



## DEPARTMENT OF MANAGEMENT

# Department Writing Plan

Compiled by

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in consultation with Dr. Bryna Siegel Finer, Director, Writing Across the Curriculum

Submitted to:

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## **Summary**

In creating the Management Department writing-enriched curriculum, faculty member, Dr. Fred Slack, served as the initial liaison between Dr. Bryna Siegel Finer, Writing Across the Curriculum (WAC) Director and the Management Department.

Where and how writing was already being taught and how it could be added to the Management Department curriculum was determined based upon a template provided within the WAC website. In addition, a compilation of IUP Department Writing Plans (DWP) served as a guide for the development of this DWP for Management Department instructors. Management Department faculty participated actively in the development and enhancement of this plan by providing input into the writing requirements of their respective courses, by reviewing and editing all drafts of this plan, and by discussing and approving the plan in Management Department meetings.

Management Department faculty will participate in professional development training in writing-to-learn pedagogy through workshops with the WAC Director and in full department faculty meetings the WAC Director may visit.

The Management Department faculty also developed a statement of “Department Commitment to Writing” to be included within all syllabi for courses that will be a part of the writing-enriched curriculum.

At a meeting on February 3, 2021, the Management faculty voted 12 – 0 to support the Department Writing Plan as described in this document and the WAC Director’s recommendations for continual DWP development on page 25 of this document.

## **Management Department Writing Plan Rollout 2020-2021**

### **Professional and Academic Genres in the field of Management**

In order to be successful in an organization, professional employees must have strong communication skills. The IUP Management Department is committed to helping students improve their writing skills toward the goal of being able to effectively communicate as professionals in their selected fields.

### **Student Writing Skills and Abilities**

Upon completion of their undergraduate degree, students in the Management Department need a variety of writing skills and abilities. These include:

- Synthesizing and analyzing information;
- Writing descriptively (both quantitatively and qualitatively);
- Understanding different audiences, adapting information to those audiences appropriately for different tasks;

- Effectively and fairly using research materials, including appropriate citation style, e.g., APA;
- Conveying messages, including emails or instant chats, clearly and concisely;
- Using disciplinary terminology correctly and appropriately; and,
- Designing documents effectively (including graphics, text, and organizational features).

The IUP Management Department is committed to introducing, emphasizing, and reinforcing these skills and abilities throughout the curriculum, and will do so through the purposeful mapping of writing assignments and activities that follows at the end of this document.

## **Integration of Writing into Undergraduate Curriculum**

Management Department faculty are to participate in professional development training in writing-to-learn pedagogy through writing workshops with the WAC Director and in full department faculty meetings the WAC Director may visit.

Student success in an organizational setting requires students to have practical and technical skillsets and professional communication skills. Organizational members must learn to balance the interests of owners, consumers, employees, and stakeholders. The basic management functions of planning, organizing, influencing, and controlling operations is a guiding principle of this curriculum and the department will use writing-to-learn and writing-to-communicate activities to contribute to student learning outcomes.

Writing instruction in the Management Department is to be integrated in the following ways:

**Writing-to learn-activities** allow students to develop management knowledge and technical skills through writing. These activities enhance student learning by encouraging critical thinking. Students practice writing-to-learn activities through the Management Department curriculum in order to:

- Develop critical thinking and knowledge of course material

In all courses, Management Department faculty will use writing-to-learn activities, such as writing assignments which engage students and lead to student classroom discussions of the topics covered, in order to enhance student learning.

**Writing-to-communicate activities**, such as project and case-based learning, allow students to:

- Develop proficiency in key management functions;
- Demonstrate ability to effectively research and perform due diligence;
- Develop proficiency in concise professional communication strategies;
- Gain experience in technical writing;
- Apply management theory to real world scenarios;
- Develop industry specific technical skills;
- Analyze problems and develop solutions; and,
- Develop conceptual management skills to manage from the perspective of the whole organization.

In all courses, Management Department faculty will use writing-to-communicate activities, such as case analyses which result in student presentations, facilitation of student in-class discussion with feedback provided by faculty.

## **Communicating Writing Expectations to Students**

Writing expectations are to be communicated through the Eberly College of Business Student Learning Outcomes (SLO), specific course syllabi, course learning outcomes, course requirements, in-class and online instructor-student interaction, and course project assessment rubrics.

The writing expectations of Management Department students will link specific course learning outcomes with the Eberly College Student Learning Objectives and Outcomes. These learning goals, objectives and outcomes will ensure that program graduates will:

- Understand core knowledge of business functional disciplines and their interdisciplinary nature and have the ability to integrate them;
- Communicate effectively;
- Exhibit data analysis, critical thinking, and decision making skills;
- Demonstrate leadership skills and the ability to work effectively in teams;
- Integrate and value a global perspective as well as demographic and cross-cultural diversity in a business environment;
- Understand the implications of corporate social responsibility (CSR) and ethical behavior;
- Demonstrate proficiency in the use of technology; and,
- Possess a well-rounded liberal studies education that values the need for continuous learning and adaptation to change.

Students in management are expected to be able to communicate effectively and professionally in an oral and written manner. Throughout the curriculum, students develop professional writing by developing human resources tools (job descriptions, training plans, performance appraisals), personal professional communication (resume, cover letter), preparing documents for project planning and execution exercises, developing business plans for seeking debt and equity funding, and industry specific writing.

Furthermore, students engage in writing outside the classroom through participation in student organizations. Students take professional meeting minutes, employ event planning writing skills for fundraising and volunteer events, and engage in online marketing through social media. Many students also have the opportunity to compete in case-writing, business planning, or supply chain case competitions that all require an extensive amount of writing.

The curriculum map that follows illustrates a variety of writing assignments required throughout the curriculum. The Department's Commitment to Writing syllabus statement will be included on all Syllabi of Record to reinforce the Management Department's commitment to student writing explicitly in each course.

## **Management Department Commitment to Writing Syllabus Statement**

*Effective writing is critical to a student's academic and business success. In Management courses, students will engage in various writing activities and assignments intended to improve learning and communication skills, and to prepare you for professional careers. Well-supported and properly-cited research, clarity and organization are key elements of professional writing for management courses and careers.*

## **Implementation and Assessment of Management Department Writing Plan**

The WAC Director recommends to the Management Department the following action items for continuing program facilitation:

- Elect at least one faculty member to continue to be the WAC/Management Department Liaison (this could count as Department Service);
- The Management Department Liaison should oversee the following activities:
  - Provide all Management Department faculty a copy of the DWP, and recommend faculty attendance at WAC workshops or the May 2-day writing workshop for Liberal Studies faculty, if they have not already done so;
  - Encourage Management Department faculty to add a “Management Department Commitment to Writing” statement to the syllabus as appropriate;
  - Establish a biennial writing assessment program;
  - Report results to the WAC Director for feedback and guidance;
  - Add areas for the teaching and assessment of writing as goals on department and faculty five-year review documents; and,
  - Update the writing outcomes curriculum map as courses are added, removed, and revised in the Management Department curriculum (and communicate these changes to the WAC Director).

## Writing Outcomes Curriculum Map

### The Writing Outcomes Curriculum Map demonstrates:

- Conscious effort on the part of Management Department faculty at placing core disciplinary genres at appropriate levels of the curriculum and reinforcing the writing skills necessary for students to succeed in writing, for example: how to write clearly and concisely as expected in an executive summary, how to use appropriate industry jargon, write in an organized and detailed manner, such as in standard operating procedures, etc., and professional growth (e.g., resume, cover letter, business letter, etc.), among other examples.
- Thoughtful integration of writing-to-learn activities in all courses in the curriculum. Every course is to include activities (e.g., journals, free writes, exploratory writing, that is no/low stakes writing activities, etc.).
- The importance of developing “low stakes” and “high stakes” writing assignments. The “low stakes” student writing assignments may be viewed as assignments which involve write-to-learn as well as write-to-communicate, expectations of students, however, they may not necessarily be graded. The assignments are an integral part of the course requirements, but may not necessarily involve comprehensive course content coverage. The “high stakes” student writing assignments are graded and involve comprehensive course content coverage and contain write-to-learn expectations of students, but with a greater emphasis on student write-to-communicate expectations.
- Balanced measures for assessing writing, that is, writing is graded for demonstrating mastery of course content as well as improvement of writing skills over time, for example:
  - Professional Growth: In MGMT 101, BCOM 221, BCOM 231, BCOM 321, MGMT 400, MGMT 401, MGMT 405 among other courses, students research potential career paths. MGMT 275, MGMT 325, MGMG 403 teach students how to write a feasibility study and business plan both needed to start their own business. In MGMT 300, MGMT 400 and MGMT 405, students also learn to write a job description, develop interviewing skills, and explore best practices in management. In MGMT 461 and MGMT 462, students learn and apply management and leadership theories. In MGMT 311, students build on management and human resource skills. In MGMT 495 Business Policy (a capstone course), students apply classroom concepts to an organization in the form of a written case analysis report and presentation.
- Continued requirement of students to participate in case analyses that require students to submit drafts of case analysis reports, require student editing and faculty guidance in student re-submission of final case analysis reports.

## List of Management Department courses, writing objectives and student learning outcomes

Course	Course Title and Course Description	Expected Writing Outcomes/Skills  (these might be explicitly listed in the course objectives, or implicit through the assignments)	Writing Activities Writing to Learn (WTL) and Writing to Communicate (WTC)  <b>Writing assignments may include some selection of:</b>	Introduced, Reinforced, and/or Emphasized	Genres modeled through reading and writing
<b>BCOM 221</b>	<b>Business Technical Writing</b>  The application of business and technical writing styles, letters, memos, reports, procedures, and manuals are some areas of concern. Emphasizes clear, concise writing style.	Use correct sentence structure, grammar, spelling, and logical thought development in business writing and technical writing styles, letters, memos, reports, procedures, and manuals.	Descriptions of key practical perspectives (WTC); Short quizzes (WTC); Short answer questions on exams (WTC).	Introduced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>BCOM 231</b>	<b>Speech Communication for Professionals</b>  A study of theory and principles of effective oral presentations in a professional setting. Content includes audience analysis, management of speech anxiety, topic selection and refinement, proper selection and use of visual aids, and speech forms. Builds professional presentation skills as course assignments to develop, critique, and deliver professional presentations are fulfilled.	Development of communication skills in writing. Build professional presentation and writing skills on course assignments to develop, write, critique, and deliver professional presentations.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC).	Introduced and Reinforced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>BCOM 321</b>	<b>Business and Interpersonal Communication</b>  A study of communication theory and principles as applied to business situations and practices; development of communication skills in areas of communication such as speaking, writing,	Development of communication skills in writing.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC).	Introduced and Reinforced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles



	listening, and nonverbal communicating. Emphasizes building effective interpersonal relations in a business environment.				
<b>BCOM 342</b>	<p><b>Intercultural Business Communication</b></p> <p>An in-depth study and theoretical understanding of intercultural business communication, including international, national, ethnic, racial, and socioeconomic cultures. Explore practices, trends, and difficulties of people primarily identified with one culture attempting to interact with people of another culture through speaking, listening, writing, and nonverbal means. Problems of intercultural communication situations for business are pinpointed, elements of the problems clarified, and guidelines projected for problem mitigation.</p>	Guidelines provided for addressing problems in intercultural communication through writing.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 101</b>	<p><b>Business Success Seminar</b></p> <p>Provides a seminar level introduction to the interdependent functional and support areas of business, such as accounting, finance, information systems, management, and marketing; which are critically important for building a solid foundation for academic and career success in business fields. Focuses on the development of decision-making, communication, and teamwork skills</p>	<p>Stresses experiential learning and strengthens oral and written communications skills. Through writing-to-learn and writing-to-communicate activities, students will be able to identify the relationship between the functional areas of business and overall organizational success</p> <p>Students are to conduct secondary research and create a professional business report demonstrating their writing skills.</p>	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Personal reflections (WTC); Written reports (WTC).	Introduced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles

	through experiential learning. Emphasizes strategies for academic success including time-management, utilization of university resources, and career and professional development opportunities in business.				
<b>MGMT 105</b>	<p><b>Introduction to Business</b></p> <p>An introduction to business, emphasizing critical issues affecting the business world, such as globalization, technology, ethics, and diversity. An overview of the various functional areas of business, it provides an understanding of the need for integration of those functional areas for success in business. Stresses experiential learning, develops team building skills, strengthens oral and written communication skills, and provides for personal interaction with university faculty. An introduction to career opportunities and curriculum choices in business.</p>	Stresses experiential learning and strengthens oral and written communications skills. Through writing-to-learn and writing-to-communicate activities, students will become knowledgeable of the various functions of business.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Introduced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 275</b>	<p><b>Introduction to Entrepreneurship</b></p> <p>Entrepreneurship is defined, common myths discussed, and basic characteristics of entrepreneurs identified and reviewed. Includes topics such as psychology of entrepreneurship, economic and social aspects of entrepreneurship, history, techniques of purchasing a company,</p>	Students are to build and deliver a feasibility study and a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to do an elevator pitch; that is, learn the techniques to do a brief presentation of one's business idea to intrigue potential investors.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Introduced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles

	new venture initiation, and risk taking.				
<b>MGMT 300</b>	<p><b>Human Resource Management</b></p> <p>Recognizes and evaluates the application of behavioral science approaches in the study of human resource management. Includes recruiting and selection, training, management development, performance evaluation, communications, wage and benefit programs, and management-labor relations.</p>	Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to be knowledgeable of the human resource management process.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Introduced and Reinforced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 310</b>	<p><b>Principles of Management</b></p> <p>Provides an in-depth identification and understanding of the relevant theories, concepts, and principles underlying the management function.</p>	Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to demonstrate an understanding of the manager's role as a process for achieving organizational goals through planning, organizing, leading, and controlling company resources.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Introduced and Reinforced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 311</b>	<p><b>Human Behavior in Organizations</b></p> <p>Focuses on human problems of management. Presents basic ideas and theories from the behavioral sciences as they apply to human behavior in organizations. Emphasizes management solutions to problems resulting from individual-organization interaction.</p>	<p>Stresses experiential learning and strengthens oral and written communications skills. Through writing-to-learn and writing-to-communicate activities, students will be able to identify the relationship between organizational behavior concepts and effective management practices.</p> <p>Students are to build and deliver a professional presentation demonstrating their writing skills.</p>	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Introduced and Reinforced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 325</b>	<p><b>Small Business Management</b></p> <p>A survey course</p>	Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions	Introduced	Textbook, websites, current events reported in news media, popular articles, videos,

	<p>emphasizing aspects of small business management not covered elsewhere in the student's program. Key topics include real estate, site selection, and facilities management; purchasing management, vendor relations, and inventory systems; plant security, loss control, risk and insurance management; human resources management, employee benefits, motivation, and leadership; small business market research, customer services management, and pricing. A review of other elements of the small firm's milieu is included as a necessary contextual element (e.g., planning, accounting, financing, law).</p>	<p>to-communicate activities, students will be able to do an elevator pitch; that is, learn the techniques to do a brief presentation of one's business idea to intrigue potential investors.</p>	<p>on exams (WTC); Case write ups, reflection papers (WTC); PowerPoint Presentations (WTC).</p>		<p>supplemental readings, scholarly articles</p>
<p><b>MGMT 330</b></p>	<p><b>Production and Operations Management</b></p> <p>A study of converting an organization's inputs into outputs whether in goods-producing or service industries. An overview of concepts, tools, and techniques used in management of the production and operations function in organizations.</p>	<p>Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to apply operations management philosophies and tools pertaining to managing inventory, capacity, and projects in manufacturing of goods and delivery of services.</p>	<p>In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC)..</p>	<p>Introduced</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>
<p><b>MGMT 350</b></p>	<p><b>International Business</b></p> <p>Studies the international dimensions of business and the critical environmental and organizational factors that affect managerial approaches in the international arena. Focuses upon the</p>	<p>Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to obtain an understanding of the concepts and theories in the field of international business.</p>	<p>In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).</p>	<p>Reinforced and Emphasized</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>

	impact of cultures, women, religions, ethnic minorities, racial minorities and country uniqueness upon international businesses.				
<b>MGMT 400</b>	<p><b>Compensation Management</b></p> <p>Studies the policies and programs that help managers design and administer compensation systems for private and public sector enterprises. Includes motivation theories and practice designing of compensation systems.</p>	Students are to build and deliver a professional presentation regarding salary structure formation and budget applications for an organization with information available in the public domain. Through writing-to-learn and writing-to-communicate activities, students will be aware of the role of compensation as a major HR function, and the concepts of internal equity and external competitiveness in compensation. Students should also be knowledgeable of legal compliance in compensation with special reference to the Fair Labor Standards Act and Equal Pay Act.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles from discipline specific journals, cases
<b>MGMT 401</b>	<p><b>Management Development and Training</b></p> <p>Principles, problems, and procedures in planning, organizing, directing, and controlling all aspects of training and development programs in a business enterprise. Methods of improving and development of managerial skills are emphasized.</p>	Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be knowledgeable of the differences between training and development and to understand a systematic training model which begins with the importance of conducting a training needs assessment prior to the design and implementation of a training, followed by evaluation of effectiveness of training.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles from discipline specific journals, cases
<b>MGMT 402</b>	<p><b>Seminar in Human Resource Management (writing intensive)</b></p> <p>An integrative course in human resource management. Considers current issues in human resource management literature and contemporary topics in</p>	Considers current issues in human resource management using case studies and students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will enhance their knowledge of the field of human resource	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles from discipline specific journals, cases

	the human resource management field using case studies.	management.			
<b>MGMT 403</b>	<p><b>Small Business Planning</b></p> <p>Integrates the content of much of the business core and relates it to the business planning for small businesses and entrepreneurial efforts. Introduces the concepts that support the development of an effective business and marketing plan.</p>	Introduces the concepts that support the development of an effective business and marketing plan and students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to understand the development of an effective business plan.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 405</b>	<p><b>Organizational Staffing</b></p> <p>Focuses on the “staffing” or “employment” subsystem of the human resource management function and deals with the theoretical, technical, administrative, and legal issues involved in the recruitment, selection, placement, transfer, and promotion of individuals by organizations. Includes human resource planning, job analysis, job descriptions and specifications, recruitment and selection process, equal employment opportunity and affirmative action, reliability and validity of selection instruments and techniques, and contemporary issues in selection.</p>	Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students are to be knowledgeable of all aspects of staffing including the legal issues involved in the recruitment, selection, placement, transfer, and promotion of individuals by organizations.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 428</b>	<p><b>Seminar in Management (writing intensive)</b></p> <p>An integrative course in management. Considers current literature in the field and contemporary</p>	Considers current issues in management using case studies. Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will enhance their	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC)..	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles from discipline specific

	issues in management using case studies.	knowledge of the field of management.			journals, cases
<b>MGMT 432</b>	<p><b>Business and Society</b></p> <p>An overview of the interactions between business and the larger social system in which it operates. Considers the problems, solutions, and future directions of societal issues and their relationships to the business environment. Topics discussed include consumerism, the morality of advertising, self-regulation, pollution and ecology, overpopulation, government regulation, and the social and ethical responsibilities of business and industry.</p>	Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to understand the concepts of social responsibility and ethics.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 434</b>	<p><b>Quality Management</b></p> <p>Emphasizes the philosophy that quality is an organization-wide phenomenon that influences every aspect of its operations. An overview of current quality management philosophies and tools and techniques for managing quality in any organization.</p>	Tools and techniques for managing quality in an organization will be the focus of this course and students will build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 437</b>	<p><b>Supply Chain Management</b></p> <p>Deals with the design and evaluation of supply chain systems with a focus on strategic and technological issues. These concepts are developed through exploration of contemporary practices, case studies, and research, as well as analytical frameworks of supply chain management. Theoretical and</p>	Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to understand and effectively evaluate various components of a global supply chain, will be able to apply operations management philosophies and tools pertaining to managing inventory, capacity, and projects in manufacturing of goods and delivery of services.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles

	<p>practical understanding of manufacturing and service planning and control, including systems modeling, purchasing and sourcing, logistics, strategic alliances, inventory management, scheduling, etc. Manufacturing and service technologies and trends are also emphasized. Computer applications are used for understanding the interrelationships between various components of operations system.</p>				
<b>MGMT 440</b>	<p><b>Introduction to Energy Management</b></p> <p>Introduction to the global energy markets and business with a particular emphasis on hydrocarbon based resources including petroleum, natural gas, and coal resources. Also includes exposure to nuclear, hydroelectric, solar, wind, and other “alternative” energy technologies.</p>	<p>Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to analyze the worldwide supply/demand, economics and geopolitics of carbon-based, non-carbon based and emerging energy sources.</p>	<p>In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).</p>	<p>Reinforced and Emphasized</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>
<b>MGMT 441</b>	<p><b>Business Fundamentals of Oil and Gas</b></p> <p>Introduces oil and gas, particular emphasis on discovery, drilling, completion, and production. Discusses downstream processes; including pipeline and transportation, processing and refining, marketing and distribution. Includes history, trends, and global issues</p>	<p>Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to understand geoscience principles and issues related to energy sources.</p>	<p>In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).</p>	<p>Reinforced and Emphasized</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>



<b>MGMT 451</b>	<b>International Management</b>  Focuses on the complex role of multinational corporations (MNCs) in today's global economy. Offers an in depth perspective on planning, organization structure, managerial decision making, and human resource management in global structures and differences between MNCs and domestic organizations. Emphasizes the impact of cultures, women, religions, ethnic minorities, racial minorities and country uniqueness upon international management	Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to understand the global economic, political, legal, and cross-cultural issues related to decision-making in the global enterprises.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 452</b>	<b>Comparative Management</b>  An intensive, comparative study of management and organization across the globe. A variety of comparative management systems, models, and theories are presented, and research findings are examined.	Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, will be able to become familiar with the current business thinking and challenges on a global scale.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 454</b>	<b>International Competitiveness</b>  Focuses on how nations and firms seek to improve or sustain their competitive positions in a changing global marketplace. Explores a wide range of contemporary topics such as global economic challenges, trade interdependence, the impact of cultures, women, religions, ethnic minorities,	Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to understand the global economic, political, legal, and cross-cultural issues related to decision-making in the global enterprises.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles from discipline specific journals, cases

	racial minorities and country uniqueness upon the competitiveness of emerging forms of businesses.				
<b>MGMT 459</b>	<p><b>Seminar in International Management</b></p> <p>An analysis of recent literature and developments related to global business issues such as strategic alliances, human resource management in global environments, global assignments, Japanese business system, and multinational corporations in the world economy.</p>	<p>Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to understand the global economic, political, legal, and cross-cultural issues related to decision-making in the global enterprises.</p>	<p>In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).</p>	<p>Reinforced and Emphasized</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles from discipline specific journals, cases</p>
<b>MGMT 461</b>	<p><b>Business Leadership Theory</b></p> <p>Introduces the various leadership styles such as autocratic, laissez-faire, transformational, transactional, visionary, and others as they relate to today's global business/corporate environment. These styles and their effectiveness as well as examples of application are discussed.</p>	<p>Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to comprehend leadership and team building skills.</p> <p>Students will be <u>assigned</u> peer-reviewed journal articles on Leadership. They will write professional summaries using a formal business approach.</p> <p>During the class, students will be exposed to the various Leadership styles. In a professional writing style, they will compare and contrast the styles.</p>	<p>In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).</p>	<p>Reinforced and Emphasized</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>
<b>MGMT 462</b>	<p><b>Applied Leadership Theory</b></p> <p>Focuses on current leadership styles and applications in business. The effectiveness of these styles is critically examined and evaluated with a cross-culture emphasis. Advanced, innovative, and exploratory</p>	<p>Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to apply leadership and team building skills.</p> <p>Students will <u>select and have approved</u> a peer-reviewed journal article to summarize using a formal business</p>	<p>In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).</p>	<p>Reinforced and Emphasized</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles from discipline specific journals, cases</p>

	business leadership topics and their effect on the behavior of employees, cooperation, and productivity are discussed.	approach and present in class.			
<b>MGMT 472</b>	<b>Organizational Entrepreneurship</b>  Explores the theories related to intrapreneurship and managing innovation and technology. Theory based but practice oriented. Through case discussions, students learn how to apply the analytical tools of strategic management and organizational theory to address important challenges faced by today's managers.	Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to describe different sources of funding – venture capitalist, angel investors, loans, etc.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles, cases
<b>MGMT 481</b>	<b>Special Topics in Management</b>  Covers advanced, innovative, or exploratory topics and disciplines within management. Specific content items developed by instructor. Credits may be applied to either required (by permission of department chair) or free electives in a student's program.	Students are to build and deliver a professional presentation demonstrating their writing skills.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles, cases
<b>MGMT 482</b>	<b>Independent Study</b>  Individual research and analysis of contemporary problems and issues in a concentrated area of study under the guidance of a senior faculty member. Approval based on academic appropriateness and availability of resources.	Students are to build and deliver a professional presentation demonstrating their writing skills.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles

<b>MGMT 492</b>	<b>Small Business/ Entrepreneurship Internship</b>  Involves practical entrepreneurial experience of on-site consulting with small business firms. Students generally work for a semester on functionally related topics in accounting, finance, marketing, and MIS or on general topics such as business planning, forecasting, policy, and general management.	Students are to build and deliver a professional presentation demonstrating their writing skills.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 493</b>	<b>Management Internship</b>  Practical experience to develop knowledge and skills in the application of theory to actual problems in a nonclassroom setting.	Students are to build and deliver a professional presentation demonstrating their writing skills.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC).	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
<b>MGMT 495</b>	<b>Business Policy</b>  A capstone case analysis course that gives practice in applying business theories to the solution of management problems. An analysis of how top management determines strategy and policy and influences the philosophy and character of the company. Develops a general management viewpoint that integrates the various functions of the organization.	Students will be able to work on a case analysis and develop their arguments citing evidence from primary sources and secondary sources in researching their topic or case. Students are to build and deliver a professional presentation demonstrating their writing skills. Through writing-to-learn and writing-to-communicate activities, students will be able to develop a general management viewpoint that integrates the various functions of the organization.	In-class activities (WTL); Written assignments (WTC); Short quizzes (WTC); Short answer questions on exams (WTC); PowerPoint Presentations (WTC)..	Reinforced and Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles, cases

## Appendix A – Assessment of Student Writing

The MGMT 495 Business Policy (capstone course) is completed by graduating seniors and case analyses and PowerPoint presentations are graded as part of the course. It is suggested that at the end of a semester, two faculty members may separately review and rate the capstone case analysis projects using the rubric provided on page 22 of this document.

### Writing Assignment

Students are to conduct a business policy case analysis project and submit their findings in a case analysis report.

Case analysis provides active learners with opportunities to use a process to identify and to solve organizational problems. Thus, by analyzing situations that are described in cases and presenting the results, active learners (i.e., students) become skilled at effectively using the tools, techniques, and concepts that combine to form the organizational analysis process. In addition, the case analysis report and presentation provide students an opportunity to write-to-communicate.

Students are presented a number of cases in which to select to conduct a thorough organizational analysis. Presented within the cases are problems and situations that managers and those with whom they work must analyze and resolve. A business policy case can focus on an entire industry, a single organization, or a business unit of a large, diversified firm. The business policy issues facing not-for-profit organizations also can be examined using the case analysis method.

Basically, the case analysis method calls for a careful diagnosis of an organization's current conditions (as manifested by its external and internal environments) so that appropriate strategic actions can be recommended in light of the firm's strategic intent and strategic mission. Strategic actions are taken to develop and then use a firm's core competencies to select and implement different strategies, including business-level, corporate-level, acquisition and restructuring, international, and cooperative strategies. Thus, appropriate strategic actions help the firm to survive in the long run as it creates and uses competitive advantages as the foundation for achieving strategic competitiveness and earning above-average returns. The case method that we are recommending to you has a rich heritage as a pedagogical approach to the study and understanding of managerial effectiveness.

The written case analysis report must include:

- Title / Cover page
- Executive summary
- Table of Contents and Table of Figures
- Glossary of terms
- Body / Text (8-10 pages of content)
  - Introduction through Summary
- References page – At least 6 sources. (1 can be your textbook, and at least 2 non-Internet sources. Journals and periodicals found online are not considered Internet sources, but simply citing a website is considered an Internet source)
- Appendices (Tables, graphs, visuals, financial spreadsheets, exchange rates, etc.)

## Writing Across the Curriculum Assessment Rubric

The rubric below will be used to assess all MGMT 495 Business Policy (case analyses) completed by graduating seniors.

	<b>Exceeds Expectations = 4</b>	<b>Meets Expectations = 3</b>	<b>Emerging = 2</b>	<b>Below Expectations = 1</b>
<b>Descriptive Language (quantifying)</b>	Demonstrates clear/strong understanding of how to interpret and explain financial and statistical data for a familiar audience	Demonstrates general understanding of how to interpret and explain financial and statistical data and write it for a familiar audience	Demonstrates an attempt to interpret and explain financial and statistical data but with errors.	Does not explain or interpret financial data or does so inaccurately.
<b>Descriptive Language (qualifying)</b>	Prose descriptions are vivid and non-generic; provides ample examples and details in responses in appropriate length	Prose descriptions are vivid and non-generic, uses minimal amount of examples and details, at or close to appropriate length for Document	Uses some descriptive language but it is not impactful or vivid; may not have enough description.	Vague, generic terms, unclear, does not provide the full amount of necessary/ required information
<b>Understanding of audience and task</b>	Formal language, free of colloquialisms, mindful of stakes and audience	Approaches task seriously, may contain only a few minor lapses in formality	Approaches task seriously but contains enough lapses in formality that they are distracting	Inappropriate tone or language (e.g. contractions, stream of consciousness, lack of organization, self-referential)
<b>Citation</b>	Consistent citation format	A few citation lapses	Attempts citation but with multiple errors	Inconsistent citation or lack of citation
<b>Grammar and mechanics</b>	Polished grammar and mechanics	Minor errors that do not impede meaning or sentence clarity	Sentences are readable but there are enough errors that they are distracting	Grammatical issues detract from readability
<b>Uses disciplinary terminology appropriately</b>	Fluency with terminology of the discipline	Uses some disciplinary terms mostly appropriately; may miss a few key terms that could be helpful for clearer Expression	An even mix of accurate and inaccurately used terminology; may use commonplace terms more than disciplinary terms.	Most terms used inaccurately or haphazardly; or does not use any terminology from the discipline
<b>Effective PowerPoint Presentation Design</b>	This is a professionally produced PowerPoint document and presentation	Professional and ready for an external audience (clear, concise, easy to read and follow, page numbers, uses headings, formatting options)	There is an attempt at general formatting, but lack of attention to detail (unclear or missing headings, formatting, and organization).	Lack of organization, haphazard or lack of formatting, difficult to follow

## Appendix B – Baseline Results of Student Writing Assessment

During Fall 2020, the Writing Across the Curriculum Grading Rubric was used for assessing “high stakes” student writing assignments that were graded and involved comprehensive course content coverage and contained write-to-learn expectations of students, but with a greater emphasis on student write-to-communicate expectations. Due to schedule constraints, the Management Department WAC liaison assessed papers from the capstone course as well as additional courses which required a comprehensive writing final paper. When possible, three additional Management Department faculty assessed papers which resulted in a double-blind peer-review with the Management Department WAC liaison assuring inter-rater reliability. In future semesters, at least two faculty members, including the Management Department WAC liaison, will be involved in assessing assignments.

All “high stakes” writing assignments submitted in the MGMT 495 Business Policy course and other high-level courses were assessed in Fall 2020. This resulted in a total of fifty-six papers being assessed. The results are considered “baseline” survey results from the first assessment of student writing samples. Based upon the rubric, the percentages of papers that exceeded expectations, met expectations, did not meet expectations but were considered to be emerging, and those that were below expectations, were determined.

The results were as follows:

**Areas in which student writing exceeds or meets expectations: 77% or greater**

### Criterion 5: Grammar and Mechanics

year	exceeds/meets	emerging/below
Fall 2020 n = 56	<b>80%</b> (25% / <b>55%</b> )	20% (11% / 9%)

### Criterion 6: Use of disciplinary terminology appropriately

year	exceeds/meets	emerging/below
Fall 2020 n = 56	<b>82%</b> (23% / <b>59%</b> )	18% (9% / 9%)

### Criterion 7: Effective PowerPoint Presentation Design (where applicable)

year	exceeds/meets	emerging/below
Fall 2020 n = 20	<b>100%</b> ( <b>50%</b> / <b>50%</b> )	0% (0% / 0%)

**Areas in which student writing is MEETING expectations: 68 - 77%**

**Criterion 3: Understanding of audience and task**

year	exceeds/meets	emerging/below
Fall 2020 n = 56	<b>71%</b> (23% / <b>48%</b> )	29% (16% / 13%)

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**Areas in which student writing is BELOW expectations 67% and below**

**Criterion 1: Descriptive Language (quantifying)**

year	exceeds/meets	emerging/below
Fall 2020 n = 56	45% (20% / 25%)	<b>55%</b> (23% / <b>32%</b> )

**Criterion 2: Descriptive Language (qualifying)**

year	exceeds/meets	emerging/below
Fall 2020 n = 56	65% (20% / <b>45%</b> )	<b>35%</b> (23% / 13%)

**Criterion 4: Citations**

year	exceeds/meets	emerging/below
Fall 2020 n = 56	25% (20% / 5%)	<b>75%</b> (5% / <b>70%</b> )



### **Recommendations from the WAC Director based on Assessment Results**

The WAC Director recommends the following in order to “close the loop” between the assessment results, the outcomes map, and other features of the writing plan (i.e., classroom writing pedagogy):

- Students are exceeding or meeting expectations at a high rate in important areas. Most importantly, the rhetorical criterion of understanding audience and task is being met by 71% of students (23% exceeds / 48% meets). Faculty should consider ways to raise the number of students from 29% emerging in this criterion into the meeting level by looking at how they are explicitly teaching audience awareness in high-stakes assignments, and in how they respond to student writing in terms that relay audience and task awareness.
- Consider adding a holistic score as another criterion on the rubric (not an average of all the criteria scores). A true holistic score (a score based on an overall impression of the full piece of writing) can allow for comparisons to individual criterion and often allows a more reliable picture of students’ strengths and struggles. It also allows for department faculty to identify their values more specifically (for instance, when high holistic scores align strongly with a certain criterion, it is usually because that criterion signals stronger writing).
- Students fell below expectations in both quantifying and qualifying language. Faculty should use the course map above to consider how writing-to-learn activities might be added throughout the curriculum to enhance students’ abilities with these kinds of descriptions.
- During the 2021-2022 academic year, Management Department faculty should follow the course map developed in this document to assure consistent application of the plan with teaching practice. Continuing, during the academic year of 2021-2022, Management Department faculty should consider looking back through the course map developed in this document to find courses where they can add activities to help students increase performance in quantifying and qualifying language, audience/task awareness, and citations. They should also determine which of these areas are their highest priority and consider professional development, workshops, or other resources to support their teaching. This will provide an opportunity for faculty to consider and make changes that could affect student learning outcomes in writing in the 2022-2023 academic year.