

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL</b>	<b>YGCLA</b>	<b>Contact Name: Jon Shorr (x6059) and Chris Justice (x6239)</b>
<b>DEPARTMENT / DIVISION: English &amp; Communications Design</b>		
<b>SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code &amp; number / program affected):</b>		
<b>#8/New Course:</b>		
<b>WRIT 300/Advanced Expository Writing—Upper-level general education requirement</b>		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input checked="" type="checkbox"/> DEACTIVATE <input type="checkbox"/> MODIFY <input type="checkbox"/> OTHER <input type="checkbox"/>
<b>Box 2: LEVEL OF ACTION</b>	Non-Credit <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> OTHER <input type="checkbox"/>

<b>Box 3: ACTION ITEM (check appropriate boxes)</b>		<b>DOCUMENTS REQUIRED (see box 4 below)</b>	<b>IMPACT REVIEWS (see box 5 on back)</b>	<b>APPROVAL SEQUENCE (see box 6 on back)</b>
<input type="checkbox"/>	1. Experimental Course <sup>1</sup>	NOP	a, c, e	AC
<input type="checkbox"/>	2. Course Title	NO		ABCD
<input type="checkbox"/>	3. Course Credits	NO		ABCD
<input type="checkbox"/>	4. Course Number	NO		ABCD
<input type="checkbox"/>	5. Course Level	NO		ABCD
<input type="checkbox"/>	6. Pre & Co-Requisite	NO		ABCD
<input type="checkbox"/>	7. Course Description	NOP		ABCDEF
<input checked="" type="checkbox"/>	8. New Course	NOP		ABCDEF
<input type="checkbox"/>	9. Deactivate a Course	NO		ABCDEF
<input type="checkbox"/>	10. Program Requirements	NO	b, c, d, e	ABCDEF
<input type="checkbox"/>	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
<input type="checkbox"/>	12. Closed Site Program	NOT	e	ABCDHIK
<input type="checkbox"/>	13. Program Suspension <sup>9</sup>	NO,5	a, e	ABCDEGIK
<input type="checkbox"/>	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
<input type="checkbox"/>	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
<input type="checkbox"/>	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
<input type="checkbox"/>	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	18. Program Termination	NO, 10	d, e	ABCDEFHIK
<input type="checkbox"/>	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	20. Other	Varies	Varies	Varies

<b>Box 4: DOCUMENTATION (check boxes of documents included)</b>					
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal	<input type="checkbox"/>	T. Other
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	P. Course Definition Document	<input type="checkbox"/>	S. Contract	<input type="checkbox"/>	

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)**

<b>SCHOOL:</b> YGCLA
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected): #8/New Course: WRIT 300/Advanced Expository Writing—Upper-level general education requirement

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
  - proposed date after which no new students will be admitted into the program;
  - accommodation of currently enrolled students in the realization of their degree objectives;
  - treatment of all tenured and non-tenured faculty and other staff in the affected program;
  - reallocation of funds from the budget of the affected program; and
  - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Donald L. De...</i>	9/16/07
B. Final faculty review body within each School	Chair: <i>Margaret J. Poth...</i>	11/8/07 10/24/07
C. College Dean	Dean: <i>Lynne W. T...</i>	11/23/07 10/25/07
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Judy Marshall</i>	11/27/07
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Dorothy J. Y...</i>	12/4/07
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

**DOCUMENT O: SUMMARY PROPOSAL**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> YGCLA	<b>Contact Name:</b> Jon Shorr (x6059) and Chris Justice (x6239 )		
<b>DEPARTMENT / DIVISION:</b> English & Communications Design			
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state action item 1-23 and course name & number or program affected):			
<b>#8/New Course:</b>			
<b>WRIT 300/<i>Advanced Expository Writing</i>—Upper-level general education requirement</b>			
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall XX    Spring <input type="checkbox"/> Year: 2008			

O-1: Briefly describe what is being requested:

We are proposing a new course, WRIT 300/*Advanced Expository Writing*, to replace IDIS 300/*Ideas in Writing* as the university's required upper-level general education writing course.

For new courses or changes in existing courses (needed by Registrar)		
<b>OLD Title:</b>	<b>Course # / HEGIS Code:</b>	<b>Credits:</b>
<b>NEW Title:</b> Advanced Expository Writing	<b>Course # / HEGIS Code:</b> WRIT 300	<b>Credits:</b> 3

O-2: Set forth the rationale for the proposal:

Over the past ten years or so, IDIS 300/*Ideas in Writing* has come under increased criticism and scrutiny. Many UB faculty fault the course for not preparing students to write in their disciplines. Many of the course's instructors criticize the course's textbooks and assignments, instructor training, grading standards, and especially its attempts to "do it all," resulting in not accomplishing any of its goals particularly well. Over the past several years, the course has been staffed almost exclusively by adjuncts and administered by a revolving door of faculty members who have received neither stipend nor released time.

A 2003 CLA committee appointed by the dean studied the course, and interviewed the course director, faculty, and students, and recommended some major changes. In 2005, a joint MSB-CLA task force, appointed by the provost, followed up on that report, making specific recommendations for revising the course in ways that would narrow the focus and at the same time expand the range of writing formats and readings to make the course more relevant to UB's range of undergraduate majors.

In addition to changes in the course itself, both task forces recommended that the university hire someone explicitly to direct the junior writing course, to oversee the curriculum, and to develop a faculty training program that would ensure more consistency across sections.

Two things delayed the implementation of these course recommendations: the uncertainty of what the first/second year initiative would bring, and the usual lack of funding for such an initiative. In fact, the FSP helped in three ways. First, it forced us for the first time in 30 years to create a

reinforced the need for someone to administer and coordinate now two rather than just one course. And third, the FSP provided *funding* for someone to administer the freshman course, making it more feasible for the university to fund the rest of the position. In addition, USM in 2006 asked each constituent university to propose one multi-section course that needed significant overhauling and that could include a significant online component. UB's provost's office designated the junior writing course. Last spring, USM accepted our proposal and awarded the university a significant matching grant to redesign the course, acquire materials, develop a faculty training program, pilot-test the course in Spring, 2008, and fully implement it in Fall, 2008

Over the past several months, a committee has been developing the new course, implementing and operationalizing the two earlier task forces' recommendations, incorporating a variety of online technologies and instructional techniques.

In the redesigned course, students will register for heterogeneous face-to-face sections where they will discuss general readings and work on general writing techniques and strategies. In addition, they will meet online in homogeneous, discipline-specific groups to do three things: (1) discuss discipline-specific readings related to those writing principles and assignments; (2) critique each other's drafts; and (3) get feedback from discipline-specific instructors and/or tutors. The course will be staffed by a combination of fulltime and adjunct faculty.

The course resulting from the redesign will provide opportunities for students to read and write in their disciplines within the broader context of a general writing course. It will include a program for initial and ongoing faculty development; it will improve the balance between full time and adjunct faculty teaching the course; and it will be administered by a person with appropriate expertise, experience, and compensation. It will also incorporate various technologies that will facilitate improved communication among students, among faculty, and between students and faculty. Finally, the course will offer certain efficiencies of staffing.

**TO: Curriculum Review Committee**  
**FROM: CRC Gen-Ed Approval Sub-committee**  
**DATE: November 23, 2007**  
**SUBJECT: WRIT 300**

**The WRIT 300/*Advanced Expository Writing* proposal meets the University of Baltimore general education guidelines for English composition listed below.**

Students completing a course that satisfies the English Composition general education requirement should be able to:

- formulate and support a thesis;
- inform, argue, and persuade;
- address a range of audiences effectively;
- employ advanced conceptual skills: analyze, synthesize, evaluate, formulate.
- support claims with adequate and pertinent evidence;
- support generalizations with legitimate specifics.

(Marilyn Oblak)

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Marilyn Oblak  
Chair, MSB Undergraduate  
Curriculum Committee

(Jonathan Shorr)

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Jonathan Shorr  
Chair, CLA Undergraduate  
Curriculum Committee

(Marguerite Weber)

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Marguerite Weber  
Director, FSP

## **Required Format for Master Course Document (Document P)**

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Issued by: Wim Wiewel, Provost and Senior Vice President for Academic Affairs  
Effective Date: September 6, 2006  
Reviewed by: University Faculty Senate

Include in your master course document items one through 15 using as much space as needed.

1. September 1, 2007
2. Prepared by Jon Shorr and Chris Justice
3. Sponsoring Unit: CLA/English & Communications Design
4. Course #: WRIT 300
5. Course Title: Advanced Expository Writing
6. 3 credits
7. Prerequisite: Placement Test
8. Course Purpose: Upper-level general education requirement
9. Rationale: This proposal represents a long-overdue revision to the required junior writing course, whose last major revision was in 1987. The revised course reflects changes in instructional technology and delivery and greater emphasis on reading and writing within a variety of academic disciplines.
10. Catalog Description (Paragraph should reflect general aims and nature of the course)

This course will help students expand their skills in writing effective prose for a variety of audiences, including academic, professional, and personal. The course, which will emphasize discipline-specific writing projects, builds on skills previously acquired in lower-level writing courses. It is designed to help students develop additional writing skills needed for success in college and their respective majors. This course satisfies the university's upper-level general education writing requirement.
11. Suggested approximate class size: 20

## 12. Learning Goals

By the end of this course, you should be able to demonstrate:

1. Basic writing competencies
    - a. Demonstrate writing processes that emphasize discovering ideas, planning, drafting, revision, and editing.
    - b. Explain and demonstrate ways that sentences, words, grammar, and punctuation affect the clarity and meaning of written prose.
    - c. Use documentation styles (including MLA and APA styles) for quotes, paraphrases, and other found information.
  2. Organization
    - a. Write paragraphs that include main ideas supported by relevant details, evidence, examples, and transitions.
    - b. Write organized compositions that address different audience's needs.
  3. Complex thinking
    - a. Analyze complex ideas competently.
      - i. Summarize, synthesize, and report information.
      - ii. Discuss and analyze cause and effect
      - iii. Argue a point effectively.
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## 13 Content Outline: Tentative list of topics and assignments

### 1. Week 1

- a. Introduction to course and the writing process
  - i. General introductions and syllabus; introduction to the writing process: pre-writing, planning, developing thesis statements, and outlining [NOTE: The emphasis on process will continue throughout the course.]
  - ii. Assignments
    1. In-class generic readings, discussions, and exercises.
    2. Online discipline-specific readings, group discussions, and exercises - Topics will include analyses of thesis statements and business case problem statements

### 2. Week 2

- a. Organizing information
  - i. Paragraphing strategies
  - ii. Assignments
    1. In-class generic readings, discussions, and exercises.
    2. Online discipline-specific readings, group discussions, and exercises - Topics will include critiques of different types of paragraphs

3. Week 3

a. Summarizing information

- i. Writing summaries; identifying “summary situations” in professional contexts (abstracts, executive summaries, etc.); identifying main ideas; when to use summaries; and documenting summaries
- ii. Assignments
  1. In-class generic readings, discussions, and exercises.
  2. Online discipline-specific readings, group discussions, and exercises
  3. Assignment #1 (see assignment sheet for details)

**Week 3 - Assignment #1 - Summary**

	Summary	Executive summary	Abstract
Applied information technology	X	X	
Business	X	X	
Corporate communication	X	X	
Criminal justice	X		X
English	X		X
Government and public policy	X		X
Health systems management	X		X
History	X		X
Psychology	X		X
Simulation and digital entertainment	X	X	

4. Week 4

a. Writing critically

- i. Writing critiques and critical writing
- ii. Assignments
  1. In-class generic readings, discussions, and exercises.
  2. Online discipline-specific readings, group discussions, exercises, and peer reviews.
  3. Assignment #2 (see assignment sheet for details)
  4. Online discipline-specific group discussions and peer reviews



## Week 4 – Assignment #2 – Critique

	Critique
Applied information technology	X
Business	X
Corporate communication	X
Criminal justice	X
English	X
Government and public policy	X
Health systems management	X
History	X
Psychology	X
Simulation and digital entertainment	X

### 5. Week 5

#### a. Interesting and functional sentences

- i. Sentence types, subordination and coordination, common sentence errors, parts of a sentence, diversified sentence structures
- ii. Assignments
  1. In-class generic readings, discussions, and exercises.
  2. Online discipline-specific readings, group discussions, exercises, and peer reviews.
  3. Assignment #3 (see assignment sheet for details)

**Assignment #3 (sentence analysis) is not discipline specific.**

### 6. Week 6

#### a. Supporting your ideas

- i. Types of support and gathering and evaluating information
- ii. Reading assignments due Week 6
  1. WRAC - Chapter 4 / “Too Much of a Good Thing” pages 484-487
  2. LBH – Chapters 44 and 45
  3. Discipline-specific readings – Visit WebTycho
- iii. Assignments
  1. Assignment #4 (see assignment sheet for more details)
    - a. Identify topics and begin research for #4. Pre-writing work due Week 6

7. Week 7

a. Supporting your ideas

i. Using direct quotations and paraphrases, citing sources, avoiding plagiarism, gathering and evaluating information from print and electronic sources, annotated bibliographies

ii. Assignments

1. In-class generic readings, discussions, and exercises.
2. Online discipline-specific readings, group discussions, exercises, and peer reviews.
3. Work on Assignment #4
  - a. Annotated bibliography due Week 7

Week 8

b. Supporting your ideas

i. Revising and editing strategies

ii. Assignments

1. In-class generic readings, discussions, and exercises.
2. Online discipline-specific readings, group discussions, exercises, and peer reviews.
3. Assignment #4 due Week 9
  - a. Post draft of Assignment #4 online for peer review

**Weeks 6 - 8 – Assignment #4 – Research**

	Policy analysis	Research essay	Case analysis
Applied information technology	X		
Business			X
Corporate communication		X	
Criminal justice	X		
English		X	
Government and public policy	X		
Health systems management	X		
History		X	
Psychology			X
Simulation and digital entertainment	X		

8. Week 9

a. Audience

i. Real and intended audiences; audience analysis (size, education, demographics, medium, etc.); tone, style, and diction; audience appeals; analyzing professional media (advertisements, blogs, Websites, etc.)

ii. Assignments

1. In-class generic readings, discussions, and exercises.

2. Online discipline-specific readings, group discussions, exercises, and peer reviews.
3. Assignment #5 (see assignment sheet for details)

**Assignment #5 (audience exploration) is not discipline specific.**

9. Week 10

a. Audience

- i. Writing instructions about a process
- ii. Assignments
  1. In-class generic readings, discussions, and exercises.
  2. Online discipline-specific readings, group discussions, exercises, and peer reviews.
  3. Assignment #6 (see assignment sheet for details)

**Week 10 - Assignment #6 – How to paper**

	Instructions	FAQ page	User's Guide
Applied information technology			X
Business		X	
Corporate communication	X		
Criminal justice	X		
English		X	
Government and public policy			X
Health systems management		X	
History	X		
Psychology	X		
Simulation and digital entertainment			X

10. Week 11

a. Persuasion

- i. Claims, assumptions, facts, and opinions; developing evidence; logical, ethical, and emotional appeals; counterarguments; and logical fallacies
- ii. Assignments
  1. In-class generic readings, discussions, and exercises.
  2. Online discipline-specific readings, group discussions, exercises, and peer reviews.
  3. Assignment #7 (see assignment sheet for details)
    - a. Identify topics and begin working on assignment.  
Pre-writing word due Week 11

11. Week 12

a. Persuasion

- i. Analysis of popular “arguments” such as scientific theories, conspiracy theories, and urban legends
- ii. Assignments
  1. In-class generic readings, discussions, and exercises.
  2. Online discipline-specific readings, group discussions, exercises, and peer reviews.
  3. Work on Assignment #7
    - a. Annotated bibliography due Week 12

12. Week 13

a. Persuasion

- i. Revising and editing strategies
- ii. Assignments
  1. In-class generic readings, discussions, and exercises.
  2. Online discipline-specific readings, group discussions, exercises, and peer reviews.
  3. Assignment #7 due Week 14
    - a. Post draft of Assignment #7 online for peer review

**Weeks 11 - 13 - Assignment #7 - Persuasion**

	Case analysis	White paper	Persuasive essay
Applied information technology	X		
Business	X		
Corporate communication		X	
Criminal justice		X	
English			X
Government and public policy		X	
Health systems management	X		
History			X
Psychology		X	
Simulation and digital entertainment		X	

13. Week 14

a. Persuasion

- i. Class wrap up
- ii. Reading assignments due Week 14
  1. Jabari Asim and Anthony Asadullah Samad. “Is Banning Hurtful Language the Right Thing to Do?” *Ebony*, July, 2007, pp.94-95 (in Langsdale Library)
- iii. Assignments
  1. Assignment #7 due Week 14

## 2. Online discipline-specific group discussions

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[Curriculum Proposal Form P] #14. Assessment Strategies

All sections will be assessed using a pre- and post-test instrument. The quality of those writing responses will be determined by measuring them against the course's learning objectives.

## APPENDIX

### Representative Discipline-Specific Reading and Writing Assignments

#### Applied Information Technology

Week	Topic	Assignment	Readings	Reading found...
1	The writing process	In-class thesis and business case problem statement practice.	---	---
2	Organizing information and writing paragraphs	In-class paragraphing exercises.	---	---
3	Summarizing	Summary.	"The Blog Phenomenon"	(in class anthology)
3	Summarizing	Abstract.	"East Meets West: What Americans and Hong Kong People Think about Technology" <i>Journal of Technology Education</i>	<u>online</u>
4	Writing critiques	Critique.	"WikiWikiWebs: New Ways to Communicate in a Web Environment"	(in Langsdale Library)
5	Sentences	Sentence analysis.	Major speech from a scholar or leader in field of information technology.	---
6, 7, and 8	Types of support and gathering and evaluating information	Business report.	"Are Scientists Close to Creating a Machine that Thinks?" <i>The Congressional Quarterly</i>	(in Langsdale Library)
7	Documenting sources	Annotated bibliography.	"Toward a Global Rural Network: Strategy and action plan" <i>Information Technology for Development</i>	(in Langsdale Library)
8	Editing and	Revisions of business	General readings	---

	revising	report.		
9	Understanding and analyzing audiences	Audience exploration.	“Weblogs: A History and Perspective” <i>Common Culture</i>	(in Langsdale Library)
10	Writing instructions	User’s Guide	“Get the 411 on How to Text Message” <i>AARP</i>	<u>online</u>
11, 12, and 13	Persuasion	Case analysis.	“Cyberspace and Identity”	(in class anthology)
12	Persuasion	Work on case analysis.	“Busting the Biggest PC Myths” <i>PC World</i>	<u>online</u>
13	Persuasion / revising and editing	Revisions of case analysis.	General readings	---
14	Class wrap up	Reflection essay.	General readings	---
15	Final exam		---	---

## Business

Week	Topic	Assignment	Readings	Reading found...
1	The writing process	Thesis and business case problem statement practice.	---	---
2	Organizing information and writing paragraphs	Paragraphing exercises.	---	---
3	Summarizing	Summary.	"A Crooked Path Through B-School?" <i>BusinessWeek</i>	<u>online</u>
3	Summarizing	Executive summary.	"Should Employers Allow More Religious Expression?" <i>The Congressional Quarterly</i>	(in Langsdale Library)
4	Writing critiques	Critique.	"Bridging Culture" <i>Journal of Business Communication</i>	(in Langsdale Library)
5	Sentences	Sentence analysis.	Popular speech from a major leader in business.	(in Langsdale Library or available online)
6, 7, and 8	Types of support and gathering and evaluating information	Business report.	"Is Good Citizenship Good for the Bottom Line?" <i>The Congressional Quarterly</i>	(in Langsdale Library)
7	Documenting sources	Annotated bibliography.	"Global Business Ethics: Regulation, Code, or Self-Restraint" <i>Business Ethics Quarterly</i>	(in Langsdale Library)
8	Editing and revising	Revisions of business report.	General readings	---



9	Understanding and analyzing audiences	Audience exploration.	“Americans in Prague” <i>Smithsonian</i>	(in Langsdale Library)
10	Writing instructions	FAQ page.	“Building a Leadership Brand” <i>Harvard Business Review</i>	(in Langsdale Library)
11, 12, and 13	Persuasion	Case analysis.	“Economic and Moral Criteria of Executive Compensation” <i>Business &amp; Society Review</i>	(in Langsdale Library)
12	Persuasion	Work on case analysis.	“7 Myths about Business Ethics” <i>Seattle Post-Intelligencer</i>	<u>online</u>
13	Persuasion / revising and editing	Revisions of case analysis.	General readings	---
14	Class wrap up	Reflection essay.	General readings	---
15	Final exam	---	---	---