

**Spring 2014 Mod 3  
MANAGEMENT WRITING  
MBCM-60420/60421  
MW 10:00 -11:50, 159 Mendoza**

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*The Eugene D. Fanning Center for Business Communication  
Mendoza College of Business  
University of Notre Dame*

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### **INSTRUCTOR CONTACT INFORMATION**

The instructor for this course is Dr. Sandra Collins. Office: 234C Mendoza College of Business. Office Hours: MWF 12:00-1:30, and by appointment. E-mail: scollin1@nd.edu. Business phone: 631-3919. Home phone: 232-7376. Mendoza College of Business fax number: 574-631-5255. The assistant for the Fanning Center is Judy Bradford, room 234 Mendoza, 631-4827.

### **REQUIRED READINGS**

Dumaine, Deborah. *Write to the Top: Writing for Corporate Success*, New York: Random House, 2004.

Garner, Bryan. *HBR Guide to Better Business Writing*, Harvard Business Review Press: Boston.

Articles, chapters, and cases posted on Sakai and available through our course on the Harvard Business Publishing website. (The link is posted on Sakai.)

### **COURSE PURPOSES**

Purposes of the course include the following:

- To give students an appreciation for the importance of effective communication in business and society
- To help students understand how management writing and the management messages it conveys are the products of a process that begins with critical thinking
- To improve students' writing skills, including issues related to language use, style, tone, organization, grammar and punctuation
- To facilitate the integration of communication skills with an understanding of theory and strategy
- To assist students in making decisions about document preparation, including format, layout and design
- To provide students with an understanding of the ethical dimensions of management writing

## COURSE OBJECTIVES

By the end of this course students will be able to:

- Apply advanced principles of effective managerial writing for the North American workplace.
- Identify relevant details for assessing an urgent business problem that has created a need to respond.
- Analyze the rhetorical situation, including audience, objective, and context.
- Design and produce written solutions that conform to standards of the North American marketplace and that are effective for achieving your communication objectives.
- Collaborate effectively with others to analyze business problems and produce effective written solutions.

## COURSE REQUIREMENTS

**Attendance and Participation.** Attendance and participation in class activities are an important part of the learning process in this class. During each class students will be asked to discuss, write, and give peer feedback. You should note that while your presence at each session is important, **perfect attendance alone does not earn full participation points**. You must also be prepared for class and actively engage in class activities. The quality of your contribution to class exercises and discussions will be evaluated and count toward your participation grade.

**Individual Writing Assignments.** You will be asked to write in almost every class session and these in-class exercises will contribute to your participation grade. In addition, you will be asked to prepare three individual writing assignments outside of class and each of these will be graded.

**Collaborative Writing Assignment.** You will work with a partner on a collaborative writing assignment. Details about this assignment will be provided in class.

**Quiz.** The course has one quiz over reading and lecture material.

**Grade Weights.** Assignments will be weighted as follows:

Internal Memo	15%
Letter	15%
Short Report/Blog Post	20%
Collaborative Writing Assignment	20%
Quiz	15%
Participation	15 %

## FANNING CENTER GRADING PHILOSOPHY

**In accordance with a requirement of the Provost, the Mendoza College of Business Department and Program Grade Guidelines mandates class GPA of between 3.3 and 3.6 for MBA classes.**

Your grade for any particular assignment in this course is a reflection of your professor's judgment of the quality of your work. We can only grade on the basis of what you give us, not on what you sincerely intended to do. Submit your work on time, follow the assignment directions, do your own work, and you'll have little trouble achieving the course objectives.

Once a grade has been assigned and recorded, it will not be changed unless evidence is provided that your professor has made an error. A difference of opinion between you and your professor about the quality of your work is not evidence of error.

## FANNING CENTER COURSE POLICIES AND STANDARDS

**Deadlines.** There are no automatic extensions, make-ups, or incompletes. Late work will be accepted; however, you will be graded down for failing to meet deadlines. If you cannot meet your responsibilities, please let your instructor know *in advance* and she will make every effort to accommodate your needs.

**Absence.** We regard your presence as especially important. If you cannot be present for class, let your instructor know about it in advance. We have found, over the years, a remarkable correlation: those who attend class faithfully seem to do better in the course.

**Incompletes.** As a rule, we do not award incompletes. They're genuinely a pain in the neck. You begin the new term with the obligations of the previous semester hanging over your head. Both instructor and student feel harried and unhappy about the situation. In unusual cases, though, such as hospitalization or genuine emergency, an incomplete will be assigned. The student must complete all class assignments within one semester or the Registrar will assign a grade of "F" unless an extension is approved by both the instructor and the Dean, and we notify the Registrar.

**Appeals.** Your first course of appeal for any grade, assignment requirement, due date, or other course-related decision is your instructor. If you either do not understand or cannot accept your instructor's decision, you may appeal in writing to the course director. Subsequent appeals may be directed to the Director of the Fanning Center. Keep in mind that most administrators will be reluctant to overrule routine, course-related decisions of their faculty.

**The Notre Dame Honor Code.** Much of the educational process in the Mendoza College of Business involves group discussion and collaborative activities. Neither the College nor the Fanning Center for Business Communication wish to hinder the learning that can and often does take place in that environment. Fairness, however, requires that certain limits be observed in the actual production of assignments.

No student should copy another student's work or represent work done by someone else as if it were his or her own. Any text copied from any source must be properly attributed. Evidence of plagiarism is cause for serious disciplinary action by the College. Please, do your own work. We strongly endorse and support the principles and process outlined in the *University of Notre Dame Graduate Business Honor Code*. Please read that document and use its precepts as a guide.

## Schedule of Classes

<b>Monday</b>	<b>Wednesday</b>
<p><b>January 13</b></p> <p>Introduction to course and requirements.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Why writing is important in business</li> <li>• Personality and writing</li> </ul> <p>Reading:</p> <p>No reading for today.</p>	<p><b>15</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Analyzing a Case</li> <li>• Defining a problem</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• HBR Chapter 1</li> <li>• Top, pages 3-9</li> <li>• Are You Solving the Right Problem, Harvard</li> </ul> <p>Case: Handed out in class.</p>
<p><b>20</b></p> <p>Topic:</p> <ul style="list-style-type: none"> <li>• Audience Analysis</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• HBR Chapter 2</li> <li>• Top, pages 11-17</li> <li>• Audience on Sakai</li> <li>• Framing, Harvard</li> </ul> <p>Case: Dixie Industries on Sakai</p>	<p><b>22</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Getting started</li> <li>• The first draft</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• HBR Chapters 3, 4, 5</li> <li>• Top, pages 19-42</li> <li>• Madman, on Sakai (optional)</li> </ul>
<p><b>27</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Structure and strategy</li> <li>• Letters, memos, emails</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• HBR 12, 13, 18, 19, 20</li> <li>• Top, pages 43-66</li> <li>• Letters, on Sakai</li> <li>• Email, on Sakai</li> <li>• Memos, on Sakai</li> </ul> <p>Case: Cypress on Sakai</p>	<p><b>29</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Editing</li> <li>• Clarity</li> <li>• Style and Tone</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• HBR 6 and 8-11</li> <li>• Five Ways to Trim, Harvard</li> </ul> <p><b>DUE: Letter</b></p> <p>Case: Cerner on Sakai</p>

<p><b>February 3</b></p> <p>Topic:</p> <ul style="list-style-type: none"> <li>• Editing, continued</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• HBR 16, 17, 21</li> <li>• Tops, pages 69-115</li> <li>• Five Pitfalls, Harvard</li> </ul>	<p><b>5</b></p> <p>Topic:</p> <ul style="list-style-type: none"> <li>• Report writing</li> <li>• Collaborative writing</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Top, pages 153-159 and 191-201</li> <li>• Sample Report, on Sakai</li> </ul> <p><b>DUE: Internal Memo</b></p>
<p><b>10</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Ethical considerations</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Top, 161-176</li> <li>• TARES, on Sakai</li> <li>• Harnessing the Power, Harvard</li> </ul> <p>Case: First Act on Sakai</p>	<p><b>12</b></p> <p style="text-align: center;"><b>Quiz</b></p>
<p><b>17</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Writing for the Web</li> <li>• Writing Presentation Documents</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Top, pages 119-150 and 185-189</li> </ul>	<p><b>19</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Motivational Writing</li> <li>• Organizational Storytelling</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Tops, 203-213</li> <li>• Six Stories, on Sakai</li> <li>• Telling Tales, Harvard</li> </ul> <p><b>DUE: Blog post or short report.</b></p>
<p><b>24</b></p> <p>Topic:</p> <ul style="list-style-type: none"> <li>• Adding Visual Elements</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Visuals, on Sakai</li> </ul>	<p><b>26</b></p> <p>Collaborative papers</p> <p>Final papers due on the final exam day.</p>