I. General Education Review - Writing Course

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Curriculum &amp; Instruction/Business &amp; Information Technology Education</th>
<th>Course # (i.e. ENEX 200)</th>
<th>C&amp;I 287</th>
</tr>
</thead>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Sandra Williams</td>
<td>2/6/09</td>
</tr>
<tr>
<td>Phone / Email</td>
<td><a href="mailto:sandra.williams@mso.umt.edu">sandra.williams@mso.umt.edu</a></td>
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</tr>
<tr>
<td>Program Chair</td>
<td>Ann Garfinkle</td>
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</table>

III Overview of the Course Purpose/Description: Provides an introduction to the subject matter and explains course content and learning goals.

Business communication is designed to help develop and refine the skills necessary to communicate effectively in a professional business environment. The focus of this course will be on communicating clearly, concisely, considerately, and correctly, both orally and in writing.

IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes : Use writing to learn and synthesize new concepts</th>
<th>Students complete a number of assignments that demonstrate the ability to apply a 3-x-3 writing process to their written communications to address a variety of business contexts and audiences. This process includes prewriting (analyze, anticipate, and adapt), writing (research, organize, compose), and revising (revise, proofread, evaluate).</th>
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<tbody>
<tr>
<td>Formulate and express opinions and ideas in writing</td>
<td>Students demonstrate the ability to think critically and express opinions and ideas in their writing using the guidelines of effective business communication.</td>
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<tr>
<td>Compose written documents that are appropriate for a given audience or purpose</td>
<td>Students compose routine letters, memos, email messages, goodwill messages, negative messages, persuasive messages, application letters, and various types of business reports. Students apply the 3-x-3 writing process of prewriting, writing, and revising in all their written assignments.</td>
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<tr>
<td>Revise written work based on constructive feedback</td>
<td>Students revise and edit professional, written communications through peer editing and instructor feedback.</td>
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<tr>
<td>Find, evaluate, and use information effectively (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>Students demonstrate proficiency in how to find, evaluate, and use online sources effectively and responsibly by completing a web-based research project.</td>
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</table>
| Begin to use discipline-specific writing conventions | • Students understand the process of communication from the positions of “receiver” and “sender” in a variety of business and professional contexts.  
• Students learn communication skills that can be applied to achieve professional goals now and throughout their careers.  
• Students apply specific reasoned, practical, and ethical business communication principles for composing and delivering typical business and professional messages.  
• Students become familiar with conflict resolution strategies that promote teamwork.  
• Students learn specific writing techniques and organization strategies for composing clear, concise, and purposeful business messages and reports (i.e., 3-x-3 Writing Process).  
• Students apply acquired collaborative business writing skills through a final oral and written team project. |
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<tr>
<td>Demonstrate appropriate English language usage</td>
<td>All written and oral communication assignments will be evaluated and revised to reflect appropriate English language usage. A dual-criteria approach to evaluation will be applied and is described in the course syllabus.</td>
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</tbody>
</table>
| V. Writing Course Requirements Check list | Is enrollment capped at 25 students?  
If not, list maximum course enrollment.  
Explain how outcomes will be adequately met for this number of students. Justify the request for variance. | ☑ Yes ☐ No |
| Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations? | ☑ Yes ☐ No |
| Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations? | ☑ Yes ☐ No |
| Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments? | ☐ Yes ☑ No  
Details of each assignment are provided in the Blackboard online supplement. |
| What instructional methods will be used to teach students to write for specific audiences, purposes, and genres? | Instructional methods include lecture, demonstration, modeling, collaborative writing, small group discussion, presentations, and role playing. |
| Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability. | ☑ Yes ☐ No |
| VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment. | Formal graded assignments include 3 oral |
Presentations (which include composing content into Powerpoint) and approximately 18 individually composed writing assignments based on chapter topics. These topics include formal memos and e-mail messages, business letters (i.e., positive reply, requests, claims, goodwill, persuasive, marketing, bad news, refusals), proposals, work plans, and formal and informal reports ( informational and analytical). Assignments are graded based on a dual-criteria method (content and mechanics), described in the course syllabus. Writing is peer-edited prior to submission to the instructor and is revised based on peer and instructor feedback. Assignment weights are listed in the course syllabus and are as follows:

- Written Assignments – 50%
- Presentations (including written content) – 20%
- Chapter Quizzes – 20%
- Grammar Reviews – 10%

Informal Ungraded Assignments
Informal ungraded assignments include in-class, collaborative written assignments in which students revise sample documents provided in the textbook resources. These assignments are completed prior to each individual formal written assignment and cover the various topic areas described above (Formal Written Assignments).

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html
A current office reference manual, such as *How To* or *The Gregg Reference Manual*

**Course Purpose**
Business communication is designed to help you develop and refine the skills necessary to communicate effectively in a professional business environment. The focus of this course will be on communicating clearly, concisely, considerately, and correctly, both orally and in writing.

**Course Learning Outcomes**
Through their performance on assignments, presentations, and quizzes, students will:

- Understand the process of communication from the positions of “receiver” and “sender” in a variety of business and professional contexts.
- Learn communication skills that can be applied to achieve professional goals now and throughout their careers.
- Apply specific reasoned, practical, and ethical business communication principles to composing and delivering typical business and professional messages. A 3-x-3 writing process will be applied to each written assignment. This process includes prewriting (analyze, anticipate, adapt), writing (research, organize, compose), and revising (revise, proofread, evaluate).
- Become familiar with conflict resolution strategies that promote teamwork.
- Learn effective public speaking skills.
- Enhance cross-cultural awareness and communication skills required for a globalized workplace.
- Practice using PowerPoint in delivering business presentations.
- Learn specific writing techniques and organization strategies for composing clear, concise, and purposeful business messages and reports.
- Practice composing routine letters, memos, email messages, goodwill messages, negative messages, persuasive messages, application letters, and various types of business reports.
- Recognize the importance of revising and editing in professional communication through peer editing and the creation of a portfolio.
- Apply acquired business writing skills through a final team project.
- Understand how to find, evaluate, and use online sources effectively and responsibly.
- Cultivate professionalism.

**Information Literacy Standards**
Students will meet the ACRL Standards for Information Literacy including:

- Standard One: The information literate student defines and articulates the need for information.
- Standard Two: The information literate student accesses needed information effectively and efficiently.
- Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

**Attendance:**
Your attendance and active participation are vital to your success in this class. Lectures and class activities extend your understanding of the subject matter. If you are not in class, you may miss
information and activities that are difficult to make-up. Please be on time and well-prepared for class. In
cases of serious illness or emergencies, you are still responsible for any missed assignments or handouts.
Check Blackboard for assignment instructions and course materials and to submit assignments if you are
absent. You may also email me as soon as possible for additional instructions if necessary. **Grades for late assignments will be reduced. More than three unexcused absences will result in grade reductions.**

**Course Requirements:**

- **Classwork and participation:** You are expected to participate in class discussions and projects. Your presence and active involvement is important to the success of these projects and will be factored into your grade. If you miss class, you generally cannot make up the in-class project/assignment.
- **Reading:** Read assigned chapters in our textbook in order to prepare for quizzes and to facilitate participation in class discussions and completion of in-class assignments.
- **Chapter assignments and presentations:** Complete the assignments as specified for each chapter. You will have one individual presentation and two team presentations.
- **Quizzes:** Take four timed quizzes (in Blackboard) on information from the text.
- **Grammar Workouts:** Complete the online grammar workouts and submit the certificate of completion for each.
- **Portfolio of best work:** Assemble a portfolio that represents your best work over the course of the semester. This should include samples of written communications, and may include presentations, and employment materials. It may also include guidelines and rules to serve as reference materials for future work. A short reflection on why that piece of work is important to you should accompany each sample. All writing samples must be word-processed in 12-point standard font.
- **Final team assignment:** Write and present a business report based on the chapter case studies.
- **Final Exam:** In class, you will write a response letter to a specific scenario.

**Evaluation Criteria**

An adaptation of Guffey’s Dual-Criteria Method (holistic) with the emphasis on the opportunity to improve writing and revise documents is used in this course. Both the draft and final versions of chapter writing assignments are worth a specified number of points (½ for content and ½ for grammar/mechanics). This provides students the opportunity to earn the highest score possible on each version, allowing some “forgiveness” on the draft copy and expecting high standards by the final version. The two scores are combined for the grade on the assignment. If a student chooses not to revise, they will receive only the draft grade. If a student has a perfect score on the draft grade, however, that grade will be doubled for the final grade.

**Dual-Criteria Method** *(Guffey, M. 2008).* Each assignment is graded based on the following criteria:

<table>
<thead>
<tr>
<th>Content</th>
<th>Grammar/Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy</td>
<td>Appearance</td>
</tr>
<tr>
<td>Organization</td>
<td>Format</td>
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<tr>
<td>Coherence</td>
<td>Grammar</td>
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<tr>
<td>Tone</td>
<td>Capitalization</td>
</tr>
<tr>
<td>Clarity</td>
<td>Spelling</td>
</tr>
<tr>
<td>Reader benefit</td>
<td>Word choice</td>
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<tr>
<td>Opening, closing</td>
<td>Conciseness</td>
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</table>
Overall effectiveness Writing technique

Assignment Weights

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Written Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Grammar Reviews</td>
<td>10%</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100</td>
</tr>
<tr>
<td>A-</td>
<td>94-96</td>
</tr>
<tr>
<td>B+</td>
<td>90-93</td>
</tr>
<tr>
<td>B</td>
<td>87-89</td>
</tr>
<tr>
<td>B-</td>
<td>84-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
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Class Policies

Attendance and Participation. This class is highly participatory, attendance and high levels of participation are mandatory. Please telephone or email the professor BEFORE the absence if you cannot make a class, this is common courtesy and a good professional habit to develop.

Tardiness. Class will begin promptly at 9:40 p.m. Please value your class members and arrive on time. Excessive tardiness may be subject to a reduction of your participation grade.

Respect. Each student will make multiple presentations. Treat each member of the class with respect by attending the presentations and giving the student presenting your full attention.

Assignments. Assignments are to be turned in on the specified due date. Late assignments will be accepted only with prior approval of the professor and may be subject to a reduction in grade. You are responsible for knowing what happens in class even when you cannot attend. Should you find it necessary to miss class, use the Blackboard online class supplement site for assignments and course materials; submit assignments to the Digital Dropbox or the appropriate assignment link to avoid a grade reduction for a late assignment. Assignments may be adjusted at the professor's discretion.

Disability Statement

If you have a disability for which accommodations are needed please contact me in the first week of the semester. We will discuss what accommodations you need and will receive in this course. Also, please contact:

Disability Services for Students (DSS) (406) 243-2243 (Voice/Text)
Lommasson Center 154
The University of Montana
Missoula, MT 59812

Cell Phones and Pagers. Please turn OFF all cell phones and pagers during class.
**Academic Integrity**

Cooperative or collaborative learning is encouraged! However, all students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://ordway.umt.edu/SA/VPSA/index.cfm/name/StudentConductCode](http://ordway.umt.edu/SA/VPSA/index.cfm/name/StudentConductCode)

**EMERGENCY PREPAREDNESS AND RESPONSE**

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be down the east stairs through the **WEST main doors (due to current construction)**. If that route is blocked, our secondary route will be down the west stairs through the west main doors.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is **in front (west) of McGill Hall** – at least 300 feet from the building. Our indoor rally point is **in McGill Hall**. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the professor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- As soon as the class roster stabilizes, I will route a sign-up sheet for students to identify whether or not they possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

The School of Education complete Emergency Operations Plan and Emergency Preparedness For Individuals With Special Needs are available at [http://www.soe.umt.edu/about/emergency.shtm](http://www.soe.umt.edu/about/emergency.shtm)
C&I 287 – Dynamic Course Schedule – Spring 2009

Professor reserves the right to make adjustments to schedule.
Specific assignments and rubrics will be posted in Blackboard.

Week 1:
- January 26: Course overview. Lab procedures.

Week 2:
- February 2: Chapter 1, Communicating in Today’s Workplace
  - Chapter presentation/discussion.
  - In-class group activity.
- February 4: Chapter 2, Developing Team, Listening, and Etiquette Skills
  - Chapter presentation/discussion.
  - In-class group activity. Informal team presentation.

Week 3:
- February 9: Chapters 3, Communicating Across Cultures
  - Chapter presentation/discussion. Guest speaker: Udo Fluck
  - Online reflection/discussion board of guest speaker presentation.
- Quiz 1 (Chapters 1-3) in Blackboard
- February 11: Chapter 14, Business Presentations
  - Chapter presentation/discussion. Powerpoint tips and tricks.
  - Assignment: Individual introductions Powerpoint presentation
    - See Blackboard for details/rubric

Week 4:
- February 16: PRESIDENT’S DAY – HOLIDAY – NO CLASS
- February 18: Presentations (con’t)
  - Individual presentation of Personal/Introduction Powerpoints.
  - Webthink Presentation Assignments. (Presentations weekly from weeks 6-13)
    - See Blackboard for details/rubric

Week 5:
- February 23: Laurie Fisher, Career Services
- February 25: Chapter 15, The Job Search, Resumes, and Covers Letters
  - Chapter presentation/discussion. Editing: Documents for Analysis #15
  - Resumes/Cover Letters due by Monday, April 6 (after Spring Break)

Week 6:
- March 2: Chapter 16, Interviewing and Follow Up
  - Chapter presentation/discussion.
  - Role playing: mock interviews
  - Assignment: Interview prep sheets-Act #16.4, 16.5
- March 4: Chapter 4, Writing Process Phase 1: Analyze, Anticipate, Adapt
  - Chapter presentation/discussion. Editing: Exercises/Docs for Analysis #4
Assignment: Chapter 4 Writing Activity (see Blackboard for details)

Week 7:
• March 9: Chapter 5, Writing Process Phase 2: Research, Organize, Compose
  o Chapter presentation/discussion. Editing: Exercises/Docs for Analysis#5
  o Assignment: Chapter 5 Writing Activity (see Blackboard for details)

• March 11: Chapter 6, Writing Process Phase 3: Revise, Proofread, Evaluate
  o Chapter presentation/discussion. Editing: Exercises/Docs for Analysis #6
  o Assignment: Chapter 6 Writing Activity (see Blackboard for details)
  
  Quiz 2 (Chapters 4-6) in Blackboard

Week 8:
• March 16: Peer evaluation/writing lab (tentative) – Attendance required
  o Final editing, correcting and printing of assignments (Chapters 4-6)

• March 18: Chapter 7, E-Mail Messages and Memos
  o Chapter presentation/discussion. Editing: Exercises/Docs for Analysis #7
  o Assignment: Chapter 7 Writing Activity (see Blackboard for details)

Week 9:
• March 23: Chapter 8, Positive Letters and Messages
  o Chapter presentation/discussion. Editing: Exercises/Docs for Analysis #8
  o Assignment: Chapter 8 Writing Activity (see Blackboard for details)

• March 25: Chapter 9, Persuasive and Marketing Messages
  o Chapter presentation/discussion. Editing: Exercises/Docs for Analysis #9
  o Assignment: Chapter 9 Writing Activity (see Blackboard for details)

March 30 - April 3: SPRING BREAK

Week 10:
• April 6: Chapter 10, Negative Messages
  o Chapter presentation/discussion. Editing: Exercises/Docs for Analysis #10
  o Assignment: Chapter 10 Writing Activity (see Blackboard for details)
  o Resumes/Cover Letters due (Monday, April 6)

• April 8: Peer evaluation/writing lab (tentative) – Attendance required
  o Final editing, correcting and printing of assignments (Chapters 7-10)
  
  Quiz 3 (Chapters 7-10) in Blackboard

Week 11:
• April 13: Chapter 11, Business Report Basics
  o Chapter presentation/discussion. Editing: Exercises/Docs for Analysis #11
  o Assignment: Chapter 11 Writing Activity (see Blackboard for details)

• April 15: Chapter 12, Informal Business Reports
  o Chapter presentation/discussion. Editing: Exercises/Docs for Analysis #12
  o Assignment: Chapter 12 Writing Activity (see Blackboard for details)
Week 12: Chapters 13, Proposals and Formal Reports
- April 20: Chapter presentation/discussion. Editing: Exercises/Docs for Analysis #13
- April 22: Chapters 13, Proposals and Formal Reports (con’t)
  o Assignment: Chapter 13 Writing Activity – Team Reports/Presentations
    ▪ See Blackboard for details/rubric

  Quiz 4 (Chapters 11-13) in Blackboard

Week 13:
- April 27: Lab time for team report presentations.
- April 29: Lab time for team report presentations.

Week 14: Team Presentations
- May 4: Lab time for team report presentations.
- May 6: Team Report Presentations

Finals Week: Final Portfolio due.
- Tuesday, May 12: Final 10:10 – 12:10 am.

*Professor reserves the right to make adjustments to syllabus.