

Course Title		
MLI61C630	Academic Writing	6 cr
Learning Outcomes and Content		
<p>Outcome: 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> <p>Cefr: Starting level C1</p>		

Instructor Name and Profile
<p><i>Beryl Cox Pittman</i>, now in her tenth year at Aalto – Mikkeli, also teaches professional writing at North Carolina State University in Raleigh, North Carolina. She is active in the entrepreneurship community at NC State, including mentoring student start-ups, teaching in the Engineering Entrepreneurs Program, and serving as a member of the Brain Trust for the Social Innovation Fellows 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.</p> <p>During the summer, Beryl teaches 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>She also teaches business communications courses at the US campus of SKEMA University.</p> <p>Beryl has taught communications at the 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>Her personal interest is exploration.</p>

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Office Hours
12:00 – 13:00 M—Th and by appointment

Required Reading

- Butt, S. (2016) *Citation & Referencing Guide: The Harvard System* (3rd edition). Mikkeli: Aalto University
- Butt, S. (2016) *Style Guide*. Mikkeli: Aalto University
- Multimodal reading/listening *MyCourses* (*links in syllabus section*)

Course Schedule

Session # and Date	Topic/s	Assignment/s
Session 1: Monday, Nov 22 <i>Knowing your audience</i> <i>Finding your voice</i> 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.	Welcome. Intro to course. Genres and how academic writing fits in. Your voice and entering the academic discourse.	<ul style="list-style-type: none"> • Post to Getting to Know You • DUE: In class/forum • Personal Writing Target 1 (5%). DUE: In class/Assignments For class on Nov 23: <ul style="list-style-type: none"> • Read Brainstorming (The Writing Center of the University of North Carolina at Chapel Hill) • Read email etiquette and Zoom etiquette in Starter Kit. • Start brainstorming for a topic. <p>Read/watch some of the offerings in the Course Reading. Think. Google a bit. Think some more. Write down several issues related to the impact of climate change on business that interest you – they can relate to investing, sustainability, particular industries ranging from fast fashion to petroleum, economic impacts, marginalized communities – lots of possibilities!</p>

<p>Session 2: Tuesday, November 23</p> <p><i>More on finding your voice</i></p> <p><i>Finding an argumentative edge</i></p>	<p>Ideation. From topic to argumentative edge. The difference in informing and persuading. Narrowing your idea from topic to narrow the scope of your thesis statement (TS). Generating ideas. Watch John Oliver. Watch How to Write a TS</p> <p>Group activity: Post your potential (TS) to the forum in Baby Steps. Provide feedback on each person's TS.</p>	<p>DUE: November 24</p> <ul style="list-style-type: none"> • Read Business and Climate Change. UN Chronicle” (UN Chronicle) • Read “What is an essay?” And follow the link to Argumentative (Persuasive) essay. (Purdue OWL) • Watch Global Perspective, Africa Focus, Country Branding, Autos, Energy, Banking & Financial Services (BBC Sustainability Edit) <p>Prepare potential TS</p>
<p>Session 3: Wednesday, November 24</p> <p>EXTENDED CLASS Ends at 1700</p> <p><i>Entering the conversation</i></p>	<p>Timed essay (in class)</p> <p>Group activity: Post potential TS to forum.</p>	<p>DUE: November 24</p> <ul style="list-style-type: none"> • Respond to each group member's TS by 2300 EET. • Continue brainstorming and gathering ideas. • Essay (in class) <p>Read “Quoting, Paraphrasing, and Summarizing” (Purdue OWL)</p>
<p>Session 4: Thursday, November 25</p> <p><i>Learning from an expert</i></p> <p><i>Evaluating sources</i></p>	<p>Guest speaker: Jaana Santala, Media Specialist</p> <p>Characteristics of popular, reputable, and scholarly sources.</p> <p>Introduction to Citation and Reference Guide (CRG)</p> <p>Introduction to Annotated Bibliography + TS assignment (15%).</p>	<p>DUE: November 26</p> <ul style="list-style-type: none"> • Begin research for thesis statement + annotated bibliography. <p>Read “Big Business Climate Change Movement”(Inside Climate Change)</p>
<p>Session 5: Friday, November 26</p> <p><i>Gathering sources</i></p>	<p>More on CRG. Practice with summarizing and quoting.</p>	<ul style="list-style-type: none"> • Continue work on Monday's deliverable, the Annotated Bibliography + TS • Read “Group Work and Report Planning” (Purdue OWL) • Watch “Three Things that Great Teams Have in Common” (TED Talk)

<p>Session 6: Monday, November 29</p> <p><i>Building an argument</i></p> <p><i>Preparing for teamwork</i></p>	<ul style="list-style-type: none"> • Persuasive strategies and logic (See Starter Kit) • Using evidence ethically (See Starter Kit) • Post response to “Three Things that Great Teams Have in Common.” Forum. DUE: 1700 EET. 	<ul style="list-style-type: none"> • DUE: Annotated Bibliography + TS, Assignments, 2300 EET
<p>Session 7: Tuesday, November 30</p> <p>EXTENDED CLASS Ends at 1700</p> <p><i>Forming teams</i></p> <p><i>Making a plan</i></p> <p><i>Developing content</i></p>	<ul style="list-style-type: none"> • Project management – time, task, person. • Introduce academic report – drafting through editing. • Developing content through comparison-contrast, cause-effect, example. (Michael Moore on education in Finland. YouTube.) 	<ul style="list-style-type: none"> • Begin to 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) • IN CLASS: Post work plan (Forum: Starting to Run) • Watch John Oliver on New Green Deal (YouTube)
<p>Session 8: Wednesday, December 1</p> <p><i>Practicing strategies</i></p> <p><i>Building an outline</i></p>	<p>More on developing content (See Starter Kit)</p> <p>Forum post (Starting to Run): analysis of New Green Deal (individual) DUE 1700 EET</p>	<p>Assignment:</p> <ul style="list-style-type: none"> • Work on draft. • Communicate with your team.
<p>Session 9: Thursday, December 2</p> <p><i>Let's go to Comma Camp!</i></p>	<ul style="list-style-type: none"> • Correctness matters. • Commas, hyphens, agreement, active and passive voice. • Conference/break-out rooms. 	<ul style="list-style-type: none"> • Work on draft. <i>Peer review on Dec 3.</i> • Communicate with your team.
<p>Session 10: Friday, December 3</p> <p><i>Giving and receiving feedback</i></p> <p><i>Delivering the same message to different audiences</i></p>	<ul style="list-style-type: none"> • Macro-level peer review. • What is multi-modal composing? 	<ul style="list-style-type: none"> • DUE: Team Draft Academic Report, Assignments, 2300 EET • Read Presentation, Abstract/Editorial assignments (MyCourses)
<p>Monday, December 6</p>	<p>Independence Day</p>	<p>No course activities</p>

Session 11: Tuesday, December 7 <i>Preparing the presentation</i>	<ul style="list-style-type: none"> • More on multi-modal composing • More on team presentations • Writing an editorial • Writing an abstract 	<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>)
Session 12: Wednesday, December 8 EXTENDED CLASS Begins at 1200 <i>Learning from an expert</i> <i>Writing an editorial</i>	<ul style="list-style-type: none"> • Guest speaker: Antti Karjalainen – How Scandic Hotels navigated the pandemic 	<ul style="list-style-type: none"> • DUE: 2300. Abstract/Editorial. Assignments • Work on team presentation
Session 13: Thursday, December 9	<ul style="list-style-type: none"> • Polishing touches • Peer review, macro and micro 	<ul style="list-style-type: none"> • Work on team presentation
Session 14: Friday, December 10	<ul style="list-style-type: none"> • Presentations 	DUE: Final Team Academic Report. 2300, Assignments DUE: Dec 11, 2300, PWT2, Assignments

Grading	
Course Requirements	Weighting (%) or maximum points
Personal Writing Target #1 (1.5 pages) due Monday Nov 22	5%
Essay (2 pages) due Wednesday Nov 24	10
Annotated Bibliography + TS (4 pages) due Monday Nov 29	15
Draft Team Academic Report (~10 pages) due Friday Dec 3	15
Abstract/Editorial (2 pages) due Wednesday Dec 8	15
Final Team Academic Report (~10 pages) due Friday Dec 10	20
Personal Writing Target #2 (1.5 pages) due Saturday Dec 11	5
Participation (throughout: includes team work plan, team feedback, and 4-minute individual presentation + Q&A)	15
Total	100%

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
Contact hours (on- and off-campus):	45
Out-of-class hours:	115
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 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 (Fall 2021 Pilot)

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 (piloted in Fall 2021) 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.

- 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.
- 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.**
- 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.

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.

This new policy will be in use as a pilot process for the fall semester 2021 (Modules 1-5) and will be evaluated after that.

Additional Information

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

Completing the readings; completing all homework on each given date; taking advantage of office hours; responding to instructor questions appropriately; participating meaningfully in class discussions; providing meaningful feedback to classmates on peer reviews; not engaging with electronics unless invited; and communicating professionally with your teammates and with me.

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, the grade will convert to a zero for that assignment.
- If you are absent, let me know beforehand 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.