WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

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. Please note: this section focusses on how businesses in Hawaii might become more ecologically aware of their impact on the environment, and how they can reduce their carbon footprint.

Activities Required at Scheduled Times Other Than Class Times

Students are required to conference individually with the instructor at least once during the course.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

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.

Please note: this is a Writing Intensive course (WI). WI courses will:
1. Emphasize writing as an essential tool for learning course material.
2. Provide for interaction between the instructor and student as part of the writing process
3. Establish writing as a major element in determining the grade for the course.
4. Require students to do a significant amount of writing—a minimum of 4,000 words, or the equivalent of 16 typed pages.

COURSE CONTENT

<table>
<thead>
<tr>
<th>Concepts or Topics</th>
<th>Skills or Competencies</th>
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<tbody>
<tr>
<td>1. Communication skills</td>
<td>1. Develop an awareness of the need for correct expression and professionalism in oral and written business communication</td>
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<td>2. Writing process</td>
<td>2. Understand the technologies commonly used in today’s digital workplace</td>
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<td>3. Professional correspondence</td>
<td>3. Develop techniques for improving listening, nonverbal, and cross-cultural skills</td>
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<td>4. Reporting workplace data</td>
<td>4. Evaluate business messages to determine strengths and weaknesses</td>
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<td>5. Technology skills</td>
<td>5. Apply a three-stage writing process to solve business communication problems</td>
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<td>6. Communicating for employment</td>
<td>6. Apply the principles of effective communication to business writing, including audience benefits, “you” view, conversational but professional tone, positive language, inclusive expression, and clarity</td>
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<td>7. Compose messages that are readable, use appropriate language, apply parallelism, and use graphic highlighting to convey ideas clearly to readers</td>
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COURSE TASKS

Students will begin by interviewing the instructor and writing a two page paper on the similarities and differences between you (the student) and the instructor. Students (in pairs) will lead class discussion once during the course. Students will also write two (2) business letters: the first letter responds to a successful interview, congratulating the applicant on a position of hire, while the second letter confirms the termination of an employee after 18 years of service.
Students will also write two (2) business memos, and two (2) reports (one informative and one analytical, 4-5 and 8-10 pages reflectively, not including the cover page and the works cited page).

**ASSESSMENT TASKS AND GRADING**

Grades for assignments turned in one class period late will be reduced by 10%; two class periods late, and assignments will be reduced by 20%. After that, no late assignments will be accepted. Requests for extensions must be made at least one week BEFORE the due date, and extensions are granted at the instructor’s discretion. FINAL DRAFTS OF ASSIGNMENTS ARE NOT ACCEPTED BY EMAIL. If you know you are going to be absent the day an assignment is due, ask your study-buddy or another classmate to turn in your work for you.

**Grading Scale:**
- Interview Assignment (IA) 5%
- Resume (RA) 10%
- Letter 1 (L1) 10%
- Letter 2 (L2) 10%
- Memo 1 (MA1) 10%
- Memo 2 (MA2) 10%
- Informative Report (IR) 10%
- Class Discussion (CD) 15%
- Analytical Report (AR) 20%

**Grading Scale:**
- 100-90 A
- 89-80 B
- 79-70 C
- 69-60 D
- <60 F

**LEARNING RESOURCES**

Course Policies
I understand that you are all adults with numerous other responsibilities and obligations beyond the realm of the classroom. I do not need to hear excuses for not attending class, being late for class, not turning in assignments, etc. etc. But in fairness to students in the class, I shall enforce the following policies regarding attendance and assignments:

Attendance: regular attendance is necessary for successful completion of this course and absences cannot be made up. Missing class, being late, and engaging in non-class related activities during class will affect your overall grade. I do not differentiate between excused and unexcused absences: if you miss more than three (3) classes, you will lose half a letter off your final grade for each additional absence. If you miss more than five (5) classes, you will automatically receive an F for the course. Missing a mandatory conference counts as an absence. Also: three (3) tardies equals one absence, and students who need to leave class more than five (5) minutes early will also receive a tardy. However, being physically present is not enough to meet attendance and participation criteria. In order to ensure optimum learning, you should be awake and alert, have the appropriate texts and assignments with you, and actively participate in class. Sleeping or engaging in non-class related activities (texting, browsing the internet, wearing earphones, etc.) will not be tolerated, and you will be marked absent.

Peer Review Workshops: Certain papers will be workshopped in class by your peers. Participation in these workshops (bringing your draft to class and the feedback you provide to others) will not only help you become a better writer, but it will also help develop your communication skills when offering suggestions for improvement.

Drafts: Writing is a process, and all assignments must go through several drafts. I do not grade drafts, but instead offer suggestions for revision. We will also work-shop some assignments, in class, and offer suggestions for improvement. Note: in the game of business, players are only ever given one chance. Thus, there will be no chance to revise any assignments in this course. As in the game of business, if you do it right the first time, you win.

Statement of Academic Honesty: Plagiarism is especially seductive and easy in the era of the internet, but you are capable of using relevant sources appropriately. In this class, you will learn how to use the ideas of others in order to develop arguments of your own and cite others’ words and ideas properly. Plagiarism is an academic offense and I take it seriously. Any student engaged in any of the following activities will receive zero credit for the assignment and/or an F for the course as I see fit. Plagiarism, as defined by University of Hawaii’s Student Conduct Code, states:
The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus.

1. Acts of dishonesty, including but not limited to the following:
   a. Cheating, plagiarism, or other forms of academic dishonesty.
   b. Furnishing false information to any UH official, faculty member, or office.
   c. Forgery, alteration, or misuse of any UH document, record, or form of identification.

2. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

3. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Plagiarism also includes neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and “dry-labbing,” which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous semesters, and fabricating data to fit the expected results.

**Formatting:** all assignments must be typed (Times New Roman, 12pt. font, 1 inch margins) and adhere to MLA style documentation format when appropriate. Note: some assignments will require double-spacing.

**English Proficiency and Writing Tutoring**
If you are have problems with the writing assignments in this course, please talk to the instructor and seek help from the Tutoring Center. All tutoring complements and supports classroom instruction. Tutoring is designed to meet each student's individual needs, and it is generally given in one-to-one sessions. You do not need an appointment. Tutors are available on a walk-in, first-come - first-served basis.
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.

Revised March 19, 2012