## Writing Course Review Form (4/14)

### I. General Education Review – Writing Course

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Curriculum &amp; Instruction (Business and Information Technology Education)</th>
<th>Course Number</th>
<th>C&amp;I 287</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td><strong>Business Communication</strong></td>
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</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><strong>Signature</strong></th>
<th><strong>Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Sandra Williams</td>
<td>10/2/14</td>
</tr>
<tr>
<td>Phone / Email</td>
<td><a href="mailto:sandra.williams@umontana.edu">sandra.williams@umontana.edu</a> x4073</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Georgia Cobbs</td>
<td>1/1/14</td>
</tr>
<tr>
<td>Dean</td>
<td>Roberta Evans</td>
<td>10-2-14</td>
</tr>
</tbody>
</table>

### III. Type of request

- New
- Renew X
- One-time Only
- Change
- Remove

Reason for new course, change or deletion

### IV. Overview of the Course Purpose/Description:

Provide an introduction to the subject matter and course content.

This course is designed to develop and refine practical business communication skills. The focus is on improving the professional skills of: written communication and the ability to use clear, concise, and grammatically correct language; oral presentation and the ability to select, organize, and effectively deliver information in a businesslike manner with appropriate language and nonverbal communication; and interpersonal/team efforts to contribute to team performance and to work effectively in diverse environments.

### V. Learning Outcomes:

Provide examples of how the course will support students in achieving each learning outcome.

<table>
<thead>
<tr>
<th>Use writing to learn and synthesize new concepts</th>
<th>X Yes</th>
</tr>
</thead>
</table>

If yes, how will student learning be supported?

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). Professor presents new concepts and class incorporates into sample writings. Students complete in-class writings individually and with partners.

☐ No

If no, course may not be eligible
| **Formulate and express written opinions and ideas that are developed, logical, and organized** | **X Yes**  
If yes, how will student learning be supported?  
Students complete mini lessons that focus on specific concepts. Then, they scaffold learning to develop the ability to express opinions and ideas in their writing and presentations using the guidelines of effective business communication, and through the completion of writing assignments.  
□ No  
If no, course may not be eligible |
| **Compose written documents that are appropriate for a given audience, purpose and context** | **X Yes**  
If yes, how will student learning be supported?  
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.  
□ No  
If no, course may not be eligible |
| **Revise written work based on constructive comments from the instructor** | **X Yes**  
If yes, how will student learning be supported?  
Students revise and edit professional, written communications through peer editing and instructor feedback.  
□ No  
If no, course may not be eligible |
| **Find, evaluate, and use information effectively and ethically (click for a description of information literacy outcomes appropriate for each class level)**  
**Subject librarians** are available to assist you embed information literacy into your course  
Begin to use discipline-specific writing conventions | **X Yes**  
If yes, how will student learning be supported?  
A librarian from the Mansfield Library presents to the class on how to find, evaluate, and use information effectively and ethically. The skills are integrated in a web-based research project.  
□ No  
If no, course may not be eligible |
- 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.

| Demonstrate appropriate English language usage | Yes |
| If yes, how will student learning be supported? | Students complete 10 quizzes on grammar/mechanics. Each quiz may be taken as many times as necessary to earn 100%. All written and oral communication assignments are 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. |

**VI. Writing Course Requirements**

| Enrollment is 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. | Course enrollment is capped at 25 students. |
| Students will revise: |
| - Short workplace/digital media memo |
| - Positive message memo |
| - Negative message email |
| - Persuasive/sales letter |
| - Work plan |
| - Plagiarism, paraphrasing, & citing sources: analysis & revision |
| - Resume |
| - Letter of application |
| - Interview follow-up message |
VII. 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 an integral part of the grade on any writing assignment.

**Formal Graded Assignments**
Formal graded assignments include 16 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 informal reports (informational and analytical). Students create and present 3 oral presentations (which includes composing content into digital presentation program). 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. Written assignments make up 50% of the course grade.

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

Paste or attach a sample writing assignment. Include instructions / handouts provided to students.

**Direct Claim**

**Writing Activity.** Like most consumers, you have probably occasionally been unhappy with service or with products you have used.

**Your Task.** Select a product or service that has disappointed you. Write a claim letter requesting a refund, replacement, explanation, or whatever seems reasonable. Generally, such letters are addressed to customer-service departments. For claims about food products, be sure to include bar code identification from the package, if possible. Remember that smart companies want to know what their customers think, especially if a product could be improved. Give your ideas for improvement.

Follow the guidelines you learned in Chapter 8: Positive Messages on p. 244-248 & 257-260. Additionally:
- Follow the Block Letter Style shown in Appendix b, p. B-4
- Save file as LastNameFirstInitial_DirectClaim. For example, WilliamsS_DirectClaim
- Bring printed and digital copy to our next class meeting

The activity will be assessed using the following Dual-Criteria Method:

<table>
<thead>
<tr>
<th>Content (10 pts.)</th>
<th>Grammar/Mechanics (10 pts.)</th>
</tr>
</thead>
</table>

<table>
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</tr>
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<td>Conciseness</td>
</tr>
<tr>
<td>Overall Effectiveness</td>
<td>Writing technique</td>
</tr>
</tbody>
</table>
C&I 287.02  
**Business Communication**  
Fall Semester 2014  
Monday & Wednesday, 11:10-12:40, ED 112

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**Instructor Information**
Sandra Williams, Ed.D.  
EDU 305  
406-243-4073  
Sandra.williams@umontana.edu  
Moodle Class Support Site: http://umonline.umt.edu

**Office Hours:**  
Mon. & Wed. 1:10-2:30 p.m. and by appointment

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**Required Text**

The textbook for this class was selected after much research and careful consideration. I encourage you to purchase the text, either individually or with a partner, as it is important to your success in this class. I believe the text will be a valuable addition to your professional library. It is your choice whether or not you purchase the book; however, without it you may find the coursework very challenging to complete.

A copy of the textbook is available at Course Materials on Reserve in the Mansfield Library. You may use the text in the Library for up to four hours at a time.

**Recommended References**
- Standard English dictionary  
- A current office reference manual, such as *How 12* or *The Gregg Reference Manual*  

**Additional Requirement**
- Cloud storage or thumb/flash drive (USB) to save all work

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**Course Purpose**
Business communication is designed to develop and refine practical business communication skills. The focus is on improving the professional skills of: written communication and the ability to use clear, concise, and grammatically correct language; oral presentation and the ability to select, organize, and effectively deliver information in a businesslike manner with appropriate language and nonverbal communication; and interpersonal/team efforts to contribute to team performance and the ability to work effectively in diverse environments.
Course Learning Objectives

Upon successful completion of this course students will:

- Use writing to learn and synthesize new concepts
- Formulate and express written opinions and ideas that are developed, logical, and organized
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively and ethically
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

Course Learning Outcomes

Through performance on assignments, presentations, and quizzes, students will:

- Discuss and appreciate the importance of the communication processes and skills, critical thinking, and ethics in today’s increasingly interconnected and digital workplace.
- Function successfully in teams and in meetings.
- Recognize and apply effective listening and nonverbal techniques in achieving successful professional and interpersonal interactions.
- Respect intercultural differences and be able to interact effectively in global and diverse work environments.
- Apply a 3-x-3 writing process in analyzing and solving communication problems.
- Demonstrate skill in composing and formatting professional e-mail messages, memos, letters, and informal reports that deliver positive, negative, persuasive, and marketing messages effectively.
- Demonstrate skill in composing and writing well-researched proposals and short reports that illustrate effective use of online information sources and appropriate documentation formats.
- Use social and digital media professionally.
- Display proficiency in grammar, punctuation, capitalization, style, and word use.
- Prepare and deliver effective oral presentations appropriate for business audiences.
- Understand the employment search process, prepare customized résumés, and complete follow-up documents that impress employers.

Information Literacy Standards

Students will meet the ACRL Standards for Information Literacy including:

- Standard One: The information literate student determines the nature and extent of the information needed.
- 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 Moodle 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 may be reduced. More than three unexcused absences may 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. All out-of-class assignments will be posted via Moodle; please check the Assignments link for details of each assignment. **You are responsible for turning in assignments on their due dates even if you are absent—check Moodle for details and to submit work.**
- **Reading**: Read assigned chapters in our textbook in order to facilitate participation in class discussions and completion of in-class assignments, and to prepare for quizzes.
- **Quizzes**: Take timed-quizzes (in Moodle) on information from the text.
- **Chapter assignments and presentations**: Complete the assignments as specified for each chapter. You will have one individual presentation and two team presentations.
- **Grammar Workouts**: Complete the grammar quizzes/workouts
- **Final Exam**: In class, you will write a response letter to a specific scenario.

Assignment Weights
<table>
<thead>
<tr>
<th>Written Assignments</th>
<th>50%</th>
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<tbody>
<tr>
<td>Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Grammar Reviews</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
</tbody>
</table>

Assessment will follow the Dual-Criteria Method. Each assignment is graded on the basis of the following criteria:

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Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</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>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<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 email the professor BEFORE an absence if you cannot make class, this is common courtesy and a good professional habit to develop.

- Tardiness. Class will begin promptly at 9:40 a.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, check Moodle for assignments and course materials; submit assignments to the appropriate assignment link to avoid a grade reduction for a late assignment. Assignments may be adjusted at the professor’s discretion.

University-wide Program-level Writing Course Assessment

This course requires an electronic submission (via Moodle) of an assignment stripped of your personal information to be used for educational research and assessment of the university’s writing program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric developed from the following writing learning outcomes.

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
- Demonstrate appropriate English language usage
This assessment in no way affects either your course grade or your progression at the university. Here’s the rubric that will be used to assess your assignment.

Accommodation
Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications.

Disability Services
Lommasson Center 154
(406) 243-2243 (Voice/Text)

Student Conduct Code
Students are expected to know, understand and comply with the academic honest policies as described in the University of Montana Student Conduct Code.

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:

- If we need to evacuate the building, our primary route will be through the east or west main doors or the Emergency Exit on the south side of the building depending on which route is most accessible.
- 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.
- Please meet with me privately if you may require assistance in evacuating. Together we will plan appropriate assistance.
• Please let me know if you have a medical condition that could present an emergency. This notification will help us plan 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.