>
</tr>
</tbody>
</table>

TOTAL: 250

Grade Reconsideration: If you wish to have a grade reconsidered, you must make a formal written request documenting your claim. This request must be submitted within one week of receiving the contested grade. Provide specific documentation for each concern along with the original assignment.

Posting of Final Grades
Final grades may be accessed on OASIS (https://camel2.usc.edu/OASIS/Login.aspx), or through USC’s TouchTone Grades System at 213-740-9088.

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/.

Writing 340 Grading Rubric

The following categories represent the key areas used to evaluate each of your papers. A paper that addresses each of these aspects meets the minimum requirements for each assignment. In class, we will discuss the specific requirements of each writing assignment.
ADDRESSING THE ISSUES
The extent to which the paper explores the issues set forth in the assignment in sufficient depth, and with suitable scope and complexity. Superior essays address all aspects of the writing task, including the professional, public, or academic implications of that task. The best papers also display an awareness of audience and genre.

ARGUMENTATIVE FORCE & COHERENCE
The insight, cogency, and strength of analysis, all support the paper's thesis. Good essays clearly, consistently engage an argument or theme, and not simply through repetition or stridency of tone. (Argumentative force is not tantamount to raising one's "voice" on the page.)

ORGANIZATION & STRUCTURE
The lucid arrangement of the paper, both in terms of its overall structure and flow and of its individual paragraphs and the transitions between them. The best essays marshal their arguments in logical fashion, and the resulting sense of order is as apparent to the reader as it is to the writer.

SUPPORT & DEVELOPMENT
The extent to which the paper's assertions are sustained with compelling examples, evidence, and reasoning that are appropriate for the intended audience -- whether it be one of peers and colleagues familiar with the discipline or a lay audience or both -- in those assignments that stipulate the need for sources. A facility for selecting and working with both primary and secondary sources is also an attribute of strong support and development.

STYLE & TONE
The effectiveness of the paper's sentence structure, word choice, fluency, and manner of expression in terms of its purpose and audience. Superior tone and style compel the reader's attention and assist his or her comprehension.

SYNTAX & FORMAT
The quality of the paper at the micro-, or sentence, level: mechanics, grammar, spelling, punctuation, and effective use of an accepted scholarly apparatus (method of citation), where one is employed. Good syntax and format permit the reader to quickly and clearly read a text without stumbling over the surface-level elements and thus losing sight of meaning.

Advanced Writing Courses: General Evaluation Rubric
The following rubric outlines the general criteria used to assign grades in Writing 340 classes. The + and - grades allow instructors to make finer qualitative distinctions concerning their students' ability at each grade point: A +, F +, and F- are not recognized by the University.

In general, thoughtful, critical papers are most esteemed. Those that demonstrate overall organizational and argumentative/analytical skills will usually be rewarded over those that merely reveal sentence-level competence. Those that fail to respond to all aspects of the assignment will usually not receive a passing grade. Students should understand that the bar is raised for work in Writing 340 relative to that in Writing 140. The advanced student must show even greater sophistication in terms of engaging themes and arguments and adeptly employing sources.

In evaluating a paper, the Lecturer first makes a C/D decision, judging whether a paper fulfills the criteria that mark the competence expected in the "C" range, or whether the paper remains in need of the extensive revision that marks the "D" range. After having made this initial judgment, the instructor then decides whether competent papers demonstrate the strengths that mark "B" or "A" writing, and whether weaker writing should be lowered to "F."

Features of A, B, and F Writing

A Writing will:
Undertake a sophisticated exploration of the issues set forth in the assignment. The author is able to negotiate the complexities of the issues raised in a provocative, controlled manner. The author fully responds to the writing task, demonstrating a mature knowledge about the subject and a judicious sense of audience.

Present a decidedly cogent and insightful argument and analysis. The writer responds to the assigned topic in a consistently forceful manner that is not only thoughtful but also thought-provoking and well-articulated.
Provide compelling support for the overall argument and analysis. The author includes a strong balance of extremely well-chosen materials to emphatically support what he or she is trying to do. The writer displays both facility and confidence in the use of primary and secondary materials, and employs them to further his or her own authority and point of view, citing them fully and in appropriate fashion.

Develop its argument or analysis with organizational clarity and logical force. The author directs the writer-reader transaction masterfully and convincingly.

Employ a style that elevates the paper's effectiveness and furthers its purposes in terms of its intended context.

Display professional maturity in syntax. Surface errors are virtually non-existent; the reader is left free simply to enjoy the author's style and tone as well as the intellectual force of the writing.

Exhibit a distinct appreciation of the academic, professional, and public issues that attend to composition within disciplines, majors, and career fields.

B Writing will:
Demonstrate strong and purposeful engagement with the issues set forth in the assignment. The author is able to negotiate the complexities of the issues raised with maturity and authority. The author fully responds to the writing task, demonstrating a reliable knowledge about the subject and a good sense of audience.

Present a clear and thoughtful argument and analysis. The writer responds to the assigned topic in a manner that is thoughtful and strongly articulated; the paper demonstrates a strong and often compelling point of view.

Provide effective support for the overall argument and analysis. The author includes a good balance of well-chosen materials to support what he or she is trying to do. The writer displays facility in the use of primary and secondary materials, and employs them to further his or her own authority and point of view, citing them fully and in appropriate fashion.

Develop its argument or analysis with organizational coherence and logical force. The author controls the writer-reader transaction purposefully and effectively.

Employ a style that reinforces the paper's effectiveness and supports its purposes in terms of its intended context.

Display maturity in syntax. Surface errors rarely appear and are inconsequential; the reader is hardly ever distracted by surface matters, and the author's meaning is always clear.

Exhibit an appreciation of the academic, professional, and public issues that attend to composition within disciplines, majors, and career fields.

F Writing will offer a limited argument/analysis in response to the assignment while compounding the flaws found in "D" writing. Failing writing will:

Not address the issues set forth in the assignment seriously or sufficiently. The paper treats the issues simplistically; the argument/analysis repeatedly overlooks the complexity of the issues raised. The author, in addition, may fail to respond to all aspects of the writing task.

Exhibit an implausible, unclear, incomplete, or inconsistent analysis/argument. The paper lacks the cogency and purpose necessary for competent college-level writing; the essay consistently fails to exhibit careful thinking.

Contain inadequate, unconvincing, irrelevant, or derivative support. The essay accumulates derivative and/or anecdotal examples without integrating them into a focused analysis or argument. The writer relies on inappropriate or weak sources and reasoning to sustain the overall discussion. The author may not include enough material to support the purposes of the paper. Often, too, such writing fails adequately to acknowledge sources.

Display flaws in organization, paragraph development, or logical transition. The essay lacks structural fluency; organizational flaws cause a lack of overall coherence, undermining the paper's purposes. The reader is too often puzzled by the course the essay takes, or the essay relies too exclusively on formulaic organization, thereby becoming stilted and predictable.

Use an inappropriate style or tone. The manner of expression detracts from the purposes of the essay or is inappropriate to its intended audience.
The C/D Distinction

C Writing will:

*Fully address and explore the issues set forth in the assignment.* The paper fully responds to the writing task and explores the complexities of the issues raised. The author demonstrates reliable knowledge about the subject and effectively conveys this to his or her audience.

*Present a clear argument or analysis.* The writer responds to the assigned topic in a direct, usually thoughtful, and sometimes forceful manner; the paper demonstrates a consistent point of view.

*Use effective support and reasoning to bring about the overall project.* The argument or analysis receives relevant support; the author includes enough well-chosen material to sustain what he or she is trying to do. The writer incorporates references and sources appropriately, distinguishes between primary and secondary sources, and employs a recognized scholarly apparatus.

*Display strong organization, paragraph development, and logical transition.* The author demonstrates a good sense of structural control; the paper's form directly contributes to its purpose; transitions are mostly effective.

*Use a style and tone that is appropriate to the purpose.* The language used supports the author's purposes and is suited to the particular audience -- public, professional, or academic.

*Display college-level competence in syntax.* Minor surface errors don't seriously detract from the paper's purposes or interfere with the reader's comprehension of the essay.

*Conscientiously acknowledge the significance of academic, professional, and public issues attending to different majors, disciplines, and career fields.* Upper-division writing is not composed in a vacuum but, rather, attempts to comply with the standards for discourse within specific majors, minors, and career fields as well as those for interdisciplinary audiences.

D Writing will:

*Address the issues set forth in the assignment in a limited fashion.* While the paper attempts to explore the complexities of the issues raised in the assignment, it treats them simplistically.

*Offer a competent but severely limited argument/analysis in response to the assignment topic.* While the argument or analysis may be plausible, fairly clear, and generally consistent, it fails to exhibit the careful thinking and overall cogency necessary for "C" writing.

*Incorporate at least minimally appropriate support and references -- properly cited -- to sustain the overall argument/analysis.* The analysis or argument is supported by some credible evidence, but often the support is inadequate, unconvincing, or overly derivative. In addition, an appropriate scholarly apparatus is attempted.

*Display baseline competence in overall organization, paragraph development, and logical transition,* even if it still exhibits organizational or analytic/argumentative weaknesses. The author demonstrates marginal structural control in that the reader can discern the direction that the writer is taking, and why he or she is doing so.

*Use a style and tone intended to be appropriate to the purpose.* The language used at least partially supports the author's purposes and is suited to the particular audience -- public, professional, or academic.

*Display rudimentary competence in syntax.* Existing surface errors don't seriously detract from the paper's purposes or radically interfere with the reader's comprehension of the essay.

*Indicate some cognizance of the academic, professional, and public issues attending to majors, disciplines, and professions.*
Additional Policies and Procedures

Academic Integrity and Conduct
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own (plagiarism). 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. All students are expected to understand and abide by the principles discussed in the SCampus, the Student Guidebook (www.usc.edu/scampus or http://scampus.usc.edu). A discussion of plagiarism appears in the University Student Conduct Code (section 11.00 and Appendix A). To maintain the integrity of the academic process, only original work created for WRIT 340 during this semester is eligible for grade consideration. Thus, if you have written or are writing a paper for another course, you MAY NOT use it in WRIT 340.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://dps.usc.edu/contact/report/. This is important for the safety of the whole USC community. Another member of the university community—such as a friend, classmate, advisor, or faculty member—can help initiate the report or can initiate the report on behalf of another person. Relationship and Sexual Violence Prevention and Services (RSVP) https://engemannshc.usc.edu/rsvp/ provides 24/7 confidential support, and the sexual assault resource center webpage https://sarc.usc.edu/reporting-options/ describes reporting options and other resources.

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.

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. You may download guidelines from the Web sites of each organization: http://www.apastyle.org or http://www.mla.org, from the MyMarshall Web portal (Academic Tab; scroll down and click on Marshall Library; click on Library Resources; click on Citations & Academic Integrity) and click on or from the USC Writing Center’s Web site (listed above). MLA is preferred for business writing.

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**

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.

**Writing 340, 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. The Writing Center provides two options for meeting with writing consultants. A designated Advanced Writing for Business Consultant, is available to assist you during the semester (the specific hours will be announced once determined). You may also schedule an appointment with the USC Writing Center (WC) located in Parking Structure D (street level), Room 101. Both writing consultation options are excellent resources for students who want to improve their writing. Some WC consultants have special skills in working with students for whom English is a second language.

In addition, the WC offers a series of Writing Modules designed to help non-native speakers develop the skills they need to succeed in WRIT 340. The WC offers daily workshops on troublesome language and grammar issues, open to all students. The USC Writing Center Web site is located at: http://dornsife.usc.edu/writingcenter/. You may also find two other online resources helpful. These meta Web sites are: http://webster.commnet.edu/writing/writing.htm and http://owl.english.purdue.edu/handouts/general/gl_edit.html

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

**No recording and copyright notice.** No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. **Exceptions are made for students who have made prior arrangements with DSP and me.**
# APPENDIX
Alignment of Course Learning Objectives with Marshall’s Six Undergraduate Program Learning Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Marshall Program Learning Goal Description Covered in this Course (Goals 3, 5, 6 and relevant selected sub-goals)</th>
<th>Emphasis/Relation to Course Objectives</th>
<th>Relevant Course Topics</th>
</tr>
</thead>
<tbody>
<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>All course assignments require critical thinking skills (students will utilize the USC-CT approach as a framework for critical analysis).</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>Discussion of business ethics, review of codes of conduct, and CSR, ethics mini-case exercises</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>All assignments require audience and purpose analysis, and tailoring communication messages accordingly.</td>
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# 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. |
# COURSE OUTLINE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21-</td>
<td>Orientation; distribution and discussion of syllabus and course policies. Discussion of the writing process and how business writing differs from other kinds of writing. In-class diagnostic essay. Topic selection, developing a thesis, and organizing your message. Devising the memo. <em>What is a Personal Statement?</em></td>
<td>Bailey, Ch. 1&amp;2</td>
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<td></td>
<td>8/23</td>
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<td>BK, Ch. 1</td>
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<td>2</td>
<td>8/28-</td>
<td>Audience analysis: identifying and targeting your audience. Business writing style: conciseness and clarity. Effective communication and critical thinking: finding the issue and the conclusion. Value conflict and descriptive assumptions</td>
<td>Bailey, Ch. 5</td>
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<td></td>
<td>8/30</td>
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<td>BK, Chs. 2, 4&amp;5</td>
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<td>3</td>
<td>9/4-</td>
<td>Format and readability in business writing. Documenting your sources; Communication and critical thinking: determining the reasons.</td>
<td>Bailey, Ch. 4 &amp; 12</td>
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<td></td>
<td>9/6</td>
<td></td>
<td>BK, Ch. 3</td>
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<td>9/13</td>
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<td>BK, Ch. 7</td>
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<td><strong>Personal statement due: Final, 9/13</strong></td>
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<td>5</td>
<td>9/18-</td>
<td>Commonsense rules; Communication and critical thinking: Weighing the evidence; evidence and rival causes.</td>
<td>Bailey, Chs. 7&amp;8</td>
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<td>9/20</td>
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<td>BK, Ch. 8-10</td>
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<td>6</td>
<td>9/25-</td>
<td>Value conflict and descriptive assumptions; Making the most of e-mail</td>
<td>Bailey, Ch. 9</td>
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<td>9/27</td>
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<td>BK, Chs. 4-5&amp;11</td>
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<td><strong>Critical Thinking Analysis Due: Draft/peer review, 9/25</strong></td>
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<td>7</td>
<td>10/2-</td>
<td>Communication and critical thinking: omissions</td>
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<td>Date</td>
<td>Activities</td>
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<td>10/4</td>
<td>and alternate conclusions.</td>
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<td><strong>Communication Trend Analysis Due: Final, 10/4</strong></td>
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<td>8</td>
<td>10/9-10/11 Understanding Critical Business Issues</td>
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<td><em>Writing Development</em></td>
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<td>Bailey, Chs. 13-15</td>
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<td>9</td>
<td>10/16-10/18 Developing effective oral presentations</td>
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<td>Effective business speaking; delivery</td>
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<td>Rehearsing and overcoming nervousness</td>
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<td><strong>Business Ethics Analysis Due: Draft/peer review, 10/16</strong></td>
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<td>10</td>
<td>10/23-10/25 Effective oral presentations: Developing a clear structure</td>
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<td>Group preparation and meetings</td>
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<td>11</td>
<td>10/30-11/1 Effective oral presentations; Making the case</td>
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<td>Project group meetings and student conferences.</td>
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<td><strong>Business Ethics Analysis Due: Final, 10/30</strong></td>
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<td>12</td>
<td>11/6-11/8 Portfolio student conferences and writing lab.</td>
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<td>Communication Analysis</td>
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<td>13</td>
<td>11/13-11/15 Portfolio student conferences and writing lab/Group Meetings</td>
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<td><strong>Case Study Group Project Presentations Due: 11/13</strong></td>
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<td>14</td>
<td>11/20-11/22 Portfolio student conferences and writing lab.</td>
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<td>Group written project revisions</td>
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<td><strong>Final Case Study written deliverable Due: 11/20</strong></td>
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<td>15</td>
<td>11/27-11/29 Portfolios: Course summary and wrap-up</td>
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<td><strong>Portfolios due: 11/29</strong></td>
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**PLEASE NOTE:** This syllabus is our contract for the semester. However, because students have different learning styles, I reserve the right to adjust the syllabus. Remember that flexibility is a virtue, especially in a professional setting. Thus, if I determine that the class needs more (or less) emphasis on a particular area, I will adjust the syllabus accordingly, to the extent that I am allowed to do so within the constraints of the overall requirements for Writing 340.