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| Course Code and Title | |
| MLI61C630 Academic Writing | 6 cr |
| Learning Outcomes and Content | |
| <p>Learning outcomes for this course, upon successful completion, include the ability to: 1) recognize the purposes and methodologies of various genres of academic writing; 2) adjust writing style depending on the audience and purpose; 3) use academically appropriate vocabulary, grammar, punctuation, and format; 4) correctly proofread and edit written materials; and 5) locate tools and aids for self-development of writing skills.</p> <p>Content: This course aims to develop the kind of writing skills students will need during their university studies. The emphasis is on integrating source literature into argumentation in essays, reports and theses. Students will therefore practice developing thesis statements, as well as writing annotated bibliographies, article summaries and literature reviews. Special attention will be paid to academic style, including tone, voice, academic language, and the relationship between the writer and the audience.</p> | |

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| Instructor Name and Profile |
| <p><i>Beryl Cox Pittman</i>, now in her 12th year at Aalto – Mikkeli, also teaches business communications at the US Campus of SKEMA Business School in France. During summer immersion courses, she teaches US culture and facilitates trips to nearby states. At North Carolina State University in Raleigh, North Carolina, Beryl teaches in the Engineering Entrepreneurs Program and is active in the entrepreneurship community at NC State, including mentoring student start-ups and serving as a member of the Brain Trust for the Social Innovation Fellows at NC State. She continues to be active in the Professional Writing Program at NC State. With NC State's Global Training Initiative, Beryl co-develops and co-instructs a professional writing certificate program for students in China and Saudi Arabia. She has taught academic writing to incoming minority engineering majors in the Summer Transition Program. Her areas of research and expertise, upon which she presents regularly, include professional communication as well as online curriculum development, transcultural communications, entrepreneurship, and online community-building.</p> <p>Being the faculty advisor of the Spikeball Club at NC State brings Beryl much pleasure. Beryl has taught management communications in the MBA programs of the Fuqua School of Business at Duke University and Kenan-Flagler Business School at the University of North Carolina at Chapel Hill.</p> <p>Beryl's personal interest is exploration.</p> |

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| Email Address |
| beryl.pittman@aalto.fi |

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| Office Hours |
| Office #204. 11:45 – 12:45 M-Th |

| Required Reading |
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| <ul style="list-style-type: none"> • Multimodal reading/viewing MyCourses (links below and on MyCourses) • Butt, S. (2016) Citation & Referencing Guide: The Harvard System (3rd edition). Mikkeli: Aalto University • Butt, S. (2016) Style Guide. Mikkeli: Aalto University |

Course Schedule

Deduction due to an absence on the first day of the course: 5 points (on a 100-point scale) will be deducted from the student’s final raw score before converting it to the final grade. If a student is absent on the first day due to illness, and provides the Manager of Academic Operations with a medical certificate, the 5-point deduction will be waived. The Manager of Academic Operations will then inform the instructor of the waived deduction.

| Session # and Date | Topic/s | Assignment/s |
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| Session 1: Monday, November 20 <i>Why we are here;</i> <i>Knowing your audience; finding your voice.</i> <i>Imagining a world full of Artificial Intelligence</i> | Welcome. Why this course matters. Genres and how academic writing fits in. Your voice and entering the academic discourse. | Personal Writing Target 1 (5%/individual). DUE: In class/Assignments Post to Getting to Know You DUE: 23.00/Forum Respond to at least two of your classmates’ introductions by 12.00 on Nov 21 Read Brainstorming (The Writing Center of the University of North Carolina at Chapel Hill) Read email etiquette in Starter Kit. Start brainstorming for a topic. <ul style="list-style-type: none"> • Read/watch at least three of the offerings in the Course Readings/Viewings (MyCourses). Think. Google a bit. Think some more. • Write down several issues related to the Artificial Intelligence that interest you and/or affect you. • Consider: Customer support, employee training/onboarding, health care, language and translation, sales and marketing, accessibility and inclusivity, laws and ethics, hospitality and travel, supply chain, and <i>so much more!</i> |

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| <p>Session 2: Tuesday, November 21</p> <p><i>More on finding your voice</i></p> <p><i>Finding an argumentative edge</i></p> | <p>Ideation.</p> <p>From topic to argumentative edge.</p> <p>The difference in informing and persuading.</p> <p>Narrowing your idea from topic to narrow the scope of your thesis statement (TS).</p> <p>Generating ideas.</p> <p>Watch How to Write a TS</p> | <ul style="list-style-type: none"> • Respond to at least two of your classmates' introductions. DUE: Noon/ Getting to Know You forum. • Read "What is an essay?" Follow the link to Argumentative (Persuasive) essay. (Purdue OWL) • Read How Businesses are experimenting with ChatGPT-like Services <i>The Economist</i> April 19, 2023 • Read Essay assignment guidelines (MyCourses) |
| <p>Session 3: Wednesday, November 22 Extended class: Finish at 16.30</p> <p><i>Entering the conversation</i></p> | <p>More on developing an essay.</p> <p>Topic sentences.</p> <p>Building paragraphs.</p> <p>Group activity: Post projected thesis statement to forum. Provide feedback to each person in your group.</p> | <ul style="list-style-type: none"> • Read "Quoting, Paraphrasing, and Summarizing" (Purdue OWL) • Watch Gary Brockman, TED, April 20, 2023 The Inside Story of ChatGPT's Astonishing Potential • Read Thesis statement/Annotated Bibliography assignment guidelines (MyCourses) |
| <p>Session 4: Thursday, November 23</p> <p>Extended class: Finish at 17:00 Mandatory attendance</p> <p><i>Learning from an expert</i></p> <p><i>Evaluating sources</i></p> | <p>Guest speaker: Jaana Santala, Media Center</p> <p>Write essay.</p> <p>Characteristics of popular, reputable, and scholarly sources.</p> <p>Introduction to Thesis statement/Annotated bibliography assignment (15%).</p> | <p>Essay (10%/individual) DUE: In class</p> <p>Begin research for thesis statement + annotated bibliography (due Nov 27)</p> |
| <p>Session 5: Friday, November 24</p> <p><i>Gathering sources</i></p> | <p>Introduction to Citation and Reference Guide (CRG)</p> <p>Practice with summarizing, paraphrasing, and quoting</p> <p>Voice and genre</p> | <ul style="list-style-type: none"> • Continue work on TS/AB • Read "Group Work and Report Planning" (Purdue OWL) • Read Three Things that Great Teams Have in Common (Ideas TED) |

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| <p>Session 6: Monday, November 27</p> <p><i>Building an argument</i></p> <p><i>Preparing for teamwork</i></p> | <p>Persuasive strategies and logic (See Starter Kit)</p> <p>Using evidence ethically (See Starter Kit)</p> <p>Post response to “Three Things that Great Teams Have in Common.” Forum</p> | <ul style="list-style-type: none"> • Thesis statement/Annotated Bibliography (individual) DUE: 23.00/Assignments • Read assignment guidelines for Draft academic report and Academic report |
| <p>Session 7: Tuesday, November 28</p> <p>CLASS BEGINS AT NOON</p> <p>Extended class – Mandatory attendance</p> <p><i>Forming teams</i></p> <p><i>Making a plan</i></p> <p><i>Developing content</i></p> | <p>Guest speaker (projected)</p> <p>Project management – time, task, person.</p> <p>Post work plan (Forum: Starting to Run)</p> <p>Introduction to academic report – drafting through editing.</p> <p>Developing content through comparison-contrast, cause-effect, example. (Michael Moore on education in Finland. YouTube.)</p> | <ul style="list-style-type: none"> • Work on draft (nail down specific argument, see if any of your sources from the AB will work, divide general responsibilities, plan peer reviews, agree on how to keep track of sources/citations) • Communicate with your team. |
| <p>Session 8: Wednesday, November 29</p> <p><i>Practicing strategies</i></p> <p><i>Building an outline</i></p> | <p>More on developing content (See Starter Kit)</p> | <ul style="list-style-type: none"> • Work on draft • Communicate with team |
| <p>Session 9: Thursday, November 30</p> <p><i>Correctness matters</i></p> | <p><i>Let’s go to Comma Camp (and other Fun Places in the World of Grammar)!</i></p> | <p>Prepare for tomorrow’s peer review</p> |
| <p>Session 10: Friday, December 1</p> <p>Mandatory attendance</p> <p><i>Giving and receiving constructive feedback</i></p> <p><i>Delivering the same message to different audiences</i></p> | <p>Macro-level peer review</p> <p>What is multi-modal composing?</p> | <ul style="list-style-type: none"> • DUE: Assignments, 23.00 Draft Academic Report (15%/Team) • Read Presentation, Abstract/Editorial assignments (MyCourses) |

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| <p>Session 11: Monday, December 4 Extended class: Finish at 16.30</p> <p><i>Preparing a presentation</i></p> <p><i>More on multi-modal composing</i></p> | <p>More on multi-modal composing</p> <p>More on team presentations</p> <p>Writing an editorial</p> <p>Writing an abstract</p> | <ul style="list-style-type: none"> • DUE: (individual post to forum) Multi-modal activity on blogs, editorials, news (See <i>Starting to Fly</i>) • How to write an editorial/analyzing samples (See <i>Starting to Fly</i>) • Read “Why Using ChatGPT to Write this Op-Ed Was a Smart Idea.” Harvard <i>Crimson</i>, December 9, 2022 |
| <p>Session 12: Tuesday, December 5</p> <p><i>Writing an editorial</i></p> <p><i>Building for the future</i></p> | <p>Delivering a team presentation – Stanford Graduate School</p> <p>Sharing multi-modal examples</p> <p>Building a portfolio</p> | <p>DUE: 23.00/Assignments. Abstract + Editorial (15%, Individual)</p> |
| <p>Wednesday, December 6</p> | <p>Independence Day</p> | <p>No course activities</p> |
| <p>Session 13: Thursday, December 7 Mandatory attendance</p> <p>Reviewing and polishing</p> | <p>Word-crafting and editing</p> <p>Micro/macro peer review</p> | <ul style="list-style-type: none"> • Prepare/rehearse presentation • Final edits of academic report • DUE: 23.00/Assignments. Final academic report (20%, team) |
| <p>Session 14: Friday, December 8</p> <p>Sharing your findings</p> | <p>Presentations</p> <p>Personal Writing Target #2</p> | <ul style="list-style-type: none"> • Presentations • Personal Writing Target 2 (5%, individual) |

| Grading | |
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| Course Requirements | Weighting (%) or maximum points |
| Personal writing target 1 (individual) ~1.5 pp. Due Nov 20 | 5% |
| Essay (individual) ~2pp. Due Nov 23 | 10% |
| Thesis statement/annotated bibliography ~4pp. Due Nov 27 | 15% |
| Draft academic report (team) ~10pp. Due Dec 1 | 15% |
| Abstract/editorial (individual) ~2pp. Due Dec 5 | 15% |
| Final academic report (team) ~10pp. Due Dec 7 | 20% |
| Personal writing target 2 ~1.5pp. Due Dec 8 | 5% |
| Participation (including professionalism, work plan, forums, reviews, presentation). Throughout. | 15% |
| Total | 100% |
| Conversion scale | Final grade (official scale) |
| 90 - 100 | 5 |
| 80 - 89 | 4 |
| 70 - 79 | 3 |

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| 60 - 69 | 2 |
| 50 - 59 | 1 |
| 0 - 49 | 0 |
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ECTS STUDENT WORKLOAD

This course is a 6 ECTS unit course, following the ECTS (European Credit Transfer System) guidelines of Aalto University School of Business. The number of hours the average student is expected to work in the course is 160 (including in-class and out-of-class work).

| Types of Hours | Number of Hours |
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| Contact hours (on- and off-campus): | 45 |
| Out-of-class hours: | 115 (Sum of fields below) |
| Work with course materials, eg required reading | 25 |
| Exam preparation | 1 |
| Individual research & writing | 50 |
| Team projects (meetings, research, preparation, etc.) | 30 |
| Other (editing and proofreading) | 9 |
| Total of all student workload (contact and out-of-class) hours: | 160 |

ACADEMIC POLICY STATEMENTS

CODES OF CONDUCT

Academic excellence and high achievement levels are only possible in an environment where the highest standards of academic honesty and integrity are maintained. Students are expected to abide by the Aalto University Code of Academic Integrity, other relevant codes and regulations, as well as the canons of ethical conduct within the disciplines of business and management education.

In addition, the BScBA Program has strict exam regulations in force which must be followed in all test-taking situations.

TEXTBOOK POLICY

All required textbooks and other course materials are the responsibility of the student. It is the expectation of faculty that all students will have access to the textbooks and other reading material. If a student is not able to purchase his/her own copy of the textbook or other required reading materials, it is nonetheless the student's responsibility to find a way to complete the reading for the course.

CLASS ATTENDANCE AND PARTICIPATION

Class attendance and participation are considered integral parts of teaching and learning at the BScBA program in Mikkeli. Therefore, regular class attendance is required of all students and attendance records are kept for each class. Students are also expected to be in class on time.

If the student participates in the final exam/assessment, it will be graded and counted towards the final grade.

The attendance policy of the BScBA program provides that:

- 1) **A maximum of three absences of any kind** is allowed for a 3-week, 6-credit course. Four or more absences will result in being dropped from the course.
- 2) Whenever taking an absence, **the student bears the risk of missing class**, and the consequences, which may include a lower participation grade, missing a graded activity, etc. It is up to the course instructor to decide whether or not a graded activity can be completed later.
- 3) **An absence on the first day of the course** will result in 5 points (on a 100-point scale) being deducted from the student's final raw score before converting it to the final grade. If a student is absent on the first day due to illness and provides the Manager of Academic Operations with a medical certificate, the 5-point deduction will be waived. The Manager of Academic Operations will then inform the instructor of the waived deduction.
- 4) **A student getting to class after the session has started** will not be able to enter the classroom until the first break and will get an absence for the day.
- 5) It is expected that **students marked present for the day are in class the entire time**. Students leaving class early may be marked absent.
- 6) **The instructor may include class participation as a component of the grade**; up to 15% of the total points that can be earned toward the final grade.
- 7) **The instructor may identify up to three days of the course (in addition to the first day) as mandatory**, ie taking an absence on those days would have a direct impact on the course grade.

The instructor for the course will take attendance in classes. The decision to drop a student from a course will be made by the instructor, who will inform Mari Syväoja, Manager of Academic Operations: mari.syvaoja@aalto.fi.

Addition to the attendance policy of the BScBA Program, Mikkeli Campus:

- This addition concerns absences in addition to the normal maximum of three that would fall under a category called **Medical and Family Emergency cases**.
- Students who want to use this option to complete a course must fulfil these criteria:
 - The total absences of the student will exceed the normally allowed three absences due to a major medical problem or family emergency.
 - The student will be absent no more than 5 days; exceeding that number of days will result in dropping the course.
 - Documentation or a detailed explanation concerning the entire period of the emergency (such as a medical certificate) is provided to the Manager of Academic Operations.
- The case-by-case solution will be coordinated by the Manager of Academic Operations, who will deal with the documentation and discuss with the instructor to find a pedagogical solution enabling the student to continue in the course. In case the MAO is on leave, the student should contact the other study office staff.
- The solution must not cause a significant increase in the instructor's workload. The grading elements for the course may be reviewed, and additional assignments may be arranged if feasible. However, a shifting of grading proportions may occur. The course grade might be affected due to the student missing some in-class activities.

Additional Information

We are each accountable for the success of this class. Success is dependent upon:

- being actively engaged during and outside of class;
- being respectful of all opinions and communicating professionally with everyone in the class;
- being proactive when you need to miss a class or an assignment, or when something isn't clear;
- completing the readings;
- preparing each deliverable by its deadline
- participating substantively in class discussions; and

- providing meaningful feedback to classmates on peer reviews

Late deliverables

Late assignments will lose 10 points per 24-hour period, *beginning as soon as you miss a deadline*. If an assignment is four or more days late (including weekends), the grade will convert to a zero for that assignment.

If you are absent, let me know in advance, if possible, particularly when a deadline is involved. Please note that, because deadlines are generally several hours after class ends and because all deliverables are submitted electronically, it is generally possible (and desirable) to honor the deadline.

Extensions

If you receive an authorized extension, you must submit your deliverable by the new deadline; otherwise, it will be subject to the customary late submission penalty.

AI policy (evolving)

ChatGPT, GPT-4, and other such artificially intelligent tools are here to stay with seemingly unlimited application, including writing. That being said, its capabilities related to critical and creative thinking as expressed through writing are limited.

For written assignments, you may use AI to help locate sources, generate outlines, or to copy-edit your work, ie, the first and last components of preparing a deliverable. I anticipate that any other use would be considered a violation of academic integrity, thereby impacting your grade for that deliverable and possibly for the course. I will adjust this policy as needed to remain compliant with the [Aalto University policy](#).