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| Formal_Marshall_CMC_CardonWhite | **WRIT-340: Advanced Writing for Business**  |
| Syllabus  |
| **Professor**: Yolanda Kirk **Office**: ACC 215H **Office Hours**: 10am-11:30am or by  appointment **Office Phone**: 213-740-4234  **E-Mail: ykirk@marshall.usc.edu Lecture: 1:00pm-1:50pm (HOH410)**  |
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**COURSE DESCRIPTION AND GOALS**

This course prepares students for academic success and for international work opportunities, placing emphasis on writing in global business contexts. The prerequisite is WRIT 140 or its equivalent.

The Advanced Writing for Business course 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 writing 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 teamwork. 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. In WRIT 340 you will be introduced to the conventions of Plain English as a business English lingua franca, concepts of intercultural business communication competence, varying conventions of organizing messages across cultures, and the influence of business structure and corporate culture on intercultural business communication in both traditional and new media.

Specifically, the learning objectives for this course are:

1. **Recognize and implement** the qualities associated with effective business writing, particularly the hallmarks of ‘Plain English’ and its “4Cs”: conciseness, coherence, clarity, and correctness *by planning, outlining and revising a variety of business documents.*
2. **Identify and evaluate** diverse communication goals of different audiences (especially, international 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.*
3. **Select and strategically utilize** traditional and new communication media *by learning about the applications and preferred usages of those media.*
4. **Plan, create, and complete** a variety of business documents—including, for example, memos, letters, emails, blog posts, proposals, and reports—using appropriate headings, layout, and typography *by applying rules of document purpose and design.*
5. **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.*
6. **Synthesize** and **evaluate** the quality of collected information *by critically analyzing the value, credibility, and applicability of sources.*
7. **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.*
8. **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.*
9. **Collaborate** productively with others *by completing writing and editing tasks*.
10. **Express** your ideas and conduct yourself in a professional manner *by creating written communication that considers all objectives above*.

Alignment with USC and Marshall’s Learning Goals

This course is designed to meet USC’s requirement for Advanced Writing as well as selected Marshall Learning Goals. Please see Appendix.

**TECHNOLOGY**

We will use the Blackboard course management system for posting assignments, grades, or threaded discussions if any. All materials posted on Blackboard are exclusively for your use only and you are prohibited from distributing them to anyone else.

You may also check out a laptop from Crocker library for the session, or access E-learning’s computer rooms on the lower level of Hoffman Hall. **The Help Desk is located in HOH 300, or call (213) 740-3000**.

Your papers and presentations may be used for this class and for later class work and publications. Your classroom activities may be videotaped and podcast.

We will meet in the computer classroom for some of the on-campus sessions, so be sure that you check the course calendar; I will provide an access password for the day once you’ve entered the lab or on days that the research librarian comes to class. I will let you know when to bring your laptop.

**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: 667XX 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. In other words, a specific sender identification is necessary.

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.

**TEXTS**

*Required:*

*Writing For Work: A Practical Guide to Written Communication in Business, Custom Edition for WRIT 340, Advanced Writing for Business*

*Asking the Right Questions: A Guide to Critical Thinking, 10th ed.* by M. Neil Browne and Stuart M. Keeley

*The Business Writer’s Companion,* 7th ed.by Gerald J. Alred, Charles T. Brusaw, and

 Walter E. Oliu

*Also recommended:*

**ONLINE MEMBER SUBSCRIPTION**

A free membership subscription to Lynn Gaertner-Johnson’s writing blog at www.businesswritingblog.com

**ASSIGNMENTS AND GRADING**

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

**Assignments**  Percent Points

(Detailed Assignment Prompts will be posted on BB)

1. **(1) Business Trend Assignment** 10  100
2. **(2) Ethics Assignment**  15 150
3. **(3) Analytical Report**  25 250
4. **Portfolio (choose two of 1, 2, 3 above)**  20 200
A thorough reworking and polishing of individual assignments
5. **Team Project** 15 150
6. **Career Memo** 10 100

* Professionalism and participation: Attendance, punctuality, teamwork, 5 50
conferences, homework,
and participation in class as well as meeting all deadlines

contribute to your professionalism grade. Daily activities cannot be

made up. Also, absences, tardiness, use of electronic
devices, eating, and engaging in disruptive conversation in class

will decrease your participation grade.

**Total 100% = 1000**

Assignment Submission Policy

Assignments must be turned in on the due date/time. I do not accept homework assignments through email. *Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work merits a B+ grade, you will be given a C+ grade).* If your Internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, make arrangements for the work to be delivered to the classroom or to my box *by the start of class*. Late or not, however, you must complete all required assignments to pass this course.

NOTE: An important part of this course is a series of writing workshops (“peer review”), in which students critique each others’ drafts of major assignments. *You are expected to have a polished (not a rough) draft of the required assignment completed for every workshop.* *Failing to contribute your draft on time will cost you (-20 points) each time.*  The peer review also includes a Q&A, where you may ask me specific questions about your paper; you can also ask me via email or visit me in my office. However, in accordance with the Writing Program’s policies, I will not read your drafts or edit them.

DOCUMENT FORMAT

Business documents, memos, letters, and reports: See textbook for specific document’s requirements.

Type format: 12 point, New Times Roman font, single-spaced, one-inch margins, pages 2-x numbered.

References/Works Cited page and in-text citations should adhere to APA or MLA standards. I will further specify specific format requirements for each assignment.

Selected Electronic Resources:

You must have your UNIX, not your Marshall, password to access Blackboard.

<http://www.mla.org/>

<http://www.ethicsandbusiness.org/links/>

<http://www.ldoceonline.com/>

<http://www.dailygrammar.com/>

EVALUATION OF YOUR WORK

You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If, however, you feel that an error has occurred in the grading of any assignment, you may*, within one week of the date the assignment is returned to you*, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo, and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

Your grade **reflects your performance,** professional writing and contributions to the learning environment. It is not based on percentages, nor on the Marshall target GPA*.* The grade may not represent all of your efforts in the class, but rather, it is determined by the USC rubric for evaluating work in Advanced Writing and is assessed in comparison to your peers’ writing. As a rule, more effort generally results in better writing and more successful collaborations.

Retention of Graded Papers – Returned paperwork, unclaimed by a student, may be discarded four weeks after grades are available on your official USC transcript/grade report.

## ONE-ON-ONE WRITING CONFERENCES

We will meet, one-on-one, several times during the semester. Usually these meetings take place during my office hours or during designated class time. These 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 along your last graded assignment 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 (see below).*

PROFESSIONALISM: POLICIES AND PROCEDURES

*Attendance and punctuality.* You are expected to attend *all* scheduled class sessions, to arrive on time and participate actively. If you are unable to attend class, I expect you to e-mail me in advance to let me know about the situation—just as you would inform your employer if you were unable to come to work. Absences will negatively impact your final grade (each missed session above two, excused or not, will cost you 5 points). If you are absent four or more times prior to Jan. 31 (the last day to withdraw from a course with a grade of “W”), I may ask you to withdraw by that date.

*Add/drop process.* Note that failing to attend the first two class meetings puts you at risk of being dropped from the course.

*Participation and classroom demeanor (residential and online).* Part of your grade is based on your participation. This means you are expected to be an *active contributor* to the class, not a passive listener. Volunteer answers to the questions I ask; ask questions yourself; request clarification if something isn’t clear; challenge me if you disagree with something I’ve presented; contribute useful and relevant comments. Your active participation can help determine whether our class atmosphere will be dull and pedantic or energetic and engaging.

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 reading the newspaper, eating lunch, or checking your e-devices. It also includes treating everyone else in the class with the same respect and consideration you want to receive from them.

Please note two important aspects of classroom management:

* TURN OFF CELL PHONES AND ALL OTHER ELECTRONIC DEVICES—unless I ask you to use them.
* Straighten up your area before you leave, so that the next class finds a clean and pleasant learning environment.

*Preparation.* You are expected to come to class fully prepared, with all required written assignments and reading completed. *This includes being fully prepared even if you were unable to attend a previous class meeting.*

*Other requirements:*

* A laptop or desktop with high-speed internet access
* Standard word-processing software (Microsoft Word)
* Access to a laser printer or equivalent
* A working USC e-mail account *that you check daily*

MARSHALL 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 USC Writing Center provides two options for meeting with writing consultants. Stewart Grace, an Advanced Writing for Business Consultant, is available to assist you on Mondays and Wednesdays in Hoffman 410, from 6:30 pm – 9:30 pm. E-mail Stewart at sgrace@usc.edu; stewgrace@gmail.com and schedule appointments with him at: stewartgrace.simplybook.me. You may also schedule an appointment with the USC Writing Center (WC) located on the second floor of Taper Hall (Room 216). 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 to one-on-one consultations, both Stewart and the WC will offer 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, plus a computer program, “Focus on Grammar,” for self-study. 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.

#### **SOME OTHER ADMINISTRATIVE MATTERS**

#####  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 the University Student Conduct Code (published in the current *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).

From *Trojan Integrity: Guide to Avoiding Plagiarism*
(USC Office for Student Conduct, rev. Fall 2000, pp. 2-3)

***Statement on Academic Integrity***

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. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A. <http://www.usc.edu/dept/publications/SCAMPUS/gov/>

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.

***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 (not roommates or friends outside of class); 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 your paper.*

***Emergency Preparedness/Course Continuity***In case of emergency in which travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors are asked to be prepared to assign students a "Plan B" project or assignment that can be completed at a distance. For additional information about maintaining your classes in an emergency please access: <http://cst.usc.edu/services/emergencyprep.html>

###### 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 is open 8:30 AM – 5:00 PM, Monday through Friday. The phone number for DSP is (213) 740-077.

***Important Dates***

Jan. 13 Spring semester begins for 16-weeks, on-campus courses

Jan. 20 Martin Luther King Day, University holiday

Jan. 31 Last day to drop a class without a mark of “W”

Feb. 17 Presidents’ Day, university holiday

**March 17-22 Spring recess**

April 11 Last day to drop a class with a mark of W for 16-week, on-campus courses.

May 2 Spring semester classes end for 16-week, on-campus courses

May 3-6 Study days

May 7-14 Final exams

May 16 Commencement

**COURSE OVERVIEW & DUE DATES**

 **(*Subject to change* depending on class needs)**

*[chap…] refers to your textbook chapters*

*UNLESS DESIGNATED “CAMPUS” or “OFFICE/CONFERENCE” SESSIONS AND ACTIVITIES ARE ONLINE*

|  | **Daily Activities** | **Tasks, Readings, and Due Dates**  |
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| **Week 1** | 1/13: Classes begin. Orientation1/15: Writing diagnostic1/17: The nature of business writingPreview chapter 4 for homework | **1/17: Read chapters 1 & 2 in Writing at Work (Bailey) for lecture discussion**Ch. 3 & 4. Do exercises #2D & 4A (Bailey)**Assign news reporter duties & homework presenter****Distribute Business Trend Assignment** |
| **Week 2** | **1/20: University Holiday-Martin Luther King holiday**1/22: Librarian classroom visit1/24: Business writing homework and lecture. | **1/22: Bring laptops to class to follow librarian’s research methods discussion on Business Trends.**1/24: Business reporter, homework presenters and lecture. Next week: Ch. 5 reading (Bailey). Homework: 5C & “The Future of the Universe” |
| **Week 3** | 1/27: Business Trend Assignment lecture1/29: Business writing homework and lecture1/31: Business writing homework | 1/27: What is a trend? Go over assignment format with handout #1. Explain how to work on an assignment.1/29: Business reporter, homework presenters and lecture. Bailey, Ch. 5; “The future of the universe” memo assignment.1/31: Reading the newspaper for critical thinking |
| **Week 4** | 2/3: Writer’s Workshop. Discuss informal APA style Distribute the Career Memo Assignment2/5: Assignment working day2/7: Assignment working day | 2/3: In-depth explanation of Business Trend technique applications2/5 & 2/7: Students work on Career Memo and Business Trend Assignments |
| **Week 5** | 2/10: Final Writer’s Workshop**2/12: Peer Review** **2/14:** **Business Trend due** Audience analysis & textual clarity: Geometric exercise | 2/10: Instructor brings sample trend memos to class**2/12: Students bring draft to class. Penalty for not attending class. Instructor distributes ethics assignment.****2/14: Business Trend memo due/self-analysis Geometric exercise: Instructor brings materials and consultation sign-up sheet** |
| **Week 6** | **2/17: University Holiday-President’s Day** 2/19: Letter writing2/21: APA (Formal Documentation) | **2/19: Bring BWC to class****2/21:** **Bring laptops & BWC to class** |
| **Week 7** | 2/24: Tables & Figures 2/26: Group Project 2/28: Assignment working day | 2/24: **Bring the BWC to class**2/26: Instructor brings assignment to class2/28: Ethics letter |
| **Week 8**  | 3/3: Advancing writing skills (syntactic variety, strong verbs, writer’s blog)3/5: Elements of a formal report3/7: Writer’s workshop | 3/3: Instructor brings materials to class. **Bring laptops to class.** 3/5: **Bring BWC to class**3/7: Instructor brings materials to class  |
| **Week 9** | **3/10: Peer Review****3/12: Ethics Assignment due**3/14: Word Day (tentative) | **3/10: Penalty for not attending class****3/12: Instructor brings Analytical assignment to class**3/13: TBA |
| **3/17 to****3/21** | SPRING RECESS |  |
| **Week 10** | 3/24: Advancing writing skills: Writing effective introductions3/26: Advancing writing skills: Abstracts & epigraphs. News reporter3/28: Advancing writing skills: Writing effective conclusions. News reporter | 3/24: Instructor brings materials to class on all three meeting days3/26: News reporter; Brown & Keeley3/28: News reporter; Brown & Keeley |
| **Week 11** | 3/31: Critical thinking. News reporter4/2: Career Memo discussion4/4: Analytical Writer’s Workshop | 3/31: News reporter; Brown & Keeley4/2: Instructors brings past sample memos (No peer review)4/4: Instructor brings past articles |
| **Week 12** | 4/7: Group Project**4/9: Career Memo due****4/11: Peer Review Analytical assignment** | **4/9: Career Memo due**4/11:  **Students Penalty for not attending class** |
| **Week 13** | **4/14: Analytical assignment due**4/16: Group Project4/18: Executive Summaries | **4/14: Bring final draft to class.**4/18: Instructor brings materials |
| **Week 14** | 4/21: Letters of Transmittal4/23: Open office hours for Group Projects4/25: Portfolio appointments | 4/21: Instructor brings materials |
| **Week 15** | 4/28: Open office hours for Group Projects4/30: Group Projects due**5/2: Final class. Portfolios Due** |  |

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| **APPENDIX****Alignment of Course Learning Objectives with Marshall’s Six Undergraduate Program Learning Goals** |
| **Goal** | **Marshall Program Learning Goal Description Covered in this Course** **(Goals 3, 5, 6 and relevant selected sub-goals)** | **Emphasis/Relation to Course Objectives** | **Relevant Course Topics** **(News reporters & discussions)** |
| **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)** | All course assignments require critical thinking skills (students will utilize the USC-CT approach as a framework for critical analysis) |
| **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)** | Discussion of business ethics, review of codes of conduct, and CSR, ethics mini-case exercises |
| **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)** | All assignments require audience and purpose analysis, and tailoring communication messages accordingly. |
| **[cont’d next page]** |
| **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. |