University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition ☐ Regular or ☐ Experimental or ☐ Other (click and type to specify)
   - B. Deletion ☒
   - C. Modification: ☐ in credits ☐ in title ☒ in prerequisites or co-requisites ☒ Other (click to specify)

2. New Alpha, Number and Title

3. Credits *

4. Old Alpha, Number and Title ENG 209

5. Credits 3 credits

6. New Catalog Description
   Business Writing:
   A study of business and managerial writing; practice in writing letters, memos, and reports, including a report requiring research and documentation. Upon successful completion of this course, the student should be able to:
   1. Understand the nature and functions of business and managerial writing.
   2. Apply the principles of effective business writing in composing business messages.
   3. Adapt a business message to its context, audience, and purpose.
   4. Prepare business reports, including a research report involving gathering and analyzing information, drawing conclusions, making recommendations, and documenting sources.
   5. Proofread and edit business writing for grammatical, spelling, punctuation and mechanical errors.
   6. Prepare and make effective use of presentation software.
   7. Compose an effective resume and employment letters. (3 hrs. lect.)
   Prerequisite: "C" or better in ENG 100.

7. Select box and type specific information in text box.
   - Prerequisites ☒ Corequisites or ☐ Recommended Preparation
   - Prerequisite: "C" or better in ENG 100.

8. Student Contact Hours Per Week
   - Lecture ☒ 3
   - Lecture/Lab ○
   - Lab ○
   - Other (click to specify)

9. Proposed Date of First Offering
   - Semester Spring
   - Year 2006

10. This course ☒ is proposed for the Liberal Arts Program Program. ☒ can fulfill * If Other, specify Humanities DL

11. This course Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>UH-Manoa Eng 209 Business Writing</td>
<td>*</td>
<td>UH-Hilo Eng 309 Writing for Business</td>
</tr>
<tr>
<td>*</td>
<td>UH-WO HUM 310 Writing Skills</td>
<td>*</td>
<td>HorCC Eng 209 Business &amp; Managerial Writing</td>
</tr>
<tr>
<td>*</td>
<td>KapCC Eng 209 Business &amp; Managerial Writing</td>
<td>*</td>
<td>KapCC BUS 175-WI Business Communications: Written</td>
</tr>
<tr>
<td>*</td>
<td>MOC Eng 209 Business &amp; Managerial Writing</td>
<td>*</td>
<td>LCC Eng 209 Business Writing</td>
</tr>
</tbody>
</table>

13. This course is (check one and click in appropriate textbox and provide details):
   - ☒ Already articulated with
   Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:

   - □ Appropriate for Articulation with
   Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:

   - □ Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   Deleting prerequisites which are no longer required.

Requested by: [Signature]
Department Chairperson
08/03/2001

Approved by: [Signature]
Curriculum Committee Chairperson
March 14, 2006

CCCMM #6100 (Amended for WCC use October 2002)
Proposal to Initiate, Modify or Delete a Course

Faculty Senate Chairperson

Date 3/21/06

Dean of Instruction

Date 3/25/06

Provo
# Levels of Review of Course Proposal at Windward Community College

## Course Alpha, Number, and Title:

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23 Oct, 2006</td>
</tr>
<tr>
<td></td>
<td>2/23/2006</td>
</tr>
<tr>
<td></td>
<td>2/23/2006</td>
</tr>
</tbody>
</table>

1. **Department Area** (more than one departmental instructor's signature required)

   - [Signature 1]
   - [Signature 2]
   - [Signature 3]

2. **Department Chairperson**

   - [Signature 4]
   - [Date: 02/23/2006]

   **Was this course discussed in a department meeting?**

   - Yes [X]
   - No [ ]

3. **Division**

   - [Signature 5]
   - [Date: 2/27/06]

4. **Curriculum Committee Review**

   - [Approved: X]
   - 6-0
   - [Disapproved: ]

   **Reason:**

   - [Signature 6]
   - [Date: March 14, 2006]

---

**CCCM #6100 (Amended for WCC use October 2002)**
Course ENG 209
Submitted by Frances Ooliver
Date February 22, 2006

1. What change is proposed in the course? Provide specific information comparing both the "new" and "old" course.

Delete prerequisite of "OAT 130 or ICS 100" in course description.

2. What is the rationale for the change?

These courses no longer offered and no longer required.

3. Is the change substantive enough to require a change in course identification? If so, explain thoroughly.

No

4. Is the course articulated with any 4-year program? Yes

If yes, give details of the agreement(s) and explain any impact the proposed modifications may have on articulation.

Proposed modification will have an impact on articulation because course is aligned with system-wide outcomes.

5. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial considerations that would be required to implement this course modification. What has been done to provide for these additional costs? Who will teach the course? Is additional preparation needed?

None

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? * If yes, provide details and justification for these alterations.

No

7. If the course is renumbered to 100 or above, does it meet the criteria for transfer level courses? (Go to next page for transfer course criteria.) *

CCCM #6100 (Amended for WCC use September 2002)
Original dated WCC 9/91
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)
(This sheet was originally blue.)

Course Alpha and Number

Submitted by

Date February 22, 2006

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course any related baccalaureate program area.

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

3. Please attach a complete course outline if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.

CCCM #6100 (Amended for WCC use September 2002)
Original dated WCC 9/91
MEMORANDUM

TO: Michael Rota
   Associate Vice President for Academic Affairs and
   Chair, University Council on Articulation

SUBJECT: English/Business 209

As requested in a memo to the Chief Academic Officers dated April 22, 2004, I have shared the recommendations from the University Council on Articulation Standing Committee on Written Communication on student learning outcomes for English/Business 209 with our English faculty who teach this course.

I have been assured that Windward Community College has adapted the committee’s recommendations in our English 209 course offering. Should you have any questions, please call me at 235-7420.

Carol Pang
Dean of Instruction

c: Karl E. Kim, Interim Vice Chancellor
   for Academic Affairs
   Alan Ragains, Language Arts Department Chair
   Frances Oliver
To: Frances Oliver  
   Member, UH System English/Business 209 Outcomes Committee  

From: Thomas Hilgers  
   Chair, UCA Standing Committee on Written Communication  

On behalf of the members of the University Council on Articulation’s Standing Committee on Written Communication, I want to acknowledge your two years of service on the English/Business 209 Objectives Committee.

At its meeting of May 2, 2003, the Standing Committee accepted your final report after a brief presentation by your chair, Professor Marie Bogdanovicz. The Standing Committee then voted unanimously to forward your list of objectives and topics to each campus’s Chief Academic Officer (CAO). We will request that the CAO work to make your objectives and topics part of official campus policy for English 209 and Business 209.

In the course of your long service, you may have occasionally wondered if the work was truly worthwhile. I note that our faculties are ultimately responsible for our curricula, and that exercising that responsibility is a time-consuming but important process. Every effort we make toward shared curricula on our UH system campuses will help our students, and in many cases will help us to become more attentive instructors.

Through your service on this committee, you have become, perhaps unintentionally, your campus expert on the English/Business 209 course. I sincerely hope that you will put what you have learned to use in helping new, often part-time colleagues, develop successful approaches to students’ attainment of the objectives you so carefully articulated.

Thank you for your generous service.

cc: Angela Meixell, Provost  
   Alan Ragains, Chair, Language Arts
English – Business 209 study
Final Report

Summary

Over the course of two academic years (AY 2001-2002 and AY 2002-2003), the English­ Business 209 committee engaged in review, consolidation, and ranking of the objectives and topics of Business and Managerial Writing courses as they were offered throughout the system. We have come to agreement on what the required Objectives and Assignments of ENG/BUS209 should be.

Background and process

In April 2001, Dr. Thomas Hilgers, Director of the Manoa Writing Program, struck a committee to review current system-wide offerings of English 209 and Business 209 and recommend common objectives and topics for the courses. He appointed Dr. Maureen Bogdanowicz of Kapi‘olani Community College to chair the committee. Committee members submitted syllabi for all sections of Business 209, English 209, and equivalent courses (from institutions which do not offer either form of 209) for Spring 2002. Based on these offerings, the committee reviewed current offerings, consolidated components of all offerings, ranked components, and reviewed the final ranked list with stakeholder departments and colleagues at their institutions.

Committee members

Representatives of six colleges and three universities in the UH system participated on the committee.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Committee member</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Manoa</td>
<td>Edith Suyama (AY 2001-2002)</td>
<td>BUS209</td>
</tr>
<tr>
<td></td>
<td>Jennifer Chandler (AY 2002-2003)</td>
<td>BUS209</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>Karla Hayashi</td>
<td>ENG309</td>
</tr>
<tr>
<td>UH West Oahu</td>
<td>June Aono</td>
<td>HUM310</td>
</tr>
<tr>
<td>Hawai‘i CC</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>Dolores Donovan</td>
<td>ENG209</td>
</tr>
<tr>
<td>Kapi‘olani CC</td>
<td>Maureen Bogdanowicz</td>
<td>ENG209</td>
</tr>
<tr>
<td>Kaua‘i CC</td>
<td>Brian Cronwall</td>
<td>BUS175</td>
</tr>
<tr>
<td></td>
<td>Pat Posner</td>
<td></td>
</tr>
<tr>
<td>Leeward CC</td>
<td>Pat Hurley</td>
<td>ENG209</td>
</tr>
<tr>
<td></td>
<td>Stanley May</td>
<td>OAT143</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OAT144</td>
</tr>
<tr>
<td>Maui CC</td>
<td>Patricia Adams</td>
<td>ENG209</td>
</tr>
<tr>
<td>Windward CC</td>
<td>Frances Oliver</td>
<td>ENG209</td>
</tr>
</tbody>
</table>
Data collection

In Spring 2002, the committee chair collected 22 syllabi, one from each faculty member teaching Business 209, English 209, or an equivalent course. This represented a snapshot in time of system-wide offerings and the objectives and topics of all sections of all courses being offered. The data gleaned from these syllabi formed a basis for discussion among committee members.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Course</th>
<th># copies of syllabi</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Manoa</td>
<td>BUS209</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG209 (summer)</td>
<td>1</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>ENG309</td>
<td>3</td>
</tr>
<tr>
<td>UH West Oahu</td>
<td>HUM310</td>
<td>1</td>
</tr>
<tr>
<td>Hawai‘i CC</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>ENG209</td>
<td>2</td>
</tr>
<tr>
<td>Kapi‘olani CC</td>
<td>ENG209</td>
<td>3</td>
</tr>
<tr>
<td>Kaua‘i CC</td>
<td>BUS175</td>
<td>1</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>ENG209</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>OAT143</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>OAT144</td>
<td>1</td>
</tr>
<tr>
<td>Maui CC</td>
<td>ENG209</td>
<td>3</td>
</tr>
<tr>
<td>Windward CC</td>
<td>ENG209</td>
<td>1</td>
</tr>
</tbody>
</table>

The committee chair compiled a list of all competencies, objectives, goals, outcomes, and assignments from all the syllabi.

Collection of the data was completed during the Spring 2002 semester.

Analysis of data

In preparation for a face-to-face meeting of committee members, we reviewed the list materials to assure comprehensive data collection. Because we worked with no budget, we agreed to meet at the Community Colleges annual Excellence in Education meeting in Spring 2002. Community College and UH West Oahu committee members attended a meeting at the conference held at Leeward CC. UH Manoa and UH Hilo committee members were unable to attend. However, they participated in analyzing the data through electronic and fax communication.

The committee filtered the extensive list of course materials, and we compiled non-redundant lists of Topics, Goals, Objectives, and Assignments.

We submitted this list to the Manoa writing program as a progress report in May 2002.

Manoa Written Communication Committee response
In May 2002, the Written Communication Committee of the Manoa Writing Project responded to the progress report with four recommendations:

Suggestions from the Written Communication committee:

1. Contact business faculty at the affected community colleges as well as faculty from the College of Business at UHM
2. Include collaborative writing as a goal or objective.
3. Prioritize topics or assign each goal/objective a percentage of the total.
4. Set final criteria by the next system-wide meeting in Spring 2003.

In Fall 2002 and Spring 2003, the 209 Committee addressed these recommendations in this order:

1. We ranked the topics, goals, and objectives – each committee member ranked each item on a scale from 10 ("absolutely critical") to 1 ("good to have, but not critical"). Since ten people responded, the total rankings ranged from a possible high of 100 to a low of 10. Items scoring less than 50 were removed from the list of required topics goals, and objectives.

2. We included collaborative writing as a goal or objective, but it was ranked only 32, so it was eliminated from the list of required objectives. Discussion of this issue centered on the fact that we all do considerable group work, and this may be considered collaboration, but neither all our students nor we have access to software and facilities for project collaboration.

3. We contacted business departments, faculty, and colleagues and asked for feedback on the ranked list that emerged. In general we have support for our list of topics, goals, and objectives. The CBA at Manoa was already represented on the committee. A Business faculty member from UH West Oahu was on our committee. Committee members from UH Hilo, Honolulu CC, Kapiʻolani CC, Kauaʻi CC, Maui CC, and Windward CC reviewed the objectives with Business Education faculty.

4. The final criteria are now set and included in this report.

Constraints

Our main constraint was the fact that we worked without a budget and could not meet face-to-face for discussions. In March 2003, we intended to meet for a final review at the CC Excellence in Education Conference scheduled to be held at Kapiʻolani CC, but the
conference was canceled because of system-wide budget cuts. However, we have had full representation and discussion via e-mail and fax.

**Final list of Objectives and Topics**

The table below represents our final recommendations for what should be included in ENG/BUS 209. The rankings are out of 100.

**English/Business 209 – Objectives and topics**

<table>
<thead>
<tr>
<th>Rank (max 100)</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>To improve understanding of business writing process and methods</td>
</tr>
<tr>
<td>98</td>
<td>To improve overall writing ability</td>
</tr>
<tr>
<td>98</td>
<td>To analyze a writing situation effectively</td>
</tr>
<tr>
<td>98</td>
<td>To compose a variety of correspondences for specific purposes</td>
</tr>
<tr>
<td>97</td>
<td>To write clearly, persuasively, ethically, and to a deadline</td>
</tr>
<tr>
<td>95</td>
<td>To demonstrate mastery of standard grammar and mechanics</td>
</tr>
<tr>
<td>90</td>
<td>To use various strategies and steps in the writing process</td>
</tr>
<tr>
<td>90</td>
<td>To use current available technology to streamline and maximize the effectiveness of written and verbal reports and to facilitate research</td>
</tr>
<tr>
<td>88</td>
<td>To find and organize material appropriate to audience, purpose, and situation</td>
</tr>
<tr>
<td>84</td>
<td>To recognize communication barriers and how to remove them</td>
</tr>
<tr>
<td>77</td>
<td>To build on the ability to give and receive constructive peer criticism</td>
</tr>
<tr>
<td>77</td>
<td>To identify interpersonal and intercultural communication barriers and suggest ways of overcoming them</td>
</tr>
<tr>
<td>72</td>
<td>To recognize the impact of corporate culture on modes of communication within an organization</td>
</tr>
<tr>
<td>72</td>
<td>To develop clear, complete, and accurate written and spoken messages</td>
</tr>
<tr>
<td>70</td>
<td>To summarize</td>
</tr>
<tr>
<td>65</td>
<td>To prepare and make effective use of presentation software</td>
</tr>
<tr>
<td>61</td>
<td>To consider the legal aspects of business communication</td>
</tr>
</tbody>
</table>

**Topics**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>Correspondence</td>
</tr>
<tr>
<td>89</td>
<td>Resume and cover letter</td>
</tr>
<tr>
<td>85</td>
<td>Presentations</td>
</tr>
<tr>
<td>82</td>
<td>Reports</td>
</tr>
<tr>
<td>78</td>
<td>Research project</td>
</tr>
<tr>
<td>70</td>
<td>Proposal</td>
</tr>
<tr>
<td>65</td>
<td>Business forms</td>
</tr>
</tbody>
</table>

This is the final ranking.
Comments from Business Faculty

Generally, there is agreement that these objectives and assignment topics meet requirements for Business and Managerial Writing. Business faculty made recommendations for topics for assignments, many of which, the committee feel, go beyond the scope of an English course. These include

- Grant writing and requests for funding, including cost-benefit analysis
  - These extend beyond English and Writing course material.
- Appraisal writing
  - This, too, is beyond our scope.
- Full job application communication, including mock interviews
  - This topic overlaps with Speech and Communication courses.
- Expanded emphasis on presentation skills and use of presentation software.
  - Since not everyone who teaches ENG/BUS209 has access to computer labs and presentation software, this material cannot be expanded for all offerings at all campuses.

In addition, one campus (Maui CC) voiced concern that the objectives are not specific and measurable enough. The committee feel that we cannot stipulate all content in the course, and that the general objectives can be adapted by faculty teaching the course to include specific material – for example, the general objective of “summarizing material” would be more precise in each instructor’s syllabus and stipulate what material will be summarized.

Conclusion

The committee submits this final report on the components of ENG/BUS209. The committee is in agreement, and we have support from Business faculty.

Submitted April 4, 2003

Maureen Bogdanowicz
Chair, ENG209 Committee
COURSE NAME: Business Writing

COURSE NUMBER: English 209 (This course is writing intensive.)

CREDIT HOURS: 03

COURSE DESCRIPTION: A study of business and managerial writing; practice in writing letters, memos, and reports, including a report requiring research and documentation. Upon successful completion of this course, the student should be able to:

- Understand the nature and functions of business and managerial writing.
- Apply the principles of effective business writing in composing business messages.
- Adapt a business message to its context, audience, and purpose.
- Prepare business reports, including a research report involving gathering and analyzing information, drawing conclusions, making recommendations, and documenting sources.
- Proofread and edit business writing for grammatical, spelling, punctuation and mechanical errors.
- Prepare and make effective use of presentation software.
- Compose an effective resume and employment letters.

REQUIREMENTS SATISIFIED BY COURSE: Satisfies UHM College of Business Administration graduation requirement.

PREREQUISITES: A grade of "C" or better in English 100 or approval of a designated Language Arts representative.

ACTIVITIES REQUIRED OUTSIDE OF CLASS: Access to a computer with a modem for Internet, word processing, and e-mail work; library research; and one conference with the instructor.

INSTRUCTOR: 
OFFICE: 
TELEPHONE: 
E-MAIL: 
OFFICE HOURS: 


STRATEGIES TO REACH THE GOALS OUTLINED IN THE COURSE DESCRIPTION: Students will demonstrate competence and complete a variety of business writings including letters, memos, e-mail, a short report, a formal research report, and a resume. Students will also design and make an oral report using presentation software.

METHOD OF INSTRUCTION: The primary mode of instruction will be whole-class lecture/discussion augmented by in-class work on the computer, Internet research, and group work.

WHAT IS EXPECTED OF STUDENTS:

1. Demonstrate prompt and consistent attendance. Employers value showing up on time. Students are expected to attend classes regularly and on time. Each student is allowed three absences during the semester and any additional absences will count against your final grade. In the event of an absence, notify your instructor either by e-mail or voice-mail. Students are responsible for course material despite absences.
2. All assignments are due during class. Late work, except in the case of verifiable absences, will receive lower grades.
3. All assignments, including drafts, must be printed. Additionally, all work must be turned in, if requested, with either a transmittal or cover memo to the instructor.
4. Confer frequently with the instructor about work in progress.
5. Turn off all cell phones, pagers, and other electronic devices during class.

GRADING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten memos/e-mails and letters @35 points each</td>
<td>350</td>
</tr>
<tr>
<td>Informal report</td>
<td>50</td>
</tr>
<tr>
<td>Formal report</td>
<td>200</td>
</tr>
<tr>
<td>Resume and letter of application</td>
<td>100</td>
</tr>
<tr>
<td>Three tests @ 50 points each</td>
<td>150</td>
</tr>
<tr>
<td>Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Homework - ten (WI, etc.) @ 5 points each</td>
<td>50</td>
</tr>
<tr>
<td>Grammar exercises (14)</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
</tr>
</tbody>
</table>

GRADES AVAILABLE:
- A = 900 points or better
- B = 800 - 899 points
- C = 700 - 799 points
- D = 600 - 699 points
- F = below 600 points

http://wct01.hawaii.edu:80/WIN3A61089200610/courseoutlinefall05.html