

## ENGLISH 209 WI-BUSINESS WRITING (3 CREDITS | CRN: 60149)

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. See me at the above times/locations for a drop-in appointment, or call/email/speak to me to plan a meeting that fits your schedule. My appointment calendar is online at: <http://bit.ly/meetinglance>.*  
TELEPHONE: 808-236-9229  
EMAIL: [LKUYEDA@hawaii.edu](mailto: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

*Activities Required at Scheduled Times Other Than Class Times:*

1. Team work on group project.
2. Two 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*

- Communication Skills
- Writing Process
- Reporting Workplace Data
- Professional Correspondence
- Technology Skills
- 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
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. Use informal and formal research techniques to gather information
9. Write sentences and paragraphs that 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

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 research, writing improvement, and other homework assignments.

### *Points Available*

350	Memos/Emails/Letters
250	Formal Report Project/Presentation
150	Unit Tests
100	Resume and Cover Letter
115	Writing Improvement/ Research Exercises
35	Informal Report
1000	TOTAL POINTS

*I reserve the right to make adjustments to these point totals as needed to facilitate your achievement of the course learning outcomes this semester.*

#### *Grades Available*

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

*CR/NC:* 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.

*A note on nonstandard grades:* Because your work late in the semester will involve a lot of collaboration, “I” grades are not available in this class. “N” grades, which are intended primarily for students in courses below the 100 level, are also not available, except in extraordinary circumstances.

### LEARNING RESOURCES

Required text: Essentials of Business Communication, 9e by Mary Ellen Guffey

Course Web: [laulima.hawaii.edu](http://laulima.hawaii.edu) (log in using your UH username and password)

### COURSE POLICIES

In General, please:

1. Read this syllabus and all handouts and assignment sheets carefully.
2. Study model documents provided in the textbook and in class.
3. Come to class ready with questions.
4. Email or call me ([lkuyeda@hawaii.edu](mailto:lkuyeda@hawaii.edu); 236-9229) if you have a question that you feel cannot be addressed to the class.
5. See me in person. I am willing to meet with you at odd hours or on the weekend if necessary.

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](mailto:wccwrite@hawaii.edu). The center's current hours are posted at <http://www.wcc.hawaii.edu/Writing/>

*In-Class:*

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

This class involves daily discussions, group work, and other forms of participation in and out of class. Full participation in all activities will have a significant impact on your writing performance and progress.

You may lose up to five points per class period for non-participation in activities or distracting or rude behavior, which includes but is not limited to: 1) leaving your cell phone ringer on, 2) answering your cell phone, 3) text messaging, 4) surfing the net or checking email, 5) talking while a classmate or the instructor presents information, and 6) making disparaging or inappropriate remarks. If you have one or both hands under the table and spend time in class gazing longingly for some reason at your lap, I will assume that you are texting or checking your email and will subtract points accordingly.

*Absences/Tardiness:*

Absences will count against your semester point total at the following rate:

<b>Absence #</b>	<b>Points Lost</b>	
1	0	There are two reasons why no absences will be excused this semester, except in extreme circumstances. 1) This class will not work unless everyone attends reliably. 2) State taxpayers heavily subsidize your tuition expenses, and their money should not be wasted. Your third absence and every absence thereafter will result in a reduction to your semester point total (see columns at left).
2	0	
3	10	
4	10 (20 total)	
5	10 (30 total)	
6	10 (40 total)	
n	10n – 20 (total)	

- Be on time. You will lose ten points for every three times you arrive late to class.
- It is your responsibility to keep up with work you miss. Ask your classmates for copies of their notes, for homework and other assignments, and for what other preparation you need for class.

*Required Conferences:*

You must meet with me in conference at least twice this semester. You can see me individually, in pairs, or in groups of three or four. Non-participation in conferences will be penalized as follows:

<b>Conferences</b>	<b>Points Lost</b>
0	20
1	10
2 or more	0

You have multiple writing assignments this semester, some of them worth more points than others. You can maximize the utility of your conference time by meeting with me about your

“high value” assignments, but I’m happy to spend as much time as you’d like discussing other questions or concerns.

Late Homework:

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

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

<b>Days Late*</b>	<b>Value Lost</b>
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 except for writing improvement exercises must be typed. For a brief review of MLA style and formatting, please see the Appendix, pp. A15-A17.

Emails/Calls:

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](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.”

### SERVICE LEARNING OPTION

Service learning offers students an opportunity to practice outside of the classroom what they have learned in their courses. Students who choose the service-learning option complete a hands-on project at an approved community site. Each student must contribute a minimum of twenty hours of service, and each will receive partial course credit commensurate to the scope of his or her project. Service-learning projects may include volunteer activities, community service, and internships. If you are interested in this option, please see me during the first week of class to discuss your eligibility.

### 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](mailto: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: \_\_\_\_\_ (signature) \_\_\_\_\_ (date)

\_\_\_\_\_  
(print name)

## 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?