

## **Learning Goals for Writing in Management and Business**

1. Students will learn how to appropriately *structure and organize* their thoughts in their writing. This includes:
  - a. Developing a clear *introduction/purpose/thesis statement* at the beginning of papers. A thesis statement is the main idea that students want to present in the paper. It should be stated explicitly near the beginning of papers. Having such a purpose/thesis statement will allow students to *structure* the rest of their writing around the main ideas they wish to present since these ideas will continue through the paper's body and lead to a conclusion at the end. In some instances, assignments will call for an introduction rather than a thesis statement. In those situations, the introduction should at least hook the audience or provide an overview of the main ideas of the paper.
  - b. Developing a *logical flow* through their writing. Creating effective *topic sentences* at the beginning of each paragraph will set the tone and focus for the remainder of the paragraph. Utilizing *transition paragraphs or phrases* (e.g., on the other hand, consequently) will allow for a clear organization scheme that guides readers through logic of analysis and smooth, professional transitions from each part of the paper to the next. Paragraphs, and the ideas within them, should "fit" together for *internal coherence*.
  - c. Providing a clear *conclusion* section. Conclusions should synthesize and extend the main points of the rest of the paper, going *beyond summarizing* what was already said and bringing a sense of *completion* to the discussion as well as asserting the *significance* of the paper or the arguments presented.
2. Students will learn the *mechanics* of good writing. This includes:
  - a. Employing appropriate *grammar and spelling* without error.
  - b. Utilizing sophisticated *vocabulary* with precise word choice that enhances overall meaning, and integrating terminology from the discipline that results in a *tone* appropriate for the intended audience.
  - c. Writing with clear, but varied, *sentence structure*.
  - d. Developing a business writing style that is concise, but informative and accurate, as well as relevant to multiple audiences.
3. Students will learn how to prepare *professional* papers. This includes:
  - a. Using *headings and subheadings* (where appropriate) in such a way that improves understanding for the reader.
  - b. Using standardized and professional *style formatting* such as set margins (i.e., one inch), font size (i.e., 12 point), page numbering, cover sheets, and double-spacing (unless otherwise specified) on clean, white paper with pages stapled.
  - c. Develop informative and useful *exhibits/appendices* where appropriate to visually represent ideas and content.
  - d. Using appropriate in-text *citations and reference/bibliography lists* (and/or footnotes and endnotes) to give proper documentation of sources. These should follow a generally accepted format (e.g., APA, MLA) accurately and professionally.
  - e. Planning ahead so that *timely completion*, allowing for multiple drafts and editing, is achieved and deadlines are met.
4. Students will learn how to develop a *substantive* piece of writing with rich *ideas and content*. This includes:
  - a. *Elaborating* on ideas and thoughts as the student *develops an argument or stance* that supports their thesis/purpose statement.
  - b. *Providing supporting evidence* such as quotations, data, or paraphrased ideas from other sources (always cited appropriately). Papers should refer to, interpret, and integrate material

from a variety of sources as appropriate; however, papers should not consist of quotes strung together without independent interpretation and thinking on the part of the student. In addition, students should effectively integrate and use information from appendices and exhibits.

- c. Demonstrating that *reflective thought* on this topic has occurred resulting in a nuanced discussion with practical relevance.
  - d. Developing a *comprehensive, thoughtful, and thorough discussion* with the content responsive to the assignment. Careful reading of the assignment is required for proper completion, and students must adhere to the specific expectations of their professor. Expectations of individual professors will be established on the case paper assignment sheets.
5. Students will learn to competently and comprehensively utilize various analytical tools throughout their written analyses. These will vary from course-to-course. For example, in MB107, students will utilize the strategy diamond, macro-environmental analysis tools, Porter's Five Forces model, SWOT analysis, etc.