

Dina Friedman
 SOM 390M T/Th 11:15
 Office Hours: M 2:30-3:30; T 12:30-1:30
 Writing Center: M 1:30-2:30

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Junior Year Writing: Marketing Communication, Spring 2007
 The following information applies to JYW courses offered by the Business
 Communication Program

Mission

Our courses are designed to help Isenberg School of Management undergraduates fulfill University Junior Year Writing requirements [JYW], develop essential business communication skills, and think critically about professional communication issues.

All JYW courses at the University are charged with meeting the following requirements:

- Enable students to produce at least 20 final draft pages of quality writing
- Enable students to write a variety of documents of varying lengths and types
- Enable students to learn to edit and revise and engage regularly in peer editing
- Require a grammar handbook and teach grammar, syntax and style throughout
- Offer assignments that help a novice professional learn how to think and write in his/her specific field
- Offer at least one reading and/or research assignment that builds argumentation and documentation skills

In addition, our courses are designed to help Isenberg School of Management students:

- Demonstrate knowledge of leadership and management communication
- Demonstrate principles of argument, persuasion, and strategic communication
- Employ page design and graphics to make writing readable and accessible
- Engage productively in collaborative writing
- Demonstrate knowledge of ethical writing, cross-cultural communication, and communication technologies
- Develop and practice oral presentation skills

OVERVIEW CALENDAR

DATES:	TOPIC:	ASSIGNMENT:
1/30-2/8	Marketing Yourself: Basic Marketing Concepts	Resume and Cover Letter due 2/13
2/13-3/1	Marketing for Others: Overview of Principles, Demands and Formats for Print and On-line Copywriting	Final Group Project: Advertising strategy platform, print ad, television/radio commercial, web site "sketch" due 3/6 Performance Appraisal (Individual assignment) due 3/8
3/6-3/15	PR Writing	Final Project due 3/15
3/27-4/10	Marketing Across Cultures	Final Project due 4/12
4/10-4/25	Marketing Proposals	Final Project due 5/1
5/1-5/15	Presentations	Individually Scheduled: 5/3, 5/8, 5/10, 5/15 Self Evaluations due on class period following your presentation.

REQUIRED TEXTS

***Advertising Strategy*, Alsteil & Grow, Sage Publications, 2006**
***Inside Business Writing*, Friedman, LaDuc, Lawrence, Paradiso, and Porto, 2006**
A grammar/style handbook of your choosing.

These texts can be purchased at Amherst Books, Main Street, Amherst

RULES AND REQUIREMENTS

Attendance

Regular attendance and participation are essential and critical to success in communication classes, in which your absence or lack of participation reduces the benefits of the class for all.

Two absences are allowed without penalty or excuse after the add-drop period. **Each successive absence after the first two is subject to a grade step reduction of your final grade. Arriving 20 or more minutes after class begins counts as an absence. Accruing more than four absences (total) constitutes grounds for failure in the course.**

Refer to the "Undergraduate Rights and Responsibilities" handbook for University policy on absences. Note that even though absences may be unavoidable on occasion, the University and the Business Communication Program hold you responsible for all class activities and assignments, including any missed during the add-drop period.

Timeliness

Lateness, as well as leaving the classroom in the middle of lectures and activities, is unprofessional and disrespectful, and it disrupts class. Repeated late arrivals or a continued pattern of leaving the room during class will result in loss of engagement in learning points. deducted from your final grade. Penalties for late assignments vary, but typically graded assignments are subject to a grade step reduction for each day the assignment is overdue.

Electronic Devices

No cell phones are allowed in class. Laptops may be used only for class work. Participation points will be deducted for text-messaging, checking e-mail, and other inappropriate use of electronic equipment.

Oral Presentations

Oral presentations may not be made up, except in the case of severe injury, illness, or catastrophe. You must be physically present: no video or audio substitutes without advance permission. **Failure to give an acceptable presentation on the date scheduled is grounds for failure in the course.**

Conferences

You are required to meet with me once during the semester to discuss a draft of an assignment in progress. I will set conference times before each major assignment is due, or you may come as a drop-in to my open office or writing center hours. You are welcome to have conferences with me as many times as you like during the semester, **but only once for each assignment.** (You may visit the Writing Center if you need further assistance.) Students who do not fulfill this requirement will lose Engagement in

Learning points. Failure to keep a pre-arranged appointment without adequate notice will also result in additional lost Engagement in Learning points. While I am happy to meet with you to discuss general writing issues or other matters pertaining to the class, **credit for fulfilling the conference requirement will only be extended to students who come prepared to discuss a draft of an assignment we are working on in class and who demonstrate the ability to use the conference feedback to revise the assignment.**

Academic Dishonesty:

The integrity of our educational degrees, and of our professional conduct, requires honesty in scholarship and research. Academic dishonesty carried out in SOM 310 or 390, in the form of cheating, falsification of materials or data, plagiarizing the work of others, or facilitating others' acts of dishonesty, will result in an immediate failing course grade. Please note that all instructors are obligated to report and handle all cases of academic dishonesty according to University rules, and so if you plagiarize, you could face even more serious sanctions than failing a course.

Plagiarism is the unprofessional, unethical, and usually illegal practice of not giving credit for ideas and materials that others have developed (i.e., not documenting or not attributing the source of your information), including using ideas or work you have developed in another class. Representing another's work or words as your own, whether intentional or due to poor research and documentation habits, is not only unfair to the original developers, but it can result in damage to your reputation and career.

In some cultures copying the work of others is acceptable and a mark of respect. In U.S. business schools, however, written work is expected to build **explicitly** on the work of others, showing original thinking **based on analysis of prior knowledge**, all the while **giving credit by attributing and documenting sources**, even ideas shared by teachers and other students. **It is unethical to use work in one class that you prepared in another class without express permission of both professors.** Work is **not original** if you have already used it or intend to use it concurrently.

To reduce the possibility of plagiarism (idea theft, or academic dishonesty), keep and submit research and reading notes, outlines, edits, preliminary print-outs and revised drafts, along with your final drafts, to help verify that the work you produce is the result of your own effort. **All assignments** (including group projects) **failing to meet this "show proof" requirement will immediately be assigned failing grades for the course.**

Assignments:

All assignments **MUST** be **typed or word-processed and submitted in a folder to protect your privacy.** **Rough drafts, peer edits**, notes and all other materials related to the final project **should always be included.** **Failure to meet these requirements will result in lost points.**

Peer Editing:

Peer editing is a requirement of all junior year writing courses. Therefore, major documents **must be peer edited** before you hand them in. **Assignments submitted without peer edits will be subject to a grade step reduction.** Major issues raised in the peer edit should be addressed--either through revision, or through a statement by

the writer as to why he or she disagrees with the suggestions made. Failure to respond seriously to the peer edit in one of these ways will result in lost points on the assignment.

Because editing is a process in which the editor learns as much as the writer, **you must obtain your peer edit from someone who is currently in class**, who is thinking about the same assignment issues that you are. There will generally be time to complete peer edits in class; however, there may be time when you will be required to complete a peer edit outside of class, **if you miss class, you are responsible for obtaining a peer edit from someone in class, either in-person or on-line**. I will circulate an e-mail list to make this more convenient. Students doing extra edits for absent class members will receive editing credit for the edits completed. **Obtaining peer edits from roommates, friends, siblings, parents, or the Writing Center does not substitute for the peer editing requirement.**

MARKETING COMMUNICATION: ASSIGNMENT DESCRIPTIONS

Unit #1 Marketing Yourself (60 points)

In this unit you will develop two ultimately useful marketing documents: a resume and cover letter, which you will be able to use in your search for jobs and internships. We will begin to explore basic principles of marketing, copywriting, and editing, which will serve as a foundation for upcoming work. **Your final resume/cover letter is due Tuesday 2/13**. Due dates for drafts and reading assignments can be found on your detailed Unit #1 Calendar.

Skills for development and mastery include:

- incorporating marketing and copywriting strategies into written documents.
- professional writing, editing and revising skills
- strategic communication
- visual marketing strategies
- parallel construction, active voice, and other essential grammar fundamentals
- knowledge of career document formats and requirements
- presentation and interviewing skills

Unit #2 Marketing for Others: Principles, Demands and Formats for Print and On-line Copywriting (130 points)

This unit will give you an opportunity to work in a team to formulate an advertising campaign strategy as well as several common marketing documents. In creating these pieces, we will learn the precepts of classical argument, the underpinning of all effective marketing communications. Documents created will include a formal advertising platform, a print ad, a radio or television commercial, and an outline/"sketch" of a web site. Due dates for these documents and related exercises, including drafts and reading assignments, can be found on your Unit #2 Calendar.

Skills for development and mastery include:

- understanding and ability to use the principles of classical argument
- conventions and formats for varied marketing documents
- visual rhetoric
- strategic communication in a marketing context
- audience analysis

- collaborative writing and team-building
- mechanics of effective writing, editing, and revision

Unit #3 -- Public Relations Writing (50 points)

In this unit we will spend time learning the basic principles and common documents used in PR writing. You will develop a press release and related materials used to market products and services through the media. Additional details and complete assignment requirements will be supplied on your Unit #3 calendar. **Final project due Thursday 3/15.**

Objectives for mastery include:

- learning principles, conventions of public relations writing
- writing common public relations documents
- applying copywriting principles in a specific organizational context
- practicing page design/visual rhetoric
- understanding of objectivity and subjectivity in writing
- understanding of basic conventions in journalism

Unit #4—Marketing Across Cultures (70 points)

In this assignment you will research a **non-English speaking** target market and write a research report that addresses general issues of cross cultural communication and applies that knowledge to marketing your Unit #2 or Unit #3 product. At least four **reliable** sources are required. All information taken from web sites should be verified by a secondary source. You will also take the information in the report and write a sales letter to your target group **Your final project is due Thursday 4/12.**

Objectives for mastery include:

- Critical thinking and the construction of well-supported arguments
- Appropriate research and documentation
- Knowledge, awareness and sensitivity to cross-cultural issues

Unit #5: Marketing Proposals (100 points)

In this unit you will learn the basic elements that constitute an effective proposal. Your project will be to create a short persuasive proposal using appropriate evidence, argumentative strategies and audience analysis. You will be given a choice of contexts in order to adapt this generic form to a situation that relates to your specific marketing interests. Further details, including due dates for drafts and reading assignments, can be found on your Unit #4 calendar. **Your final proposal is due Tuesday 5/1.**

Skills for development and mastery include:

- strategic communication
- critical thinking
- audience analysis
- research
- rhetorical argument
- mechanics of effective writing, editing and revision
- writing professional documents

Unit #6—Presentations (50 points)

In our final unit, you will be applying marketing principles in an oral context, by giving a 5-7 minute presentation to the class urging them to accept your marketing proposal.

Visuals will be required. The presentation will be video-taped, and you will be required to watch the tape (in private) and evaluate yourself as a speaker. You may find it useful to practice ahead of time with a camcorder (make arrangements with the Writing Center Consultant, Gail Cruise).

Objectives for mastery include:

- learning to give an effective persuasive presentation
- establishing and maintaining audience interest in an oral context
- understanding and practicing components of oral delivery
- designing visual aids

IMPORTANT NOTE: Oral presentations may not be made up, except in the case of severe injury, illness, or catastrophe. You must be physically present: no video or audio substitutes without advance permission. **Failure to give an acceptable presentation on the date scheduled is grounds for failure in the course.**

Presentations: 5/3, 5/8, 5/10, 5/15.

Self-Evaluations: Due on the class day following your presentation

Engagement in Learning (40 points)

This component of your grade is divided into two parts.

(a) Editing (15 points)

All peer edits that you offer others will be assessed on a scale of 1, 2, or 3. You may earn up to 15 points for editing. Additional editing credit will raise your participation grade.

(b) Participation in Learning (25 points)

The final 25 points are based on direct observation of a number of elements related to your participation in the course during the semester. Specifically, I will make notes on:

- your individual leadership activity
- the amount, tone and quality of your class participation
- the degree, regularity, and quality of your participation and leadership in your group
- how well you manage your writing time
- the degree to which you engage in drafting and editing during class.
- the degree to which you are prepared for discussion (having read the assigned materials)
- your overall pattern of attendance, timeliness and courtesy
- the degree to which you take personal responsibility for your writing and speaking development.

Grading Information

Performance expectations:

“C” is the baseline **average** grade for work evaluated in University settings (2.0). Each submitted JYW assignment must be of **reasonably above average** quality to be assigned a “B” grade. Note that “A-” or “A” grades are reserved for work that shows increasingly **higher degrees of**

excellence, and a grade of “A” is reserved for work and performance that meet **the very highest standards**.

***Grade equivalents:**

Letter grade	Points/credit hour	100 point scale	500 point scale	1000 point scale
A	4.0	95-100	475+ points	950+ points
A-	3.7	92-94	460-474	920-949
B+	3.3	88-91	440-459	880-919
B	3.0	85-87	425-439	850-879
B-	2.7	82-84	410-424	820-849
C+	2.3	78-81	390-409	780-819
C	2.0	75-77	375-389	750-779
C-	1.7	72-74	360-374	720-749
D+	1.3	68-71	340-359	680-719
D	1.0	65-67	325-339	650-679
F	0.0	Below 65	Below 325 points	Below 650 points

* This scale, a version of North American Classification Standard, adapted to a 65 point passing score baseline, complies with the University of Massachusetts Faculty Senate guidelines for grading, Fall 2004.

If you have grade-related concerns, bring them to your instructor’s attention as early in the course as possible.

Grading Criteria/Descriptions:

- A Excellent Product (Written) or Performance (Speech) and Excellent Effort -- Product/performance is almost impeccable and there is evidence of significant, focused work. Product and/or performance meet highest standards for all criteria applied, and are notably and consistently strong across categories. Results "raise the bar" for all. Communication behavior demonstrates the highest degree of productive leadership and interpersonal skills. Very high-quality edits are consistently given, sought, and acted on during revision.
- A- Superior Product and Effort, but product may be slightly or consistently flawed in execution. Effort may be considerable, but may be unfocused or misdirected in one or more categories. Product may not meet highest standards in one or more categories. Communication behavior demonstrates highly productive participation, positive leadership and strong interpersonal skills. High quality edits given/sought and writer attends to feedback.
- B/B+ Above Average Product and Effort – There is clear evidence of better than satisfactory work, and product and effort are very good across all criteria categories, but results do not represent a "standout" product or performance. Effort may be moderately "off-task". Communication behavior demonstrates productive participation and above average interpersonal skills. Very good quality edits given/sought, but edits and revision may not be as thorough or insightful as could be expected.
- B- Above Average Product and Effort, but Product/Performance are increasingly flawed across some categories, and/or do not stand out for excellence or are less effective given the purpose. Slightly above average/satisfactory standards for product or performance are met, but with weaknesses demonstrated in category elements or in task execution. Communication behavior shows adequate participation and interpersonal skills, and generally good quality edits given/sought, but writer may not diligently attend to feedback.
- C/C+ Average Product and Effort – There is evidence of commendable work and/or satisfactory work; baseline standards are met for most or all criteria applied. Some strong points are visible, but persistent areas of weakness are also visible across categories. In general,

product and effort meet the requirements for the task. Communication behavior shows fair participation and adequate interpersonal skills, but not extended effort. Fair quality edits may be given/sought but writer may ignore or misinterpret feedback when revising.

- C- Increasingly Lower Quality Product and Effort – There is evidence of satisfactory, merely passing work (C), or of increasingly below average product quality (C-). Product/Performance is more seriously flawed, and/or noticeably deficient in more categories, and fewer areas of strength are observed (when compared with work that would be graded C+). Problems with task execution are evident, especially in papers that would be assessed C- scores. Minimal engagement with skill and knowledge development during assignment or semester is increasingly evident. Communication behavior shows a lower degree of participation, little self-directed effort, and/or minimal attention to feedback. Some assignments may be turned in late or not at all; low-quality edits show up, and there is a clear, progressive pattern of not seeking edits and/or of not revising as carefully based on feedback.
 - D+ Below Average Product and Effort – Although there is evidence of effort, product/performance barely meet minimal standards, and there's scant evidence of focused, self-directed effort. Task execution is poor and may be well-meaning, but is incomplete or misdirected. Few and low quality edits were sought/given, and there's a pattern of missing edits and minimal or misdirected revision.
 - D Below Average Product and Effort – Product/performance does not meet most criteria for the assignment, and demonstrates insufficient understanding of core competencies. Problems may be compounded by excessive absences and failure to complete required assignments. Communication behavior may show negligible participation, a low level of engagement with peers and the instructor, and a higher absence rate and/or consistent lateness.
 - F Negligible/Unacceptable Product and Effort -- Product/Performance does not meet minimal standards. Required assignments are missing or of very low quality. Not enough points are accrued through course work to achieve a passing point total for the course. Communication behavior shows negative or no participation in individual or team presentations and may show a very high absence rate and/or consistent lateness. Work does not meet minimal editing and revising requirements.
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