

MGST 559.25 L07
Selected Topics in Management: Business Writing

Course Outline – Winter 2016

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| Instructor | Dr. Justin Weinhardt |
| Telephone | (Please use e-mail instead of telephone to contact me) |
| Office | SH 442 |
| Email | jweinhar@ucalgary.ca |
| Office hours | By appointment only |
| Website | http://d2l.ucalgary.ca |
| Lecture location | SH 157 |
| Lecture times | Wednesdays 5:30-8:15pm |
| Course Description | <p>This course is designed to teach students how to understand, discuss and write about management research for a general audience. In this course we will be developing columns similar to columns in the <i>Globe and Mail</i>, <i>Forbes</i>, <i>Financial Times</i>, and <i>The Economist</i>. After taking this course you will gain more knowledge about the science of management and how to convey this science to a general audience.</p> |
| The Work Shop Method | <p>The course follows the Iowa Writers' Workshop method. Class members do a close reading of a student's work and then, in class, give a focused critique of that work through spirited discussion. David Hamilton, writer and professor of English at the University of Iowa, says: "The real secret of the workshop method is the discovery that written work is no one person's possession, that work emerges from a community...which will place its stamp upon it, that good work distinguishes that community, and that fine work ennobles it."</p> <p>Students are shy to offer criticism and I will work with them individually on the process of offering constructive and direct criticism. Students give critiques in writing and in discussion. General comments are not acceptable. Students must be detailed and thorough in critique.</p> |
| Course Outcomes | <p>At the end of the course:</p> <ul style="list-style-type: none">• Students will discuss evidence based management• Students will evaluate evidence based management• Students will explain and interpret business concepts• Students will provide feedback and take feedback about their writing from other students and from the instructor |

- Students will convey complex issues to a general audience

Required Textbook and/or Other Materials

Each week there will be a number of required readings either provided on the syllabus or put on D2L.

Class Preparation & Desire2Learn (D2L)

Your participation is a critical component of the seminar experience. Everyone is expected to be prepared to discuss the readings and to present their views. You should read and critically evaluate the readings and be prepared to discuss and share your observations.

Contacting Your Instructor

Students requiring assistance are encouraged to speak to their instructor during class or during their office hours. Should you wish to meet with the instructor outside of office hours, please telephone or email the instructor to make an appointment.

Grade Distribution

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|---------------------------------|-----|
| Participation | 10% |
| Formal critique of other’s work | 20% |
| Reflection Papers | 30% |
| Two Draft Columns | 10% |
| Three Official Columns | 30% |

NO LATE ASSIGNMENTS WILL BE ACCEPTED

Participation 10%

You are expected to attend every class. Having unexcused absences may result in a lowered final grade. The course operates on the assumption that the only way to get better as a writer is to read a lot and to offer constructive criticism of other people’s work. In addition, you must be able to discuss the readings for class in detail. If you do not participate in class discussion on papers you will receive a lowered grade. **There will be in-class writing exercises that will help you become a better writer and must be completed. Therefore, at 10 different times throughout the semester you will be given 1% for participation.**

Reflection Papers 30%

Reflection papers will be focused around the reading of published work that summarizes business research and or creative non-fiction and providing commentary about the piece.

Formal Criticism 20%

Formal criticism of other student’s work is a necessary component of this course. We will be using D2L Discussion Boards to conduct our written criticism of other peoples’ work in class.

All work must be submitted on D2L by Sunday at 5:00pm to get grammar feedback from the TA (Jaclyn Carter, PhD student in English). To give your partner time to give you feedback on your writing you must submit your paper to D2L by Monday at 5:00pm.

Feedback is an essential component to this class. As such, you are expected to submit all feedback on time. Late submissions will not be accepted. Due to life's ups and downs you may miss a maximum of one feedback submission with no penalty. Additional instances will result in a 5% overall grade reduction.

Draft Columns 10%/ Official Columns 30%

You will be writing a total of 5 columns that are similar in style to the Leadership Lab columns for *The Globe and Mail*. These columns will be a minimum of 600 words and no longer than 800 words. The two draft columns will be on a paper that the entire class will read. Subsequent columns will be on papers that you chose to write about individually.

Official columns will be graded on accuracy of presenting research facts, clarity of writing, grammar, interesting writing, style, and persuasiveness of your arguments. You will have various opportunities to discuss your written piece with your writing partner and you will be given lots of feedback by your classmates and by the instructor.

Grade Scale

The Haskayne School of Business endeavours to ensure consistency of final grades across courses and sections. Variations in distribution will always be considered by the instructor where called for by the performance in each individual class. The student does not have any 'right' to a certain grade, but is responsible for earning grades. The instructor has unfettered discretion to evaluate student performance and assign all grades.

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|-----------|---|----------------|-----------|---|-----------------|-----------|---|-----------------|-----------|---|-----------------|
| A+ | = | 97.00-100% | B+ | = | 86.00% - 89.99% | C+ | = | 75.00-79.99% | D+ | = | 62.00 to 69.99% |
| A | = | 94.00 - 96.99% | B | = | 82.00% - 85.99% | C | = | 73.00-75.99% | D | = | 58.00 to 61.99% |
| A- | = | 90.00 - 93.99% | B- | = | 80.00% - 81.99% | C- | = | 70.00% - 72.99% | F | = | 57.99% or lower |

Appealing a Grade

Students have *fifteen calendar days* (15) from the posting of the results to appeal a grade. Students are encouraged to consult the current University of Calgary Calendar for more information.

Emergency Evacuation Plan

In the event of an emergency, the building must be evacuated and all individuals are to meet at a predetermined location. Additional information on the emergency procedures and the list of rendezvous points can be found here <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

University Regulations

Academic Accommodation:

The University of Calgary is committed to ensuring that each student is afforded an academic environment that has been developed on the principles of equal and equitable access, respect for individual differences, and academic integrity. Student Accessibility Services (SAS) offers services to students with documented disabilities including learning disabilities, chronic health issues, hearing and visual impairment, disabilities and temporary impairment due to accident, illness or injury. It is the student's responsibility to contact Student Accessibility Services to request academic accommodation. The nature and type of academic accommodations vary from student to student and are dependent upon the student's disability and the academic requirements.

If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at 403.220.8237. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. Students are also required to discuss needs for accommodation with the instructor no later than fourteen (14) days after the start of this course. For additional information on support services and accommodations for students with disabilities, visit: <http://www.ucalgary.ca/access>

Accommodations on Protected Grounds other than Disability:

Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or to the Associate Dean, Undergraduate Program. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience).

Academic Honesty:

Academic honesty is the cornerstone in the development of knowledge. A single offence of cheating, plagiarism or other academic misconduct on term work, tests or final examinations or assignments can lead to disciplinary probation, suspension or expulsion from the Faculty by the Dean. If a student allows his/her name to stand on group work when in fact there is essentially no contribution made, then that student is guilty of academic misconduct. Please refer to the current University Calendar for further details.

Plagiarism:

Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),

- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis or dissertation.

Software Policy:

Faculty, students and staff of the University of Calgary are expected to use software in a lawful manner in accordance with the Canadian law of copyright and the software's specific license conditions.

Copyright and Photocopying:

All material used in this course is for the sole use of the individual and should not be recopied either in print or digital format. For copyright guidelines and University of Calgary policies please visit: <http://library.ucalgary.ca/copyright>. All copyright related questions can be directed to the Copyright Office: copyright@ucalgary.ca.

Recording Lectures:

Recording of the lectures and labs is permitted for individual private study, but only with instructor approval. Any other use of recording constitutes Academic Misconduct and may result in suspension or expulsion.

UNIVERSITY RESOURCES

The SU Wellness Centre – Counselling, Health Services and Wellness Programs

The SU Wellness Centre Counselling Services focus on three major areas: personal counselling, career development and academic success. To learn more about services, wellness programs, and assistance, please phone 403.220.5893 or visit the website at: <http://www.ucalgary.ca/counselling/>

The Student Success Centre

The personalized planning and support available at the Student Success Centre includes advising, learning and writing support, student success seminars and online resources. The Writing Support Services at U of C are housed at the SSC. For general inquiries and appointments:

403.220.5881; success@ucalgary.ca

<http://www.ucalgary.ca/ssc>

Student Accessibility Services

The mission of Student Accessibility Services (formerly the Disability Resource Center) is to work collaboratively and innovatively with the campus community to create an accessible, equitable and supportive learning and living environment that enhances each student's academic and personal development. SAS houses the Nat Christie Adaptive Technology Centre, a technology lab and quiet

study area where students can study, be trained on, and make use of, a range of assistive and adaptive hardware and software options. <http://www.ucalgary.ca/access>

Students' Union Representative:

Email: haskayne1@su.ucalgary.ca
haskayne2@su.ucalgary.ca

Freedom of Information and Protection of Privacy Act:

For information on the Freedom of Information and Protection of Privacy Act please visit: <http://www.ucalgary.ca/secretariat/privacy>

Safe Walk:

<http://www.ucalgary.ca/security/safewalk>

Office of the Ombudsperson:

The Student Ombuds Office offers a safe place for undergraduate and graduate students to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems. Operated independently of the University of Calgary, the Ombuds Office is confidential, impartial, and informal. The Ombuds Office is a great resource for students to voice concerns and learn about the possible courses of action to take. More information can be found at <http://ucalgary.ca/ombuds>

Haskayne Undergraduate Statement of Student Responsibility

RESPONSIBILITY is:

Respect for **E**veryone I care about, impact and represent, **S**o I make a **P**ositive impact **O**n my **N**eighbors, peers, colleagues, and family. **S**taying responsible **I**s what keeps me grounded **B**y reminding me the way **I** Live is **I**nfluenced by **T**he actions of others; my actions impact **Y**ou – today and in the future.

As a Haskayne School of Business Student:

- When faced with tough choices, I have a responsibility to ensure that alternatives are explored, their consequences understood, and priorities are set based on ethical values so that “win-win” solutions are possible.
- I am accountable for my actions and responsible for their consequences – both in the short and long term.
- I will be consistent in my actions, words, and intentions so they reflect commitment to my ethical and responsible core values.
- I can play a role in respectfully raising awareness among others and encouraging my peers and colleagues to find positive solutions to ethical challenges.
- I will develop and sustain lasting relationships through open and honest communication, and demonstrating personal integrity.
- I have the responsibility to strive for a career and life that embody my passions and reflect my sound values while living to an ethical standard.
- It is my responsibility as a student to develop to my full potential and in turn make a positive contribution to the world around me. It is my social responsibility to help my fellow students, coworkers, and members of the community at large to fully realize their potential as well.
- I am responsible for shaping a positive world for future generations, including the management of my own ecological footprint and respect for the environment in my decisions and actions.
- I have a responsibility to embrace, encourage, and sincerely accept diversity. Diversity of opinion, background, and belief is a competitive advantage and helps build a positive future.

My ethics become “real” when I choose to live my life in a way that is true to my core values. It is my responsibility to live ethically – no one can do it for me.

This statement was created with the input of over 400 Haskayne undergraduate students in the 2008 – 2009 academic year. It was officially unveiled March 20, 2009 at the Corporate Social Responsibility and Sustainable Development Program conference on Corporate Tools. This statement applies to add undergraduate students at the Haskayne School of Business, University of Calgary.

Class Schedule & Topics

Wednesday, January 13th

Class Topics:

- What is the purpose of writing?
- What do writers think about writing and how should it be done?
- What distinguishes good writing from bad writing?
- A Cognitive Process Model of Writing
- How to find academic journal articles

Readings:

Susan Sontag on Storytelling

<https://www.brainpickings.org/2015/03/30/susan-sontag-writing-storytelling-at-the-same-time/>

Zadie Smith 10 rules of writing

<https://www.brainpickings.org/2012/09/19/zadie-smith-10-rules-of-writing/>

David Ogilvy

<https://www.brainpickings.org/2012/02/07/david-ogilvy-on-writing/>

<https://www.brainpickings.org/2013/06/11/david-ogilvy-10-qualities-of-creative-leaders/>

<https://www.brainpickings.org/2013/07/30/david-ogilvy-principles-of-creative-management/>

Ta-Nehisi Coates

<http://www.theatlantic.com/education/archive/2015/03/a-quick-note-on-getting-better-at-difficult-things/387133/>

<http://www.theatlantic.com/entertainment/archive/2015/11/hope-and-the-artist/417348/>

David Foster Wallace

<https://www.brainpickings.org/2015/11/05/david-foster-wallace-dictionary-writing/>

<https://www.brainpickings.org/2014/08/11/david-foster-wallace-quack-this-way/>

Steven Pinker

<http://www.wsj.com/articles/the-cause-of-bad-writing-1411660188?tesla=y>

<http://chronicle.com/article/Why-Academics-Writing-Stinks/148989/>

<http://chronicle.com/article/Why-Academics-Writing-Stinks/148989/>

Wednesday, January 20th

Class Topics:

- What are some examples of good business writing?
- How do you convey complex ideas to a general audience?

- Workshop: Collectively writing a summary of a business article

Readings:

Anne Case and Angus Deaton: Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st Century <http://www.pnas.org/content/112/49/15078.full>

* FIRST COLUMN

What David Foster Wallace can Teach Management Scholars—Alexander Styhre

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=111867411&site=ehost-live>

Due: 2-page single-spaced reflection paper on the above readings

Wednesday, January 27th**Class Topics:**

- Workshop: collectively writing a summary of a business article
- In-class critique of partner's work

Readings:

Siri Hustvedt: On Reading

Writing by Omission: <http://www.newyorker.com/magazine/2015/09/14/omission>

Pick three articles from *The Globe and Mail* Leadership Lab series to read and evaluate

Due:

- **2-page single-spaced reflection paper on the above readings. For the *Globe and Mail* articles, what are the strengths or weaknesses of each article?**
 - **column DRAFT for in-class critique**
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Wednesday, February 3rd**Class Topics:**

- Workshop: collectively writing a summary of a business article
- In-class critique of partner's work

Readings:

Levitt and Dubner: "Why do drug dealers still live with their moms?"

Lewis: "Betting on the Blind Side" <http://www.vanityfair.com/news/2010/04/wall-street-excerpt-201004>

Due:

- FINAL draft of first column for in-class critique
 - 2-page single space reflection paper on the above readings
-

Wednesday, February 10th: NO CLASS TODAY

Due Friday, February 12th to dropbox:

- FINAL COLUMN #1
-

Wednesday, February 17th: READING BREAK

Wednesday, February 24th

Class Topics:

- Workshop: Collectively writing a summary of a business article
- In-class critique of partner's work

Readings:

The Implications of marriage structure for men's workplace attitudes, beliefs, and behaviors towards women <http://asq.sagepub.com/content/59/2/330.full>

* SECOND COLUMN

Due:

- column DRAFT for in-class critique (on above article)
-

Wednesday, March 2nd

Class Topics:

- Workshop: Collectively writing a summary of a business article
- In-class critique of partner's work

Readings:

Atul Gawande "Dead baby mystery"

Tali Sharot "A Dark Side to Optimism"

Due:

- **FINAL draft of second column for in-class critique**
 - **2-page single-spaced reflection paper on the above readings**
-

Wednesday, March 9th

Class Topics:

- First official column

Readings:

Siri Hustvedt, "My Mother"

Shermer, "Why money can't buy happiness"

Due:

- **FINAL COLUMN #2 due**
 - **2-page single-spaced reflection paper on the above readings**
 - **select article (of your choosing, from list posted to D2L) for first official column; read it**
-

Wednesday, March 16th

Class Topics:

- First official column
- In-class critique of partner's work

Readings:

Brafman and Brafman, "Cocaine and compensation"

Due:

- **DRAFT of first official column for in-class critique**
 - **2-page single spaced reflection paper on the above readings**
-

Wednesday, March 23rd

Class Topics:

- Second official column

Due:

- **FIRST OFFICIAL COLUMN (FINAL) due**
 - **select article (of your choosing, from list posted to D2L) for second official column; read it**
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-

Wednesday, March 30th

Class Topics:

- Second official column
- In-class critique of partner's work

Due:

- **DRAFT of second official column for in-class critique**

Wednesday, April 6th

Class Topics:

- Third official column

Due:

- **SECOND OFFICIAL COLUMN (FINAL) due**
- **select article (of your choosing, from list posted to D2L) for third official column; read it**

Wednesday, April 13th: LAST DAY OF CLASSES

Class Topics:

- Third official column
- Website development
- In-class critique of partner's work

Due:

- **DRAFT of third official column for in-class critique**
-

Wednesday, April 20th

Due:

- **THIRD OFFICIAL COLUMN (FINAL) due**