



# ENGLISH 209 - Spring 2022

## Business Writing (WI) 3 Credits

CRN# 61011 - Mondays and Wednesdays, 11:30-12:45

### CLASS INFORMATION

This is an ONLINE synchronous course, meeting Mondays and Wednesdays, 11:30-12:45 in Zoomland: [Link to Zoom](https://hawaii.zoom.us/j/9101111111)  
<https://hawaii.zoom.us/my/desi.wcc>

### INSTRUCTOR INFORMATION

**Instructor:** Desi Poteet  
**Office:** 'Ākoakoa 237  
**Office Hours:** T 2:30-3:30 p.m.  
W & R 10-11 a.m.  
and by appointment  
[desi.poteet@hawaii.edu](mailto:desi.poteet@hawaii.edu)  
**E-mail:**  
**Phone:** TBA  
**Zoomland:** [Link to Zoom](https://hawaii.zoom.us/j/9101111111)  
<https://hawaii.zoom.us/my/desi.wcc>

### SYLLABUS CHANGE POLICY

The syllabus may be updated to address the learning goals of our class community. I will provide updates via ANNOUNCEMENTS on our Laulima website.

### WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

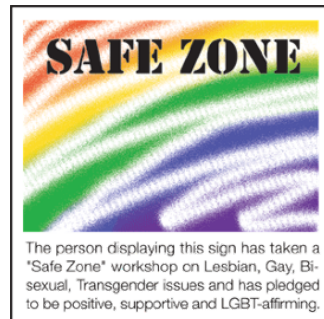
'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'akeakamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu – hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

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 the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment – inspiring students to excellence.

Why do writers write? Because it isn't there." Thomas Berger

## Welcome to ENG 209!

Our online classroom is a collaborative learning community. We each bring to this classroom a unique and valuable set of life experiences. We can learn from one another and in the process discover who we are... who we are still becoming. **In order for us to take advantage of this exciting opportunity to discover, learn, and evolve, we must create an environment in which we respect, celebrate, and support our differences.**



### About This Course

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ENG 209: Business Writing

A study of business and managerial writing; practice in writing letters, memos, and reports, including a report requiring research and documentation.

Credits: 3 Lecture Hours: 3

Prerequisites: Grade of "C" or better in ENG 100.

### Student Learning Outcomes

The student learning outcomes for English 209 are:

- Compose and edit business messages and reports for specific contexts, audiences, and purposes.
- Conduct business research by gathering and analyzing information, drawing conclusions, documenting sources, and presenting results both in writing and orally.
- Develop collaborative communication and writing skills.
- Proofread and edit business writing for grammatical, spelling, punctuation and mechanical errors.

**"You can approach the act of writing with nervousness, excitement, hopefulness, or even despair – the sense that you can never completely put on the page whatever's in your mind and heart. You can come to the act with your fists clenched and your eyes narrowed, ready to kick ass and take down names. You can come to it because you want a girl to marry you or because you want to change the world. Come to it any way but lightly. Let me say it again: you must not come lightly to the blank page."**

**Stephen King, *On Writing: A Memoir of the Craft***

*Kulia I Ka Nu'u - Strive for the Highest! 2*

## Learning Resources

- *The Buddha and the Badass* by Vishen Lakhiani [Link to Amazon site](#)  
Bookends Kailua (261-1996); Barnes and Noble Ala Moana (949-7307)
- Daily access to a computer and Internet; if you do not have access to a computer, you may borrow a computer from our WCC library.
- These additional materials will be available through our Laulima class site.
  - ❖ ChompChomp (<http://www.chompchomp.com/>)
  - ❖ *The Blue Book of Grammar and Punctuation* by Jane Straus
  - ❖ Handouts and links to videos and other valuable resources.

## Hallmarks of Writing Intensive Courses

- 1. The course uses writing to promote the learning of course materials.**  
Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.
- 2. The course provides interaction between teacher and students while students do assigned writing.** Individual conferences are mandatory for WI courses at WCC.
- 3. Writing contributes significantly to each student's course grade.**  
Writing assignments must make up at least 40% of each student's course grade.
- 4. The course requires students to do a substantial amount of writing—a minimum of 4000 words, or about 16 pages.** Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. In-class exams and drafts are not counted toward the 4000-word minimum.
- 5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.**

## Course Format

English 209 is a synchronous online course taught using an online educational platform. Students must have basic computer literacy and a University of Hawai'i ID and password to access Laulima and join class activities.

This online class will be conducted via ZOOM and will involve discussions, group work, and other forms of participation throughout the semester. **Full participation in all activities will have a positive impact on your writing performance and progress.**

The flexible nature of online coursework requires self-discipline and responsibility. Online learning is ideal for individuals who:

- Ø are self-motivated.
- Ø are self-directed learners.
- Ø are good readers.
- Ø are good time managers.
- Ø prefer an individualized mode of learning.
- Ø enjoy an online experience.
- Ø are excited by and fairly comfortable with technology.

Other requirements:

- Ø Ability to access the course for **approximately 6-10 hours a week.**
- Ø Motivation to adapt to a non-traditional learning environment.

## **Course Content and Tasks**

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Acquiring new skills is a life-long activity and is not limited to the classroom experience. In whatever career path you choose, reading and writing are foundational skills that will support and serve you in achieving your personal and professional goals, no matter what your academic or professional intentions may be. Through a variety of activities, this course will add to your existing literacy toolbox and help you improve your composition skills.

### ***Concepts or Topics***

- Communication Skills
- Writing Process
- Professional Correspondence
- Technology Skills
- Communicating for Employment

### ***Skills or Competencies-Students will:***

- Develop an awareness of the need for correct expression and professionalism in oral and written business communication
- Understand the technologies commonly used in today's digital workplace
- Develop techniques for improving listening, nonverbal, and cross-cultural skills
- Evaluate business messages to determine strengths and weaknesses
- Apply a three-stage writing process to solve business communication problems
- 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.
- Compose messages that are readable, use appropriate language, apply parallelism, and use graphic highlighting to convey ideas clearly to readers.
- Use informal and formal research techniques to gather information.
- Write sentences and paragraphs that link ideas to build coherence.
- 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.
- Practice effective techniques for creating, presenting, and following up oral presentations.
- Write persuasive résumés, cover letters, and other employment documents, as well as learn to optimize employment messages for today's digital workplace.
- Develop a professional platform for a business or non-profit.

**Attendance & Participation**

We meet twice a week. Be prepared for the day's activities. Please arrive promptly in Zoomland. Turn on your camera. Participate in class discussions.

**Conferences w/Desi**

Schedule a conference with me at the beginning of the semester to discuss your project ideas and goals for this semester; meet with me at the end of the semester to discuss your final project and course grade; schedule conferences with me throughout the semester to discuss your writing assignments.

**Writing Conferences w/a tutor**

Schedule appointments with a tutor via TRiO or the Writing Lab to work on improving your writing assignments.

**Grammar Exercises**

Use *ChompChomp* interactive exercises/quizzes to improve your skills; turn in 2 completed and self-corrected exercises **per week (weeks 1-10)** to your DROP BOX.

**Reading/Video Responses**

Read the assigned reading and/or watch the assigned video, post your response on FORUMS, and be prepared to discuss in class.

**Writer's Process Journal**

Throughout the semester, maintain a journal of your writing process. You'll be using this as a basis for your reflection essay at the end of the semester.

**Writing Assignments**

We will be engaged in in-class writing activities throughout the semester to practice various forms of business writing.

**Reflection Essay**

Using your entries for your writer's process journal you'll write an essay reflecting on your journey through ENG 209.

**Website Work**

You'll create a group Adobe Spark presentation to showcase information about services and support for college students; you'll create a website to showcase a business or non profit you've developed.

**Activities required outside of class:**

In addition to regular assignments, students must:

- dedicate **at least six hours** of study time per week for assignments.
- conference with Desi
- work with tutor(s), as needed

Your writing will improve with practice, practice, and yes, more practice. In class, we will be writing, increasing and refining our mechanical/technical skills. Since writing also improves with reading, we will read and discuss texts, studying ways in which authors deploy literary conventions for effectiveness. And as a community of writers, we will be sharing our insights about our process.

## Assessment Tasks and Grading

Your final grade will be based on the quality and timely completion of all assignments, insightful work, presentations, class attendance, and participation. **Assignments that do not meet minimal proficiency must be redone to receive passing credit.**

<b>Attendance/Participation/Writing Exercises</b>	<b>100 points available</b>
<b>Grammar Exercises</b> (20 @ 5 points)	<b>100 points available</b>
<b>Writer's Process Journal</b>	<b>75 points available</b>
<b>Reading/Video Responses</b>	<b>150 points available</b>
<b>Group Adobe Spark</b>	<b>100 points available</b>
<b>Reflection</b>	<b>100 points available</b>
<b>Final Website</b>	<b>300 points available</b>

## Final Grade

You are responsible for your final grade. It will be based on the quality and timely completion of assignments, class participation, and insightful work. There is a final portfolio, but no final exam.

**A - 900+; B - 800-899; C - 700-799; D - 600-699; F - 599 and below**

An "N" grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.

**I reserve the option of modifying assignments and due dates to benefit and support the learning needs of our class community.**

"Most of us have two lives.

The life we live, and the unlive life within us.

Between the two stands Resistance."

Steven Pressfield from *The War of Art*

**Tentative Schedule (subject to change)**

<i>Week</i>	<i>Focus/Assignments</i>
<i>Week #1 – January 10</i>	<i>Introductions/Syllabus/Course Contract Grammar Games #1 &amp; 2 Assignment: Spark Adobe Project</i>
<i>Week #2 – January 17</i>	<i>Grammar Games #3 &amp; 4 Work on Spark Adobe Project</i>
<i>Week #3 – January 24</i>	<i>Grammar Games #5 &amp; 6 Read: Buddha &amp; Badass “Before You Begin” &amp; “Introduction” Post: Three Takeaways on FORUMS Work on Spark Adobe Project</i>
<i>Week #4 – January 31</i>	<i>Grammar Games #7 &amp; 8 DUE: Spark Adobe Project Read: Buddha &amp; Badass “Chapter 1”/Post Three Takeaways on FORUMS</i>
<i>Week #5 – February 7</i>	<i>Grammar Games #9 &amp; 10 Read: Buddha &amp; Badass “Chapter 2”/Post: Three Takeaways on FORUMS Begin Website Project</i>
<i>Week #6 – February 14</i>	<i>Grammar Games #11 &amp; 12 Read: Buddha &amp; Badass “Chapter 3”/Post: Three Takeaways on FORUMS</i>
<i>Week #7 – February 21</i>	<i>Grammar Games #13 &amp; 14 Read: Buddha &amp; Badass “Chapter 4”/Post Three Takeaways on FORUMS</i>
<i>Week #8 – February 28</i>	<i>Grammar Games #15 &amp; 16 Read: Buddha &amp; Badass “Chapter 5”/Post Three Takeaways on FORUMS</i>
<i>Week #9 – March 7</i>	<i>Grammar Games #17 &amp; 18 Read: Buddha &amp; Badass “Chapter 6”/Post: Three Takeaways on FORUMS</i>
<i>Week #10 – March 21</i>	<i>Grammar Games #19 &amp; 20 Read: Buddha &amp; Badass “Chapter 7”/Post: Three Takeaways on FORUMS</i>
<i>Week #11 – March 28</i>	<i>Read: Buddha &amp; Badass “Chapter 8”/Post: Three Takeaways on FORUMS</i>
<i>Week #12 – April 4</i>	<i>Read: Buddha &amp; Badass “Chapter 9”/Post: Three Takeaways on FORUMS</i>
<i>Week #13 – April 11</i>	<i>Final Website Preparation/Reflection Essay</i>
<i>Week #14 – April 18</i>	<i>Final Website Preparation/Reflection Essay</i>
<i>Week #15 – April 25</i>	<i>Final Website Presentations/Final Conference (5 students per day)</i>
<i>Week #16 – May 2</i>	<i>Final Website Presentations/Final Conference (5 students per day)</i>

## Course Policies

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### Participating in our Learning Community

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

- Print out this syllabus and annotate it, indicating anything you have questions about. Upload to your DROP BOX.
- Print out the weekly assignments schedule and schedule your time responsibly.
- Familiarize yourself with our Lualima class site; I will continue to add valuable resources, which I will note in ANNOUNCEMENTS.
- Complete all assignments on time.
- Study examples and follow the best practices modeled.
- Post questions to the "Questions" forum. The Questions and Insights Forum provides an opportunity for you to reach out to your peers for support or clarification.
- Help one another by responding to the posted questions. You will learn more from answering peers' questions than from reading and studying in isolation.
- Even though we are practicing social distancing for everyone's health and safety and are unable to meet in person, we will meet in Zoom sessions as a class, in small groups, and in individual conferences.

### Student Responsibilities

BE...

- Curious about the world of research, reading, and writing and dive in!
- Enthusiastic about each assignment and do your best work!
- Courageous in your writing process and dive deep!
- Supportive and encouraging of your peers so they can do their best!

### Contacting the Instructor

My cell phone number is listed on the OVERVIEW page on our website. You may call or text me. Please let me know who you are and what class you're in. For example, "Desi, This is Pumpkin. I am enrolled in your ENG 100 course MW at 11:30." You can also send me emails at: [desi.poteet@hawaii.edu](mailto:desi.poteet@hawaii.edu). Please use your UH email. I will respond to you within 24 hours, M-F, excluding holidays. Sometimes there are glitches in the system. So, if you don't hear from me, please follow up.

### Communication is key

Please keep me posted. If you encounter challenges in your life, let me know as soon as possible so we can find ways for you to succeed in this class. You can call me, e-mail me, meet me in "Zoomland." If you feel overwhelmed, contact me; we'll work together on a strategy of success for you.

### Alternative Contact

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office: Alaka'i 121 \* Phone: 235-7422 \* E-mail: [wccaa@hawaii.edu](mailto:wccaa@hawaii.edu)



### **Attendance/Participation**

Attendance is required. We will meet via ZOOM. Please arrive a little early to our class, fully dressed, camera on, and ready to participate.

### **Assignments and Deadlines**

The world of writing can be both exciting and daunting. Professional writers provide one another with feedback in order to produce the strongest work possible. We will be taking advantage of our class (student) writers and workshopping our assignments. For this reason (and to avoid the usual procrastination writers face), we have deadlines for all work. A completed assignment will decrease in value by 10% of its initial point total for each day it is late. A 100-point assignment, for example, will be worth 90 points on the first late day, 80 points on the second late day, and so on. Work ahead of schedule to avoid challenges that may prevent you from completing your work on time. Complete the grammar exercises each week; they can NOT be made up. Everyone has encountered an unanticipated emergency, making it difficult to meet a deadline. In order to avoid late work, please work ahead of schedule to avoid the "my cat ate my homework" situations.

### **Content Warning**

A college education provides you with a valuable opportunity to explore the world around you in new ways, broadening your life experiences. Research can uncover challenging and uncomfortable topics. In addition, literature and films, in particular, reflect the human condition in all its complexity, and sometimes contain content (profanity, violence, sexuality, etc.) that may offend you. I encourage students to write about topics of interest, but some subjects may be triggering to others. The act of writing requires courage as we dive deep into the uncomfortable realms. If you would prefer not to expose yourself to these issues through readings, student work, audio books, films, class discussions, etc., then this may not be the class for you.

### **Evaluation and Feedback**

I will provide feedback on your work, but you will also be relying on each other for feedback. I will meet with each of you in Zoom to discuss your work at various stages. These conferences provide you with one-on-one feedback on your essays. You are responsible for scheduling with me.

### **Academic Integrity**

Work submitted by a student must be the student's own work. In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s): Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

### **Resources**

**The following WCC sources may be beneficial to you or someone you know:**

- Free tutoring is available through TRiO Student Support Services; request a tutor early. The contact number for the TRiO office is 235-7487, Hale Kako'o 116.

- The Writing Lab (online) provides you with supportive writing coaches. Here is the link: [Ka Piko Writing Lab Link](#)
- Student Affairs counselors are also available to assist students with academic questions. Call 235-7413 to make an appointment.
- Purdue Online Writing Lab is another great resource: <https://owl.english.purdue.edu/owl/>

## Institutional Information

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### College Policies

- **Basic Needs.** Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence, and graduation and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: <https://www.hawaii.edu/student-basic-needs/>  
[Basic Needs Link](#)
- **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. Roy Inouye can be reached at 235-7472, royinouye@hawaii.edu.
- **Title IX.** Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: [Title IX Information](#)

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact:

Desrae Kahale, Mental Health Counselor & Confidential Resource  
 Phone: (808) 235-7393                      Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)  
 Office: Hale Kāko`o 101

Karla K. Silva-Park, Title IX Coordinator  
 Phone: (808) 235-7468                      Email: [karlas@hawaii.edu](mailto:karlas@hawaii.edu)  
 Office: Hale Kāko`o 128

UH Confidential Advocate  
 Phone: (808) 348-0663                      Email: [advocate@hawaii.edu](mailto:advocate@hawaii.edu)

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

COURSE POLICIES CONTRACT

I have read through and reviewed the above Course Policies and the entire syllabus (ENG 209). 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.

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Signature

Please upload your annotated syllabus and this signed page to your DROP BOX.

Please complete this contract by clicking on this link:  
[Course Policies Contract Form:](#)