

CRN: 63051 ENG209 Business Writing
Writing Intensive
3 Credits
T/R 1:00 – 2:15 pm

INSTRUCTOR: Annette Priesman
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OFFICE HOURS: TBA
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EFFECTIVE DATE: Fall 2016

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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 focuses on how businesses in Hawaii might become more ecologically aware of their impact on the environment, and how they can improve their business in relation to the environment and sustainability.

Please note: This ENG 209 course section is S-related, meaning that some assignments and content will concentrate on issues of sustainability within the realm of business. For more information, please visit:

https://windward.hawaii.edu/Committees/Sustainability_Curriculum/

Additionally, this course is a Writing Intensive (WI) course. WI courses use writing as a means of learning. Hallmarks of WI courses include:

1. The use of writing to promote the learning of course material. Instructors assign formal and informal writing, both in and out of class, to increase students’ understanding course material as well as to improve writing skills.
2. The interaction between instructor and students while students do assigned in-class writing. In this course, we will have numerous peer-review sessions whereby the instructor will give feedback to students regarding the writing process, from brainstorming ideas to final editing.
3. The significant contribution of writing from each student for the duration of the course. Note: writing assignments must make up at least 40% of each student’s final grade.

4. The course requires students to complete a minimum of 4000 words/16 pages of finished prose.
5. Students are required to conference individually with the instructor at least once during the semester.

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.

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

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, 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

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 semester. Students will also write their own resume, and 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 one (1) business memo, and two (2) reports (one informative and one analytical). The analytical report must be 8-10 pages in length, not including the cover page, nor the works cited page. The analytical report requires students to research a small business in Hawaii with less than twenty employees, and to offer solutions on how the business might reduce its carbon footprint by “going greener.” You will need to identify any ecological-related problems the business you are researching has early on, research ways to rectify the problem(s), and offer reasonable solutions to said problem(s). Given the globalization of big business, coupled with the destruction of the environment, as a small business researcher, you must find ways to suggest how the business you are researching might become more sustainable in order to reduce its carbon footprint. All research papers require proper research and full MLA documentation.

ASSESSMENT TASKS AND GRADING

Grades for assignments turned in one class period late will be reduced by 10%. 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%
Discussion Leading (DL)	5%
Resume (RA)	10%
Letters 1 and 2 (LA)	20%
Memo (MA)	15%
Informative Report (IR)	20%
Analytical Report (AR)	25%

Grading scale:

100-90	A
89-80	B
79-70	C
69-60	D
<60	F

LEARNING RESOURCES

Guffey, Mary-Ellen and Dana Loewy. *Essentials of Business Communication*. 10th ed, Ohio: Cengage Learning, 2010.

ADDITIONAL INFORMATION

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 five (5) classes, you will lose half a letter off your final grade for each additional absence. If you miss more than eight (8) classes, you will automatically receive an F for the course. Missing a mandatory conference counts as an absence. Likewise: 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 work-shopped 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 develop your communication skills when offering suggestions for improvement.

Drafts: Writing is a process, and all essays must go through several drafts. I do not grade drafts, but instead offer suggestions for revision. We will also workshop 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.

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.

Please note: students who commit plagiarism will be reported to the Vice Chancellor for Student Affairs.

Formatting: the IA, RA, LA, and MA assignments must be typed (single-spaced, Times New Roman, 12pt. font, 1 inch margins) and adhere to MLA style documentation format when appropriate. The IR and AR will be double-spaced.

English Proficiency and Writing Tutoring

If you have problems with the writing assignments in this course, please talk to me and seek help from the Writing Center. All tutoring complements and supports classroom instruction. Tutoring is designed to meet each student's individual needs, and it is 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 August 2016