ENGLISH 209    WI-BUSINESS WRITING

3 Credits

INSTRUCTOR: Lance Uyeda
OFFICE: Na'auao 129 & 146
OFFICE HOURS: M/W 1:30-3:00; T/Th 9:30-11:00; and by appointment—please see my schedule at http://bit.ly/E2ndS
TELEPHONE: 236-9229
EMAIL: LKUYEDA@hawaii.edu
EFFECTIVE DATE: Fall 2009

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

ENG 209 Business Writing (3): A study of business and managerial writing; practice in writing letters, memos, and reports, including a report requiring research and documentation. Prerequisite: “C” or better in ENG 100. WCC: DL

STUDENT LEARNING OUTCOMES

Students will:

1. Understand the nature and functions of business and managerial writing.
2. Apply a business message to its context, audience, and purpose.
3. Prepare business reports, including a research report involving gathering and analyzing information, drawing conclusions, making recommendations, and documenting sources.
4. Proofread and edit business writing for grammatical, spelling, punctuation, and mechanical errors.
5. Prepare and make effective use of presentation software.
6. Compose effective résumés and employment letters.

COURSE CONTENT

Concepts or Topics

1. Communication Skills
2. Writing Process
3. Professional Correspondence
4. Reporting Workplace Data
5. Technology Skills
6. Communicating for Employment

Skills or Competencies—Students will:

1. Develop an awareness of the need for correct expression and professionalism in oral and written business communication
8. Use informal and formal research techniques to gather information
9. Write sentences and paragraphs that
2. Understand the technologies commonly used in today's digital workplace
3. Develop techniques for improving listening, nonverbal, and cross-cultural skills
4. Evaluate business messages to determine strengths and weaknesses
5. Apply a three-stage writing process to solve business communication problems
6. Apply the principles of effective communication to business writing, including audience benefits, "you" view, conversational but professional tone, positive language, inclusive expression, plain English, emphasis, conciseness, and clarity.
7. Compose messages that are readable, use appropriate language, apply parallelism, and use graphic highlighting to convey ideas clearly to readers
8. Link ideas to build coherence
10. Apply effective writing and formatting techniques to the composition of e-mail messages, interoffice memos, routine letters, goodwill messages, persuasive messages, negative messages, informal reports, and formal reports.
11. Practice effective techniques for creating, presenting, and following up oral presentations
12. Write persuasive résumés, cover letters, and other employment documents, as well as learn to optimize employment messages for today's digital workplace

COURSE TASKS

You must complete ALL assignments to pass this course. Work that is late or incomplete will receive partial or no credit.

1. Compose ten memos/emails applying the principles of effective business writing for various purposes and audiences.
2. Compose an informal report in an appropriate writing style with effective headings.
3. Compose a formal report of appropriate length, organization, and tone, generated from research, and properly documented in MLA style. Included with this assignment is a presentation software project on the formal report topic.
4. Prepare a résumé and a letter of application.
5. Complete three unit tests. Unit 1 covers ch. 1-4; Unit 2, ch. 5-8, and Unit 3, ch. 9-14.
6. Complete ten homework assignments.
7. Complete brief, semi-weekly writing activities ("Discussions") to earn participation points.

Points Available

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memos/Emails/Letters</td>
<td>350</td>
<td>(10 @ 35 points each)</td>
</tr>
<tr>
<td>Formal Report</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Unit Tests</td>
<td>150</td>
<td>(3 @ 50 points each)</td>
</tr>
<tr>
<td>Resume and Letter of Application</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td>100</td>
<td>(25 @ 4 points each)</td>
</tr>
<tr>
<td>Informal Report</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>50</td>
<td>(10 @ 5 points each)</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>1000</td>
<td></td>
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</tbody>
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Grades Available

A = 900 or above
B = 800-899
C = 700-799
D = 600-699
F = 599 or below

CR/NC Option: You must have the official CR/NC form signed by the instructor. You must receive a C or higher to receive credit for the course.
**Course Policies**

**In General:**

English 209 will be taught using Laulima, an online course delivery system. Students must have basic computer literacy and a University of Hawaii ID and password to access Laulima and join class activities.

As with other online classes, this class offers students a level of flexibility not available in traditional, “face to face” classes. There are no “live” classes or “real-time/synchronous” chat sessions that you must attend.

Homework and writing assignments are due by Tuesday at midnight each week, unless otherwise noted on the schedule. Each week, you must contribute to the class discussion board two brief posts, the first by Tuesday at midnight, and the second by Thursday at midnight (by “brief” I mean 1-2 paragraphs).

The flexible nature of online learning comes with a certain level of responsibility. The following description of “online learners” was developed by Foothill College in California:

- Online learning is ideal for:
  - Individuals who are self-motivated.
  - Individuals who are self-directed learners.
  - Individuals who are good readers.
  - Individuals who do not procrastinate.
  - Individuals who prefer an individualized mode of learning.
  - Individuals who do not need the stimulation of a traditional class.
  - Individuals who are excited by and fairly comfortable with technology.

Other requirements:

- Ability to access the course for a minimum of 10 hours a week.
- Motivation to adapt to a nontraditional learning environment.

In this class, to be self-motivated and self-directed, you should:

1. Print out this syllabus and the “All Weeks” weekly schedule.
2. Follow the online individual weekly schedule modules carefully (see the “ABCs of ENG 209” link).
3. Complete all reading assignments and other activities indicated on the weekly schedule modules.
4. Study model documents provided in the textbook and the weekly schedule modules.
5. Post questions to the “Questions” forum (see “Discussions and Private Messages” link). The Questions Forum is the first and foremost way for you to “become unconfused” in this class.
   a. Contribute replies to posted questions. You will learn more from answering each others’ questions than from reading and studying in isolation. I will intervene and contribute comments and clarifications as necessary.
6. Email or call Lance (lkuyeda@hawaii.edu; 236-9229) if you have a question that you feel cannot be addressed to the class. I expect that you will have attempted steps 1-4 and considered step 5 before moving to this 6th step.
See Lance in person. The fact that you are taking an online class could mean that you are not much on campus, but I am willing to meet with you at odd hours or on the weekend if necessary (my apologies to anyone not on-island). I will be very happy to meet with you face-to-face, which we will learn in chapter 1 is in many cases the most efficient and speedy method of communication.

**Homework:**

**Late assignments will not receive full credit.** A completed assignment will decrease in value by 5% (of its initial point total) for each day it is late. A 100 point assignment, for example, will be worth 95 points on the first late day, 90 points on the second late day, and so on. Assignments that are late by seven calendar days or longer will not be accepted.

**Writing Standards:**

**Incomplete work will be returned to you and marked late.** Take pride in the work you submit. Business writing calls for different formatting in different kinds of documents. Please carefully follow the formatting tips provided in each chapter of the text. For a brief review of MLA style and formatting, please see the Appendix, pp. A15-A17.

**Grades:**

Work in this class is not graded on a curve. Students will be graded individually according to the merit of their own work. The point breakdowns of specific assignments will be covered in the weekly schedule (see “ABCs of ENG 209”).

**Meetings:**

If you would like to meet with me in person outside of my scheduled office hours, I will gladly make other arrangements to see you. I understand the value of your time. To avoid waiting behind other students, please schedule an appointment with me after by email or phone.

**Emails/Calls:**

**Important: please try to email me from one email address only. This will help me to sort and manage my emails (hundreds a week from students) effectively. Please check your hawaii.edu account on a regular basis. I will send email announcements to that account only. Instructions on forwarding your hawaii.edu account are here: http://www.hawaii.edu/askus/104.**

Please type grammatically correct emails, using complete words and full sentences (no shorthand, as in “where r u now”). Emails must contain a greeting (Aloha Bob, Dear Mr. Smith, or Hi Lance,) and a signature (Thank you, Sincerely, or just your name). This is a professional correspondence, and you must get in the habit of writing professionally. Avoid "emoticons," slang, and abbreviations/acronyms.

If you have any problems or last minute emergencies, email me or leave a voice mail on my office phone. For “big issue” kinds of questions (you got hit by a bus, so you can’t take the test), you should allow for a 24 hour turn-around time on emails. (If you have a question regarding an unforeseen circumstance that has affected your ability to take a test scheduled for Thursday, please email me no later than Wednesday morning, if at all possible.) I rarely check email after 8:00PM, and I often don’t check email at all on weekends.

**Extra Help:**

You are responsible for your own learning. Ask questions and seek clarification if you ever feel even slightly confused.

On campus, free tutoring is available through TRiO Student Support Services; request a tutor
early. The contact number for the TRiO office is 235-7487.

**DISABILITIES ACCOMMODATION STATEMENT**

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.
COURSE POLICIES CONTRACT

I have read through and reviewed the above Course Policies and the entire English 209 syllabus. By signing this document, I acknowledge not only that I understand the policies and requirements of this course, but also that I understand the consequences of not following these policies.

Signed: ____________________________  _______________________
           (type your name)             (date)

QUESTIONNAIRE

Preferred Name ____________________________
Preferred E-Mail Address ____________________________
Preferred Phone ____________________________

1. What do you hope this course will teach you? What are your goals in this class?

2. How can I help you meet these goals?

3. What do you intend to do to meet them?

4. What grade would you be satisfied with in this course? Why?

5. What else would you like me to know about you?