

ENGLISH 209 WI-BUSINESS WRITING (online) (3 CREDITS | CRN: 60064)

INSTRUCTOR: Lance Uyeda
OFFICE: Hale Manaleo 103
OFFICE HOURS: M/W | 11:15 AM-1:15 PM and by appointment
I look forward to the individual meetings we will have this semester by phone, skype, or google groups (your preference). I also encourage you to see me on campus if possible. My appointment calendar is online at: <http://bit.ly/meetinglance>.
TELEPHONE: 808-236-9229
EMAIL: LKUYEDA@hawaii.edu (lowercase OK)
EFFECTIVE DATE: Fall 2015

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. WCC: DL

Required Activities: At least two phone/skype conferences with instructor.

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.

WRITING INTENSIVE HALLMARKS

Writing Intensive 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

Concepts or Topics

- | | |
|--------------------------------|---------------------------------|
| 1. Communication Skills | 4. Reporting Workplace Data |
| 2. Writing Process | 5. Technology Skills |
| 3. Professional Correspondence | 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 |
| 2. Understand the technologies commonly used in today's digital workplace | 9. Write sentences and paragraphs that link ideas to build coherence |
| 3. Develop techniques for improving listening, nonverbal, and cross-cultural skills | 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. |
| 4. Evaluate business messages to determine strengths and weaknesses | 11. Practice effective techniques for creating, presenting, and following up oral presentations |
| 5. Apply a three-stage writing process to solve business communication problems | 12. Write persuasive résumés, cover letters, and other employment documents, as well as learn to optimize employment messages for today's digital workplace |
| 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 | |

COURSE TASKS

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

• Memos/Emails/Letters	350	(10 x 35 points each)
• Formal Report/Presentation	225	
• Unit Tests	150	(3 x 50 points each)
• Discussions	100	(13 x 8 points each = 104; 4 pts. extra credit)
• Resume and Letter of Application	70	
• Writing Improvement/ Misc. Homework	70	(10 x 7 points each)
• Informal Report	35	
<hr/> TOTAL POINTS	1000	

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.

LEARNING RESOURCES

Required text: Essentials of Business Communication, 9e by Mary Ellen Guffey
Course Web: lualima.hawaii.edu (log in using your UH username and password)

COURSE POLICIES

In General:

Homework and writing assignments are due by **Tuesday at 8:00 PM** each week, unless otherwise noted on the schedule. Each week, you must contribute substantively to the class **discussion** board by **Thursday at 8:00 PM**.

Online Learning:

The flexible nature of online coursework 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 weekly assignments schedule.
- 2) Follow the online course roadmaps carefully (see “Short Directions” and “Long Directions” links).
- 3) Complete all reading assignments and other activities on time.
- 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 an active, hands-on 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 often intervene and contribute comments and clarifications on this forum.
- 6) Email or call Lance (lkuyeda@hawaii.edu; 236-9229); I am friendly.
- 7) See me 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 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.

Helpful Resources:

I encourage you to ask me questions about the class and to ask for clarification at any time. Please ask for help even though you are not sure you need it.

One of the best resources on campus is the **TRiO Student Support Services (SSS)** office, which provides tutoring and a range of other opportunities to eligible students. The contact number for TRiO SSS is 235-7487.

Registration with the University of Hawai‘i at Mānoa’s **Online Learning Academy (OLA)** is strongly recommended. OLA tutors are primarily UH Mānoa students who understand how challenging writing can be and who are trained and ready to help you improve. You can reach them at <http://manoa.hawaii.edu/ola/writing> from 8AM-10PM, Monday to Saturday (hours subject to change).

The **Writing Center**, located in the WCC Library and Learning Commons, provides in-person consultations during school hours and email feedback as needed. Contact writing center staff by email at wccwrite@hawaii.edu. The center’s current hours are posted at <http://www.wcc.hawaii.edu/Writing/>

Late Homework:

Coursework worth eight points or fewer will not be accepted late.

Assignments worth thirty-five points or more will be penalized for lateness as follows:

Days Late*	Value Lost
1-2	25%
3 or more	50-100%

**Calendar days*. Fractional points will be rounded down.

Writing Standards:

Business writing requires different formatting in different kinds of documents. Please carefully follow the formatting tips provided in each chapter, and remember that all assignments must be typed. For a brief review of MLA style and formatting, please see the Appendix, pp. A15-A17.

Emails:

Communicating with students is my top priority. If I have not responded to your message in twenty-four hours, please email me again.

Please email me from one address only. This will help me to sort and manage my emails 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://windward.hawaii.edu/technology/Forwarding_UH_GMail.pdf.

Please write grammatically correct emails, using complete words and full sentences (no shorthand, such as “where r u now”). Start with a greeting (Aloha Bob, Dear Mr. Smith, or Hi Lance), and end with a signature (Thank you, Sincerely, or just your name). Get in the habit of writing professionally!

If you have any problems or last minute emergencies, email me or leave a voice mail on my office phone.

ACADEMIC INTEGRITY

According to the Windward Community College Catalog, “Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the Student Conduct Code and may result in expulsion from the University.

“Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or 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.”

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 ‘Ākoakoa 213 for more information.

COURSE POLICIES CONTRACT

(You may submit your responses by pasting or typing them on our course “Assignments” page on Lulima, or by submitting them as an attachment)

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 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?