Upper-division Writing Requirement Review Form (12/1/08)

I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Management &amp; Marketing</th>
<th>Course # (i.e. ANTH 455) or sequence</th>
<th>MGMT 444</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course(s) Title</td>
<td>Management Communications</td>
<td></td>
<td></td>
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<tr>
<td>Description of the requirement if it is not a single course</td>
<td></td>
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</tbody>
</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>Caroline Simms</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-2941, <a href="mailto:Caroline.simms@business.umt.edu">Caroline.simms@business.umt.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Jeff Shay</td>
<td></td>
</tr>
</tbody>
</table>

III. Overview of the Course Purpose/Description

**Purpose**

This course is designed to help you become a more fluent and effective communicator in a variety of business situations. You will learn how to choose and apply the correct communication vehicle and strategy for multiple purposes, audiences and situations.

**Course Objectives**

By the end of the course you should be able to:

1. Understand the scope and function of workplace communication.
2. Communicate information clearly through multiple vehicles or genres.
3. Evaluate audience, purpose and message and tailor your communication accordingly.
4. Understand the use and implications of language, and use that knowledge to ensure clear communication and appeal to audiences (rhetoric).
5. Research a topic, analyze an issue, propose a course of action and communicate all of this in writing and orally.
6. Revise and edit thoroughly.
7. Speak effectively and confidently to an audience.
8. Market yourself and your ideas successfully.

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

**Student learning outcomes:**

<table>
<thead>
<tr>
<th>Identify and pursue more sophisticated questions for academic inquiry</th>
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<tbody>
<tr>
<td>Analysis based on critical inquiry of assigned readings. The readings selected for this course and the corresponding assignments are complex and require sophisticated analysis consistent with an upper division writing course.</td>
</tr>
<tr>
<td>Find, evaluate, analyze, and synthesize information effectively from diverse sources (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Manage multiple perspectives as appropriate</td>
</tr>
</tbody>
</table>
| Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline | • Communicate information clearly through multiple vehicles or genres.  
• Evaluate audience, purpose and message and tailor your communication accordingly.  
• Understand the use and implications of language, and use that knowledge to ensure clear communication and appeal to audiences (rhetoric). |
| Use multiple drafts, revision, and editing in conducting inquiry and preparing written work | Students have the opportunity to revise three assignments graded by the instructor. Additionally students revise each others’ work during in-class writing workshops, thus developing their abilities to assist others in the workplace with writing skills development. |
| Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline | Written short report and oral report using appropriate citations, style, etc. for a business professional audience. |
| Develop competence in information technology and digital literacy | Research a topic, analyze an issue, propose a course of action and communicate all of this in writing and orally. |

### 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 | □ Yes ☒ No  
This course is capped at 35 and has a grader in addition to the instructor. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.</td>
<td>Through in-class interaction and written feedback on assignments.</td>
<td></td>
</tr>
<tr>
<td>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

It is a component of the research report. Students collaborate with the librarians at Mansfield Library. This is arranged by the instructor.

**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 20 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:** Students are required to write a memo, difficult letter, short report, cover letter, and resume. These assignments combined average between 15-20 pages of writing for each student. Formal and informal writing account for 70% of the students’ grades.

- **Informal Ungraded Assignments:** Students are required to write in-class responses to assigned readings.

**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](http://teaching.berkeley.edu/bgd/syllabus.html)

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**MGMT444 - Management Communications**

Spring 2009

Section 1 M/W 8:10-9:30, GBB 226

Section 2 M/W 9:40-11:00, GBB 226

Caroline Simms, Adjunct Instructor
I will update you if any information on this syllabus changes during the semester.

**Purpose**

This course is designed to help you become a more fluent and effective communicator in a variety of business situations. You will learn how to choose and apply the correct communication vehicle and strategy for multiple purposes, audiences and situations.

**Course Objectives**

By the end of the course you should be able to:

1. Understand the scope and function of workplace communication.
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The course’s objectives reflect those of the School of Business Administration as a whole (see SoBA’s objectives on page 4 of this syllabus).

**Required Texts**

- Coursepack for Management Communications 444, available in UM Bookstore


**Course Format**

As students do not learn to improve writing and speaking skills by listening to lectures, this course is based primarily on discussion and workshop. Expect to write and to speak in class. You are expected to contribute to whole class and small group discussions on a regular basis. Active participation is essential to success in this class, and might also be good practice for the rest of your lives.
Expect regular reading and writing assignments, as well as individual and team work in class. Often the team work will be in the form of writing workshops or responding to each other’s written assignments.

You are responsible for reading texts, handouts, and electronic postings as well as articles from various publications in your field (The Economist, The Wall Street Journal, Business Week, Forbes, etc.).

*Reading good writing is one of the best ways to improve your own communication.*

**Assignments and Assessment**

Student evaluations will be based on the following:

<table>
<thead>
<tr>
<th>Participation</th>
<th>Attendance, participation in class discussions and group work</th>
<th>20%</th>
<th>100 Points</th>
</tr>
</thead>
</table>
| Written Assignments | 1. Informal writing assignments (65 points)  
2. Memo (40 points)  
3. Difficult Letter (40 points)  
4. Short Report (175 points)  
5. Cover letter and Résumé (30 points) | 70%  | 350 Points |
| Oral Presentation | A 10 minute Power Point presentation on a topic of your choice | 10%  | 50 Points |

Total Points: 500

A+ (97-100), A (94 - 96); A- (90 - 93); B+ (87 - 89) B (84 - 86) B- (80 - 83); C+ (77 - 79), C (74 - 76), C- (70-73); D (60-69); F (59 or below)

**Policies**

**Attendance:** You are expected to attend class and be on time. If you have to miss class or leave early, I expect you to contact me. Your presence and participation will factor into your final grade and you will earn an attendance grade based on the total number of class periods you attended.
Assignments: Hard copies of all assignments are to be handed in at the start of class on the day they are due, unless you are instructed otherwise.
  • Do not email assignments to me.
  • Late assignments will be docked a full letter grade for every day they are late.

Rewrites: You have the opportunity to rewrite the memo, letter, and resume/cover letter assignments. The grade you earn on the rewrite will be averaged into the first grade you earned on that assignment.

Emails: Follow the University’s policy regarding student e-mail accounts. Faculty members may only correspond with students regarding academic issues if both parties use official UM e-mail addresses. This means that faculty must use a business.umt.edu address and mail to students’ grizmail.umt.edu address. Simply stated, I will not respond to email sent to me from addresses other than grizmail, nor will I respond to email sent to addresses other than my business.umt.edu account.

Consider all forms of communication in relation to this and other University classes a chance to practice thoughtful, clear, and perfected writing and speaking. Your emails to me and your other professors must be clearly written, addressed, signed and proofread for mechanical errors.

Classroom: You are expected to be respectful, supportive and thoughtful members of the class. As this is a communication class, I expect that you will reflect on all forms of your own communication before speaking, writing or acting. For example, text messaging while someone is speaking sends the speaker a clear message about your investment in both the class and the conversation. Your actions have direct results on the class’s atmosphere and productivity. If you all contribute constructively and conscientiously to this discourse community, we will have a rich learning experience.

Accommodation: Students with any type of documented disability that may interfere with learning in class or completing assessments should negotiate reasonable accommodations with me early in the semester.

→ Turn off your cell phones, iPods, Blackberries etc. BEFORE class begins. You communicate lots about yourself when you text message or mess with various technologies during class.←
Procedural Basics – Homework and Graded Written Assignments

1. Type all assignments to be handed in.

2. Include the following on all written assignments you hand in, unless you are instructed otherwise or you’re following specific genre conventions:
   - Your name
   - **Course section number**
     a. Letters and memos should be single-spaced, everything else should be double-spaced unless otherwise noted.
     b. Use one-inch margins
     c. Use a standard 12-point font (like Times New Roman) or some equivalent
     d. Number all pages in the lower right hand corner

3. Keep copies of all your work, as hard copy and on CD, disk, or memory stick.

4. **Keep all drafts** with my comments on them until the semester’s end

**School of Business Administration/Assessment and Assurance of Learning**

The School of Business Administration has adopted five learning goals for our undergraduate students:

- Learning Goal 1 – SoBA graduates will possess fundamental business knowledge/integrated business knowledge.
- Learning Goal 2 – SoBA graduates will demonstrate communication skills.
- Learning Goal 3 – SoBA graduates will possess problem solving skills/creative thinking skills.
- Learning Goal 4 – SoBA graduates will have an ethical awareness and demonstrate ethical decision making.
- Learning Goal 5 – SoBA graduates will demonstrate the use of technological skills for communication and problem solving.

You are responsible for familiarizing yourself with the following:

**Academic Misconduct** –
Selections from The University of Montana’s Student Conduct Code
Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism**: Representing another person's words, ideas, data, or materials as one's own.

6. **Submitting work previously presented in another course**: Knowingly making such submission in violation of stated course requirements.

7. **Facilitating academic dishonesty**: Knowingly helping or attempting to help another commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.

**Penalties**

Depending on the severity of the acts of academic misconduct, a student may incur one or more of the following penalties:

1. **Academic Penalty by the Course Instructor**: The student receives a failing or reduced grade in an academic exercise, examination, or course, and/or is assigned additional work which may include re-examination.

2. **University Sanctions**: A penalty exceeding the academic penalty may be imposed by the University. Sanctions a. through d. require administrative review and approval by the Provost & Vice President for Academic Affairs.

   a. Denial of a Degree.
   c. Expulsion
   d. Suspension
   e. Disciplinary Probation