

Tuesday Class (JFF 312): 3:30-4:50 p.m. (Section 66784 – This is a traditional/online blended section)

Thursday Office Hours By Appointment: 3-5 p.m. – Sign up [here](#) (or meet via Skype/FaceTime/Google Hangouts)

COURSE DESCRIPTION

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

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

This Advanced Writing for Business section is blended. Thus, half of the course occurs in the traditional face-to-face classroom setting and the other half occurs outside of the classroom via online assignments and team meetings. You will participate in discussions and activities, write individual assignments, and participate in coaching sessions with the professor. You will also research, analyze, and draft a business case study with a team.

LEARNING OBJECTIVES

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

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

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

PREREQUISITE AND RECOMMENDED PREPARATION

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

COURSE MATERIALS

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

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

- Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2013). *The business writer's companion* (7th ed.). New York, NY: Bedford/St. Martin's.
- Garner, B. A. (2009). *Garner's modern American usage: The authority on grammar, usage, and style* (3rd ed.). New York, NY: Oxford.
- Kessler, L. & McDonald, D. (2012). *When words collide: A media writer's guide to grammar and style* (8th ed.). Boston, MA: Wadsworth Cengage Learning.
- Lamb, S. E. (2011). *How to write it: The complete guide to everything you will ever write*. New York, NY: Random House.
- Mitchell, R. (1999). *Less than words can say*. Pleasantville, NY: Akadine.
- Vaida, C. J. (1996). *Liberating grammar*. Upper Saddle River, NJ: Prentice Hall.
- Williams, J. M. & Bizup, J. (2016). *Style: Lessons in clarity and grace* (12th ed.) New York, NY: Pearson.
- Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction*. New York, NY: HarperCollins.

If you plan to pursue a career in corporate communication or public relations, learn the grammar style and usage guidelines in *The Associated Press Stylebook 2018*.

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

Additionally, business today functions primarily in a digital environment and proficient writers must be adept at using the internet and the tools e-communication provides. Thus, you must have access to a laptop, basic computer software (Adobe Acrobat Reader, Microsoft Word, Microsoft PowerPoint, etc.), the internet, and Blackboard. You must also have access to a printer.

COURSE COMMUNICATION

Blackboard will be used for the professor to disseminate course materials and assignment directions and for students to submit digital deliverables and to monitor course progress. Further, teams will communicate about the case study project on the Blackboard discussion forum.

Please ask the professor questions about the course and assignments during class meetings rather than via email. If you have a question about content missed during an absence, ask your teammate.

In rare cases involving sensitive or personal issues, emailing the professor may be necessary. You do not need to email the professor regarding infrequent tardies, absences, and illnesses. Further, you should not email the professor about matters addressed during class or in course documents.

If emailing the professor is necessary, use your USC email account. Your email should follow the standard structure for professional business emails (subject, greeting, pleasantries, reason for your email, call to action, closing message, and signature). Use this template as a guide:

Write a clear, specific, and concise subject.

Dear Dr. Bier:

Insert pleasantries.

Write a sentence or two to explain your email's purpose. Then state the source(s) you have already consulted for an answer/solution (e.g. Blackboard, the course syllabus, an assignment rubric, a classmate, etc.) and offer your sense of the answer/solution given the information you currently have.

Provide specifics about your request i.e. what do you want the professor to do or to provide?

Insert closing message.

Your first and last name*

Your 340 section number

*Note: If your legal name on the roster differs from the name you use in class, please include both names.

If you follow the email policy and provide the information requested in the above template via email, you can expect a response from the professor within 48 hours except on weekends and university holidays and breaks. If you do not follow the email policy and/or template, you will be reminded of the aforementioned information.

WRITING CONFERENCES

You will have the opportunity to meet with the professor both individually and as a team during the semester in ACC 400 C to discuss your writing and progress in the class. Some class time will be used for these meetings. Otherwise, you may schedule an appointment to meet with the professor [here](#).

COURSE ASSUMPTIONS AND EXPECTATIONS

As the course professor, I assume each student possesses the ability to conduct basic academic research to fulfill assignment requirements.

I also assume each student possesses knowledge of standard U.S. spelling and grammar rules. For written deliverables you should utilize spell-checking and grammar-checking features built into Microsoft Office.

- If you have difficulties with writing mechanics, additional help exists at the USC Writing Center. You may schedule appointments with writing consultants trained to assist in planning, organizing, and revising assignments. Some consultants are Marshall School of Business graduate students. Some specialize in working with students for whom English is a second language. The Writing Center also offers workshops on troublesome language and grammar issues and makes available a number of handouts on an array of grammar and usage points. The Writing Center can be accessed [here](#).
- Non-native writers and speakers of English may want to investigate the help available to them through the USC American Language Institute, which can be accessed [here](#).

Humans develop communication skills through practice. Thus, class time will often be devoted to exercises that simulate challenges you will encounter in a variety of business environments. I expect each

student to prepare for class meetings and to contribute enthusiastically and actively in class exercises and discussions.

My goal is to help each of you become a more professional business communicator. If you take responsibility for your education by completing assignments conscientiously and by engaging with and applying feedback from the 340 learning community, you will improve. By the end of the course, you will be able to craft written documents in a professional style and design. You will be able to write with conciseness and clarity and with active and parallel sentences. You will be able to create persuasive arguments and to adapt key messages for different types of internal and external audiences.

GRADING OVERVIEW AND POLICIES

| Primary Assignments | Points | % |
|--|---------------|------------|
| Internal Communication Assignment (three documents) | 200 | 20 |
| External Communication Assignment (three documents) | 200 | 20 |
| In-Class Writing Assignment | 100 | 10 |
| Team Case Study Project | 200 | 20 |
| Final Portfolio (revision of two assignments) | 250 | 25 |
| Professional Contribution to Learning Community (in class and conferences & on BB) | 50 | 5 |
| TOTAL | 1000 | 100 |

The assignments are described in more detail in the forthcoming sections. See the course calendar for deadlines.

Internal Communication Assignment – 200 points

Within the internal communication assignment, you will complete three written business documents.

- ✓ Professional Email (one page) – 25 points
focusing on transactional communication about business trends
- ✓ Business Memo (one page) – 75 points
focusing on analysis of and informational communication about a business trend
- ✓ Business Report (two pages) – 100 points
focusing on providing actionable recommendations to address a business diversity/inclusion issue

This assignment is designed to introduce you to the written, addressed documents common in the business context and to enhance your ability to adapt key messages and to write concisely for a target internal audience. The assignment will be uploaded to Blackboard/Turnitin as a .pdf file.

External Communication Assignment – 200 points

Within the external communication assignment, you will complete three written business documents.

- ✓ Op-Ed (one page) – 60 points
focusing on persuasive communication and critical thinking about a business issue
- ✓ Business Proposal (two pages) – 80 points
focusing on persuasive communication and critical thinking about a business issue
- ✓ News Release (one page) – 60 points
focusing on writing objectively and team development in business

This assignment is designed to enhance your ability to adapt key messages and to write concisely for a target external audience. The assignment will be uploaded to Blackboard/Turnitin as a .pdf file.

In-Class Writing Assignment – 100 points

As a professional, you must be able to write content with limited preparation time. The in-class writing assignment, worth 100 points, will simulate a business situation in which you are tasked with drafting a two-page document for a target audience while under deadline. You will apply your understanding of

business communication strategy to write a document that is concise and clear as well as grammatically, rhetorically, and logically correct. The assignment will be uploaded to Blackboard/Turnitin as a .pdf file.

Team Case Study Project – 200 points

The team case study project will focus on researching and analyzing a communication-related business issue, writing a case study revealing factors or information otherwise ignored or unknown, and utilizing graphics and other visuals to enhance the written case study content. Cases may address any category or specialty within the corporate communication field, including but not limited to communication strategy, reputation management, media relations, crisis communication, issues management, internal/employee communication, investor relations, integrated marketing communication, government relations, technology issues, social responsibility, and social media. The team case study project will include a teaching note that applies business communication ethics and identifies possible solutions to the business problem(s) described in the case.

Grades will be based on four written documents (uploaded to Blackboard/Turnitin as .pdf files), an in-class team presentation, collaboration on the team discussion forum, and a peer evaluation.

- ✓ Case Study with References and Appendices (15 pages/7500 words maximum) – 120 points
- ✓ Teaching Note (2-3 pages) – 25 points
- ✓ PowerPoint Slide Deck – 10 points
- ✓ Abstract (50-100 words) – 5 points
- ✓ Team Presentation (5-6 minutes) – 10 points
- ✓ Team Discussion Forum – 10 points
- ✓ Team Peer Evaluation – 20 points

While the team grade will be primarily uniform for all team members, individual grades may vary if individual team members do not participate in the final case study project deliverables and/or negatively affect the team's working dynamic.

Final Portfolio – 250 points

Your final portfolio, worth 250 points, will showcase your best individual writing from the semester. The course includes three individual assignments – the internal communication assignment, the external communication assignment, and the in-class writing assignment. You will pick two of the three assignments to revise and to include in your final portfolio.

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

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

You will upload your final portfolio to Blackboard/Turnitin as a .pdf file AND submit a hard copy to the professor on the final class day.

Professional Contribution to the Learning Community – 50 points

Your professionalism and contribution to the learning community will be assessed based on these criteria:

1. Responsibility for class meetings and scheduled meetings with the professor
 - Arrive on time and stay until the completion of the class meeting.
 - If you schedule a meeting with the professor, show up on time; failure to do so will negatively affect your professionalism grade.

- Choose absences wisely. Numerous absences, even when accompanied by conscientious notification, will negatively affect your contribution to the learning community. Further, numerous absences will negatively impact your achievement as a writer. “Excused” absences for a university-sponsored event or religious holiday are not “free” absences; excessive absences for any combination of reasons may make it impossible for you to keep up with the class or make adequate progress.
 - The professor will call the roll at the beginning of each class meeting. One absence and one tardy are excused. You are absent if you do not answer when the professor calls your name at the beginning of class. If you arrive after the professor has called roll, you will need to sign the tardy log to be counted as late rather than absent – this is your responsibility. If you do not sign the tardy log, you will be counted as absent. Missing more than 15 minutes of a class meeting is an absence.
 - If you miss the first class meeting and do not make contact with the professor during Week 1, the professor will drop you from the course without notification; you are not guaranteed a spot in another 340 section.
 - If you miss two class meetings by the end of Week 3, the professor will ask you to withdraw from the course; you are not guaranteed a spot in another 340 section.
 - **If you miss more than three class meetings for any reason during the semester, you will earn 0/50 points for the contribution to the learning community grade. Every two tardies counts as an absence.**
 - If you will miss the in-class writing assignment or the team presentation for a university-sponsored event or religious holiday, take steps to complete these *before* your absence.
 - If you miss class, you will lack the information necessary to fulfill course requirements. Ask classmates for information and notes. Do not ask the professor if you missed anything important. You do not need to email the professor regarding absences unless extreme circumstances will result in your missing more than three class meetings.
2. Engagement during activities and discussion
- You do not receive credit for merely showing up to class. As a professional, you must engage your mind and contribute to the learning community.
 - **Bring a fully-charged laptop with functional software and internet connectivity with you to class.** At times, however, you will need to put away all electronic devices and take notes by hand. The research is unequivocal: Electronic devices such as laptops, tablets, and cellphones hurt productivity in the classroom and in business meetings; further, taking notes by hand increases information recall. **While laptops will have a prominent role in this course, using electronics for non-academic purposes or during unauthorized times will affect your contribution to the learning community. Laptops, tablets, cellphones, and internet usage should be considered inappropriate except when explicitly permitted by the professor.**
 - In class meetings and team meetings, you will have opportunities to contribute to the learning community by completing and submitting assignments, asking and answering questions, leading team discussions, participating in activities, analyzing case studies, delivering presentations, and/or responding to prompts. If you miss class meetings, you will not have the chance to complete missed in-class assignments, but your lowest in-class assignment grade (except for the in-class writing assignment and the team presentation) throughout the semester will be excused.
 - The highest engagement scores are reserved for those who advance the learning objectives of the course during class meetings. Frequency of contributions is less important than the content and quality of those contributions. At the same time, students who participate rarely or only when prompted and those whose contributions are off-topic or show unfamiliarity with the assigned readings will not receive full credit for engagement in the course.
3. Communication with the professor and students
- Show respect and civility toward classmates and the professor.

- Ask questions during class meetings. If necessary, correspond with the professor according to the email format and guidelines provided herein.
4. Aptitude for critical thinking
- Critical thinking is defined in the context of this course as the ability to manage ambiguous business communication situations, to analyze complex business communication problems from various perspectives, and to make decisions independently with confidence, responsibility, and rationale.

Sometimes the professor will ask each student to self-reflect about their professionalism and contribution to the learning community.

These policies maintain professionalism and ensure a system fair to all students so they can individually and collectively gain as much as possible from the course. If you have concerns about your performance in the course, talk with the professor as soon as possible. In academia as in business, it is more professional to communicate concerns and problems in advance (if possible) than to make excuses later.

Extra Credit – 0 points

No extra credit is available in this course.

ASSIGNMENT GRADING PROTOCOLS

To make the evaluate of your writing as objective as possible, you will receive rubrics for the three individual assignments, the team case study project, and the final portfolio throughout the semester. Your grades will reflect your ability to produce concise, clear, and correct business documents according to the style and standards for grammar, rhetoric, and logic learned in class. Adherence to directions, including submitting documents as .pdf files, will affect your grade. The content, organization, professional appearance, and overall quality of your deliverables will affect your grade.

In business, you are expected to complete projects on time. Thus, consider these points about course deadlines and deliverables:

- Deliverables must be uploaded to Blackboard as .pdf files by the deadlines provided on the course calendar. If the Blackboard timestamp indicates an upload occurred after the deadline time, the assignment is late. Exceptions are not made for student technological difficulties or errors (e.g. dead laptop battery, malfunctioning computer hardware or software, lack of internet connectivity, etc.). Do not procrastinate in case you have technological difficulties.
- Deliverables uploaded in the wrong file type must be resubmitted; if the resubmission happens after the deadline, the assignment is considered late.
- Late deliverables, even if a few minutes late, will receive a 10 percent grade reduction. Late deliverables must be submitted to Blackboard within a week of the original deadline. Assignments submitted more than a week after the deadline will receive a 0 grade.
- If you are unable to attend class on the day of a deadline, your deliverable still must be uploaded to Blackboard by the beginning of the class meeting.
- The final portfolio must be uploaded to Blackboard AND submitted as a hard copy to ACC 400 C. Any student who fails to submit the portfolio by the deadline specified in the course calendar will receive a 0 as their portfolio grade. Late portfolios will not be accepted.

Since proofreading and editing are key to effective business communication, **points will be deducted for every typo and significant grammar, spelling, and punctuation error**, including but not limited to the following: factual errors and misuse of proper nouns, subject-verb and subject-pronoun disagreement, incorrect word choice (e.g. *loose* instead of *lose*, *advise* instead of *advice*, *you're* instead of *your*, *it's* instead of *its*), and punctuation errors such as run-on sentences and incorrect comma usage.

Where in-text citations, reference lists, and/or stylistic requirements are necessary, conform to APA guidelines.

ACADEMIC CONDUCT

Each of the assignments you submit should be your original work.

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious offense with serious consequences and may result in a 0 assignment grade as well as an F for the course.

Familiarize yourself [here](#) with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards.”

Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and the university policies on scientific misconduct [here](#).

GRADING SCALE

My goal is to provide every student with the highest grade for the course that I can justify as a professional. Your final course grade, however, is NOT a reflection of your effort but rather of the quality of your work.

At this USC course level, writing earning a grade in the A range represents writing that is difficult to distinguish from professional or graduate student writing. Writing earning an A shows mastery of grammar, rhetoric, and logic in the business context regardless of audience, genre, purpose, or other constraints; the writing is concise and clear.

Writing earning a grade in the B range demonstrates strong control (although not mastery) of grammar, rhetoric, and logic to reach a particular audience through a business document; the writing is clear although perhaps not always concise.

Writing earning a grade in the C range demonstrates competence yet weakness in grammar, rhetoric, and/or logic; the writing might also be verbose and/or unclear and/or show limited audience consideration.

Writing earning a grade in the D range offers limited control of grammar, rhetoric, and/or logic; the shortcomings outweigh the positive qualities of the writing.

Writing earning a grade in the F range is beyond the scope of the normal revision process; the writing fails to respond to the writing goal, contains inappropriate and/or grossly unclear content, includes extensive organizational flaws, and lacks any control of grammar, rhetoric, and logic.

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

Course grades are final and are not rounded up. Grade averages are often in the B range for this course.

SUPPORT SYSTEMS

Student Counseling Services (SCS) – 213/740.7711 (on call 24/7)

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

National Suicide Prevention Lifeline – 1.800.273.8255 (on call 24/7)

Free and confidential emotional support to people in suicidal crisis or emotional distress
<http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) – 213/740.4900 (on call 24/7)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm
<https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

Information about rights, reporting options, receiving assistance, helping survivors, and additional resources
<http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX Compliance – 213/740.5086

Assistance for faculty, staff, visitors, applicants, and students around issues of protected class
<https://equity.usc.edu/>

Bias Assessment Response and Support

Investigation and response to reports of incidents of bias, hate crimes, and microaggressions
<https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – 213/821.4710

Assistance for students and families in resolving complex issues adversely affecting their success as a student (i.e. personal, financial, and academic) <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Diversity events, programs, training, and resources for students <https://diversity.usc.edu/>

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 that may affect your performance, attendance, or grade 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 DSP each semester. A verification letter for approved accommodations can be obtained from DSP. Please ensure the letter is delivered to your professor as early in the semester as possible.

DSP, located in Grace Ford Salvatori Hall (GFS), is open from 8:30 a.m. to 5 p.m., Monday through Friday. The phone number for DSP is 213/740.0776 and the email address is ability@usc.edu.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* website (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means

by which professors will conduct class using a combination of Blackboard, teleconferencing, and other technologies.

COURSE SCHEDULE

WRIT 340 – Advanced Writing for Business – Fall 2018

In general, Tuesday class meetings focus on honing and applying your individual grammar, rhetoric, and logic skills in business-related written communication.

Please bring a charged laptop to every class meeting. Thursdays are reserved for individual and collaborative work on the team case study project.

Note: The schedule is tentative and subject to change per the professor’s discretion.

| Date | Topic | Readings/Assignments |
|---------------|--|---|
| <i>Week 1</i> | | |
| T 8/21/18 | <i>Class meeting in JFF 312...</i> –Course overview –Diagnostic writing sample | |
| Th 8/23/18 | <i>As an individual...</i> Reading List (.pdf files on BB): <ul style="list-style-type: none"> ○ “How To Write a Case Study” ○ “Analyzing a Case Study” ○ Case Study: “Apple, Inc: Data Privacy and a Request from the FBI” ○ Case Study: “Responding While the Record Button Is Always On: Flying High and Low With United Airlines” Task List: <ul style="list-style-type: none"> ○ Pay attention to case study objectives, format, and sources when reading ○ Individually brainstorm a list of potential case study candidates with communication-based problems | Upload the signed course contract as a .pdf file to BB by 11:59 p.m. Read all documents posted on BB for the case study team project |
| <i>Week 2</i> | | |
| T 8/28/18 | <i>Class meeting in JFF 312...</i> –Introduction to business writing: Considering audience and objectives –Message strategy and key messages for internal audiences –Writing business emails and memos | Read “Writing in Plain English” (.pdf on BB), “Improving Your Written Communication Skills” (link here), “How To Fix Bad Writing” (.pdf on BB), “Ten Old New Rules for Business Emails” (link here), “The Three Key Elements of Irresistible Email Subject Lines” (link here), and “Business Memorandums” (.pdf on BB) by 3:30 p.m. Read all documents posted on BB for the internal communication assignment |
| Th 8/30/18 | <i>As a collaborative team...</i> Task List: <ul style="list-style-type: none"> ○ Complete the team contract ○ Collectively brainstorm a list of potential case study candidates and then select an organization with recent (within the last eight months) communication-based problems ○ Remember your purpose is to analyze a communication-related business issue and to write a | Upload the team contract as a .pdf file to the BB discussion forum by 11:59 p.m. |

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|--|---|--|
| | <p>case study revealing factors or information otherwise ignored or unknown</p> <ul style="list-style-type: none"> ➤ Cases may be based on issues and experiences from for-profit or non-profit organizations ➤ Cases may address any category or specialty within the corporate communication field, including but not limited to communication strategy, reputation management, media relations, crisis communication, issues management, internal/employee communication, investor relations, integrated marketing communication, government relations, technology issues, social responsibility, and social media <p style="text-align: center;">OPTIONAL EVENT – Narrative, Creativity, and Collaboration: An Evening with Disney Imagineer Joe Rohde Thursday, Aug. 30, 7 p.m. @ Wallis Annenberg Hall</p> | |
| Week 3 – Sept. 7 is the last day to drop/add without d-clearance | | |
| T 9/4/18 | Class meeting in JFF 312... –Writing business reports | Read “The Business Report” (.pdf on BB) by 3:30 p.m. |
| Th 9/6/18 | As a collaborative team... Task List: <ul style="list-style-type: none"> ○ Refine the case study subject and angle. Ensure the case is not already examined on the Arthur W. Page Society website (link here) ○ Determine research sources and collect data (common sources for communication-based case studies include news releases, media articles, corporate reports and fact sheets, consumer surveys, census data, websites, blogs, social media, trade journals, and interviews) ○ Consider research and ideas on the Arthur W. Page Society website (link here) and the Institute for Public Relations website (link here) as sources ○ Contact selected organization as possible data source | Provide a team case study project update on the BB discussion forum by 11:59 p.m. Explain what you accomplished this week, the tasks on which you are now working, and the challenges you are experiencing PLUS include the refined case study subject and angle in the update. |
| Week 4 – The USC Career Fair is Sept. 12 and 13, 10 a.m. – 2 p.m. @ Trousdale Parkway | | |
| T 9/11/18 | Class meeting in JFF 312... –Writing workshop | <i>For review purposes only, upload a rough draft of at least one document (email, memo, or report) from the internal communication assignment (.pdf file) to BB</i> <i>Today is the last day to ask questions about the internal communication assignment</i> |
| Th 9/13/18 | As an individual... Task List: <ul style="list-style-type: none"> ○ Research the case study subject/angle and analyze applicable data toward formulating a clear communication-based problem | Upload the internal communication assignment as a .pdf file to BB by 11:59 p.m. This assignment includes your <ul style="list-style-type: none"> ✓ Professional Email (business trend) ✓ Business Memo (business trend) ✓ Business Report (diversity/inclusion) |
| Week 5 | | |
| T 9/18/18 | Class meeting in JFF 312... –Message strategy and key messages for external audiences | Read “Harnessing the Science of Persuasion” (.pdf on BB), “Good Press: 6 |

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|--|---|--|
| | -Writing op-eds and commentaries | <p>Steps To Writing Killer Op-Eds and Commentaries” (link here), and “Tips for Aspiring Op-Ed Writers” (link here) by 3:30 p.m. Also, review the <i>Wall Street Journal</i> opinion page here; be able to access the releases and be prepared to share your observations during class.</p> <p>Read all documents posted on BB for the external communication assignment</p> |
| Th 9/20/18 | <p><i>As a collaborative team...</i></p> <p>Task List:</p> <ul style="list-style-type: none"> ○ Collectively discuss and analyze applicable data ○ Identify clear communication-based key problems | <p>Provide a team case study project update on the BB discussion forum by 11:59 p.m. Explain what you accomplished this week, the tasks on which you are now working, and the challenges you are experiencing PLUS include the key problems the case study will address in the update.</p> |
| <i>Week 6</i> | | |
| T 9/25/18 | <p><i>In lieu of our regular class meeting on 9/25/18, you have the option to meet for a one-on-one writing conference with the professor in ACC 400 C</i></p> | |
| Th 9/27/18 | <p><i>As a collaborative team...</i></p> <p>Task List:</p> <ul style="list-style-type: none"> ○ Revisit the team contract – are revisions necessary? ○ Build upon the research and analysis process by drafting an outline of the case study | <p>Upload the team contract addendum AND the case study outline as .pdf files to the BB discussion forum by 11:59 p.m.</p> |
| <i>Week 7 – Oct. 5 is the last day to drop without a W grade</i> | | |
| T 10/2/18 | <p><i>Class meeting in JFF 312...</i></p> <p>-Writing client proposals</p> | <p>Read “The Business Proposal” (.pdf on BB), “Corporate Reputations: Built In or Bolted On” (.pdf on BB), “The Case for Ethics” (.pdf on BB), and “Industry & Ethics” (.pdf on BB) by 3:30 p.m.</p> |
| Th 10/4/18 | <p><i>As a collaborative team...</i></p> <p>Task List:</p> <ul style="list-style-type: none"> ○ Draft the case study ○ Remember case studies clearly describe an organizational problem or crisis, not the solutions to the problem(s) | <p>Provide a team case study project update on the BB discussion forum by 11:59 p.m. Explain what you accomplished this week, the tasks on which you are now working, and the challenges you are experiencing.</p> |
| <i>Week 8 – Mid-semester standing reports are submitted by Oct. 12</i> | | |
| M 10/8/18 | <p><i>In lieu of our regular class meeting on 10/9/18, your attendance is expected at this event – Business Communication Expert Speaker Series: Scott Keller, Senior Partner at McKinsey&Company Monday, Oct. 8, 6-8 p.m. @ Edison Auditorium (HOH)</i></p> | |
| Th 10/11/18 | <p><i>As a collaborative team...</i></p> <p>Reading List (.pdf files on BB):</p> <ul style="list-style-type: none"> ○ Slide Deck: “Apple, Inc: Data Privacy and a Request from the FBI” | <p>Read “12 Ways To Produce a Killer Press Release” (link here) and “How To Write an Anecdotal Lead” (link here) by 3:30 p.m. Also, read five news releases from five organizations; be able to access the releases and be prepared to share your observations during class.</p> |

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| | <ul style="list-style-type: none"> ○ Slide Deck: “Responding While the Record Button Is Always On: Flying High and Low With United Airlines” <p>Task List:</p> <ul style="list-style-type: none"> ○ Draft the case study ○ Prepare the team presentation, including drafting a PowerPoint slide deck designed to support a classroom discussion | |
| <i>Week 9</i> | | |
| T 10/16/18 | <p><i>Class meeting in JFF 312...</i></p> <ul style="list-style-type: none"> -Team case study presentations and peer feedback - Upload the team case study PowerPoint slide deck as a .pdf file to the BB discussion forum before class. -Writing the news release | Each team will present during class using a PowerPoint slide deck. |
| Th 10/18/18 | <p><i>As a collaborative team...</i></p> <p>Task List:</p> <ul style="list-style-type: none"> ○ Make revisions to the case study and PowerPoint slide deck based on presentation feedback ○ Ensure the case study includes a captivating narrative amid the data | Upload the team case study mind map as a .pdf file to the BB discussion forum by 11:59 p.m. |
| <i>Week 10</i> | | |
| T 10/23/18 | <p><i>Class meeting in JFF 312...</i></p> <ul style="list-style-type: none"> -Writing workshop | <p><i>For review purposes only, upload a rough draft of at least one document (op-ed, proposal, or news release) from the external communication assignment (.pdf file) to BB</i></p> <p><i>Today is the last day to ask questions about the external communication assignment</i></p> |
| Th 10/25/18 | <p><i>As an individual...</i></p> <p>Task List:</p> <ul style="list-style-type: none"> ○ Work as individuals to write and revise the case study draft and to ensure both in-text citations and the reference list are in APA format | <p>Upload the external communication assignment to BB as a .pdf file by 11:59 p.m. This assignment includes your</p> <ul style="list-style-type: none"> ✓ Op-Ed (critical thinking) ✓ Client Proposal (critical thinking) ✓ News Release (team development) |
| <i>Week 11</i> | | |
| T 10/30/18 | <p><i>Class meeting in JFF 312...</i></p> <ul style="list-style-type: none"> -Writing for websites and social media -Writing for crises | <p>Read “Better To Be Reviled Than Ignored” (.pdf on BB), “7 Ways To Make a Social Media Crisis Worse” (link here), “Employers Tread a Minefield: Firings for Alleged Social-Media Infractions Sometimes Backfire on Companies” (.pdf on BB), “Should Companies Monitor Their Employees Social Media” (.pdf on BB), “After Storm Over Tweets, The Times and a New Hire Part Ways” (link here), and “New York Times Stands by New Tech Writer Sarah Jeong After Racist Tweets Surface” (link here) by 3:30 p.m. Also, find five negative reviews of five organizations with responses from the organizations (search Yelp, TripAdvisor, Twitter, FB, or other sites); be able to access the</p> |

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| | | reviews/responses and be prepared to share your observations during class. |
| Th 11/1/18 | <p><i>As a collaborative team...</i></p> <p>Reading List (.pdf on BB):</p> <ul style="list-style-type: none"> ○ “Graphics” <p>Task List:</p> <ul style="list-style-type: none"> ○ Create graphics and appendices, as necessary, to enhance the case study ○ Finalize the rough draft of the case study, references, and appendices | Upload the draft of the case study, references, and appendices as one .pdf file to the BB discussion forum by 11:59 p.m. |
| Week 12 – Nov. 9 is the last day to drop with a W grade | | |
| T 11/6/18 | <p><i>Class meeting in JFF 312...</i></p> <p>–Developing cross-cultural sensitivity and writing for international/intercultural audiences</p> | Read “Project Communication: Effective Writing Styles and Cross-Cultural Considerations” (.pdf on BB) and “How Culture Controls Communication” (link here) by 3:30 p.m. |
| Th 11/8/18 | <p><i>As a collaborative team...</i></p> <p>Reading List:</p> <ul style="list-style-type: none"> ○ Case Study: “Trader Joe’s” (.pdf on BB) ○ Teaching Note: “Trader Joe’s” (.pdf on BB) ○ “Guidance on Teaching Notes” (link here) <p>Task List:</p> <ul style="list-style-type: none"> ○ Revisit the team contract – are revisions necessary? ○ Draft the teaching note with specific references to the Page Principles (link here) and possible solutions to the business problem(s) described ○ Remember the teaching note is intended to maximize the classroom value of the case by putting the problem into context, by providing an outline of key facts and discussion points, and by offering teaching suggestions <p style="text-align: center;">OPTIONAL EVENT – Business Communication Expert Speaker Series: Shane Snow, Journalist, Geek, Author, Entrepreneur Thursday, Nov. 8, 6 p.m. Location TBD</p> | Upload the team contract addendum as a .pdf file to the BB discussion forum by 11:59 p.m. |
| Week 13 | | |
| T 11/13/18 | <p><i>Class meeting in JFF 312...</i></p> <p>–In-class writing assignment</p> <p><i>As a professional, you must be able to write content with limited preparation time. Thus, today you will receive instructions to write a business document within the class meeting timeframe. Ensure your laptop is fully charged with functional software and internet connectivity</i></p> | <p><i>Individual: Work on final portfolio</i></p> <p><i>Team: Work on final case study project</i></p> <p>Read all documents posted on BB for the final portfolio assignment</p> |
| Th 11/15/18 | <p><i>As a collaborative team...</i></p> <p>Task List:</p> <ul style="list-style-type: none"> ○ Draft the teaching note with specific references to the Page Principles (link here) and possible solutions to the business problem(s) described ○ Draft an abstract summarizing the case into a story that flows logically: Explain the basic content, organization, and direction of the case without | <p><i>Individual: Work on final portfolio</i></p> <p><i>Team: Work on final case study project</i></p> |

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| | revealing suggested resolutions or actual outcomes | |
| <i>Week 14</i> | | |
| T 11/20/18 | <p>In lieu of our regular class meeting on 11/20/18, you will meet with your team</p> <p><i>As a collaborative team...</i> Task List:</p> <ul style="list-style-type: none"> ○ Finalize the case study, graphics, references, appendices, abstract, teaching note, and slide deck ○ Revise, revise, and revise ○ Ask an intelligent person (e.g. parent, friends, colleague, etc.) unaffiliated with this class to proofread the case study: Outside eyes can offer a fresh perspective and elucidate confusing aspects of the case ○ Revise, revise, and revise ○ Revise, revise, and revise | <p><i>Individual: Work on final portfolio</i> <i>Team: Work on final case study project</i></p> |
| Th 11/22/18 | THANKSGIVING BREAK | |
| <i>Week 15</i> | | |
| T 11/27/18 | <p>Class meeting in JFF 312... –Writing workshop</p> | <p><i>For review purposes only, upload a rough draft of at least one document you plan to include in the final portfolio (.pdf file) to BB</i></p> <p>Upload the team case study project as four .pdf files to BB by 3:30 p.m.</p> <ul style="list-style-type: none"> ✓ Case with References and Appendices (15 pages/7500 words maximum) ✓ PowerPoint Slide Deck ✓ Teaching Note ✓ Abstract (50-100 words) <p><i>Today is the last day to ask questions about the final portfolio</i></p> |
| Th 11/29/18 | <p>Upload your final portfolio as a .pdf file to BB AND bring a printed copy of your final portfolio to ACC 400 C by 5 p.m. Students who wish to submit their portfolio early may leave them in my mailbox, which is to the right of my office door</p> | |

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 |
|-------------|---|---|--|
| 3 | <p>Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>. Specifically, students will:</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> | 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 | <p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society</i>. Specifically, students will:</p> <p>5.1 Understand professional codes of conduct.</p> <p>5.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p> | Moderate (Course learning objectives 7, 8) | Discussion of business ethics, review of codes of conduct, and CSR, ethics mini-case exercises |
| 6 | <p>Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i>. Specifically, students will:</p> <p>6.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>6.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p> <p>6.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p> | High (Course learning objectives 1-10) | All assignments require audience and purpose analysis, and tailoring communication messages accordingly |

Marshall Undergraduate Program Goals not Explicitly Covered by this Course (Goals 1, 2, 4)

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| <p>1</p> | <p>Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>. Specifically, students will:</p> <p>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.</p> |
| <p>2</p> | <p>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 <i>so as to anticipate new opportunities in any marketplace</i>. Specifically, students will:</p> <p>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.</p> |
| <p>4</p> | <p>Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i>. Specifically, students will:</p> <p>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.</p> |