



Meeting Times	
Location	
Instructor	
Office Location	
Office hours	
Contact Information	

Course Description

This course is an advanced composition course focusing on writing for business and professional purposes. Students will review the writing conventions commonly expected within business and professional environments, as well as strategies for analyzing rhetorical situations within those environments. Coursework includes analysis, revision, and research exercises, as well as substantial practice in composing business correspondence. The final project is an extensive, researched business proposal developed in stages and presented to the class. Students will be encouraged to relate course materials to their major programs and workplace experiences.

Credit	4 credit hours
Prerequisites	ENG 120

Course Learning Outcomes:

Students will be able to:

1	create appropriate documents that conform to the principles of effective business writing;
2	prepare research reports, progress and summary reports, business correspondence, electronic communication, executive summaries, and formal and informal presentations;
3	present material in a form appropriate to the purpose and audience;
4	demonstrate the ability to follow appropriate documentation formats (including APA);
5	incorporate the visual representation of quantitative data into oral and written materials;
6	assess the ethical intent of business communication;
7	collaborate in researching, preparing, and presenting information;
8	demonstrate critical thinking in terms of processing information;
9	use effective verbal and nonverbal communication techniques in business situations.

Required Books and Resource Materials

Textbook:

Oliu, Walter, E., Brusaw, Charles, T., & Alred, Gerald J. *Writing that Works: Communicating Effectively on the Job* (12th Edition). ISBN: 9781319019488

Recommended Supplemental Text(s):

Required Supplemental Materials and Technologies:

Recommended Supplemental Materials and Technologies:

COURSE REQUIREMENTS

Individual Projects

Professional Correspondence

In this assignment, you will email 2 members of the class, as assigned to you by the professor, and introduce yourself to them. The goal of this assignment is to practice communicating with someone you don't know.

Writing in the Professions Inquiry

In this assignment, you will interview someone who works in the field you plan to work or does the specific job you are considering. The goal of the interview is to learn how reading and writing are used in your professional field.

After the interview, you will be responsible for composing a 1 page report that provides an overview of what you learned and a reflection about what you have learned. You will also give a brief (2-3 minute) presentation to the class about your findings

Reading Checks

Reading-Checks will review the material covered in our textbook. They must be completed on Blue Quill prior to the beginning of class on the day they are due.

Mid-Term Performance Report

In this project, you will assess your work in the course to this point in the semester and explain, using evidence, how you are meeting the objectives of the course and where you still need to improve to meet or exceed the objectives of the course. You will also assign yourself a grade for the course and justify that grade.

Project Team Evaluations

This project will be completed twice during the semester-once for each of the major group projects (Way Finding and Proposal). In this project, you will assess the work your team members have done and describe their contributions to the team's project, supporting your evaluations with evidence from their work in the team and your experiences working with them. The evaluation will conclude with a grade you believe each team member earned for their work on the project.

75% of the grade for each Project Team Evaluation will be the average of the grades assigned to an individual by group members.

Final Performance Report

In this project, you will assess your work over the entire course and explain, using evidence, how you are meeting the objectives of the course and where you still need to improve to meet or exceed the objectives of the course. You will also assign yourself a grade for the course and justify that grade.

Collaborative Projects

Way Finding Project

In this project, you will work with a partner on campus to develop materials to help students more successfully "find their way" on campus. The goal of the project is to produce a resource to help students access needed services by locating the correct person, office, location, or process to solve a problem or meet a need. Resources produced might include a brochure, a poster, a short video or other web-based content.

Pitch and Handout Project

In this project, you will present two potential options for the Engage, Inspire, Create @ Urbana project to a panel of evaluators and attempt to show that a need exists and that you have a plausible and implementable solution for the need. This project will provide you with feedback to help you make a decision about how to begin pursuing your proposal project.

Engage, Inspire, Create @ Urbana Proposal Project

In this project, you will work in a team to collaboratively write a proposal to address an issue on campus or to provide a new opportunity for the campus community. The proposal will contain (1) an executive summary, (2) a description of the issue or opportunity addressed that includes evidence that the need/opportunity exists, the population(s) that will be served, and a plan for implementation (narrative), (3) an argument, supported by data and information, for why the plan will be effective in addressing the need/opportunity, (4) a timeline for implementing the plan, (5) a budget and (6) at least 1 mechanism for assessing whether the plan has successfully addressed the need/taken advantage of the opportunity.

Proposal Debrief & Letter

In this final project, you will reflect on your work on the proposal in the form of a letter. You will write about (1) what you've changed in the final version of the proposal and why; (2) what you haven't changed and why; (3) the flaws you know still exist in your proposal; and (4) what you would do differently if you did the project again. You will present your letter orally at the final debrief.

ASSESSMENT

Grading Scale

GRADE	POINT RANGE	%
A	900-1000	90%-100%
B	800-899	80%-89.9%
C	700-799	70%-79.9%
D	600-699	60%-69.9%
F	599 or less	59.9% or less

Grading Breakdown

ASSIGNMENT	POINTS
INDIVIDUAL PROJECTS	
Professional Correspondence	30
Writing in the Professions Inquiry	50
Reading Check-Ins	50
Mid-Term Performance Report	50
Way Finding Project Team Evaluation	75
Proposal Project Team Evaluation	75
Final Performance Report	50
Individual Projects Total	380
COLLABORATIVE PROJECTS	
Way Finding Project	100
Pitch Project & Handout	50
Proposal Draft 1	30
Proposal Draft 2 (Workshop)	40
Proposal Draft 3 (Presentation Draft)	50
Formal Proposal Presentation	100
Final Proposal	150
Final Proposal Debrief & Letter Reflection (Final Exam)	100
Collaborative Projects Total	620
TOTAL	1000

You must accumulate at least 60% of the points (228 points) in the individual category to pass the course.

COURSE POLICIES

Attendance Policy

Attendance in this course includes **presence** (attend class), **timeliness** (arrive on time), and **participation** (actively engage in any course activities). Failing to attend, to arrive on time, or to participate in in-class activities (discussion, group work, etc.) can result in the student being marked absent.

The 85% Rule

At a minimum, a student must attend at least 85% of a course session and be engaged in planned learning activities and assignments of the course session to be considered present in that session. A student must attend 85% of the total course sessions to remain enrolled in and complete the course.

Students who miss more the 15% of the course will

- Be automatically dropped from the course by the Registrar's Office
- Receive a Z grade (removal for poor attendance) which counts as an F in the student's GPA
- Be prohibited from dropping the course, even if the period for course withdrawal is still open.

# of weeks in the course	# of course sessions that a student can be absent (unexcused) before failing* due to lack of attendance
16	8 sessions for a course meeting 3x per week

Missing a Whole Class

No absences are excused in this class, except for absences for university-sponsored athletic competitions and university-sponsored field trips or field experiences. To be excused, the student's name must be on the university-distributed travel list.

Arriving Late to Class

Students need to be present for at least 85% of each course meeting to avoid being marked absent, so arriving on time and remaining through the entire class session is essential.

- In a 3x week (MWF) class, a student must arrive **no later than 10 minutes** into class to be counted as present. Arriving later than 10 minutes will result in a course absence that counts towards the number of course sessions that a student can be absent (unexcused) before failing due to lack of attendance explained above.

Participating in Class Activities

A student can be marked absent for attending, but failing to participate in class. For example, students can be marked absent for sleeping in class, watching videos or playing games on their phones during in-class activities, or failing to complete and/or submit in-class work.

Responsibilities if Class is Missed

- Students are responsible for (1) notifying the instructor of their absence as soon as possible and for (2) making arrangements to stay on track to successfully complete missed material and work.
- Students are responsible for completing any reading or work that is assigned on the calendar for the day(s) missed and for the day they will return to class.

A Note on Attendance

The policy outlined above details the minimum requirement to remain enrolled in the course. Meeting this minimum requirement does not guarantee success in the course. Success in this course comes from a combination of attending class, completing in-class work, and completing and submitting quality academic work by assigned deadlines.

Communication & Email Policy

It is expected that students should plan to communicate with the professor and with other classmates regularly throughout the course. Students are responsible for reading their Urbana email account on a daily basis. Faculty will communicate with students via the Urbana email account.

You are expected to send professional e-mail to professors and any other people you contact on or off-campus as part of this class. Professional emails should be polite with a greeting and signature, use complete sentences, and use correct grammar, spelling and punctuation.

I check my email regularly during business hours (7am-8pm). I will respond to your email as quickly and thoroughly as possible during these times. However, keep in mind that I teach other classes during the day besides yours, so I may not respond to you immediately. After 8pm, I'm on my own time. I may check my email, but I may not. So if you have questions or concerns after that time, feel free to email me knowing you may not hear from me until the following day. So plan your email communications accordingly.

Late Work Policy

Late work reflects poorly on your work ethic as a student and will prevent you from successfully completing the course.

- Missed in-class activities can only be made up if you miss class due to a university-sponsored activity.
- **Papers submitted within 48 hours of the due date will be accepted with a 10% grade deduction for each 24 hours late, and will receive NO feedback, only a grade. Late papers are not eligible for revision.** Without this feedback it will be difficult for you to successfully revise or make improvements for your next papers. Papers will not be accepted more than 48 hours past the due date.

Revision Policy

You have the option to revise any individual the papers you write this semester to earn a more successful grade. For me to accept your revisions, you must:

- Participate in workshops
- Submit your original draft on-time
- Submit revisions before the deadline given by the instructor (usually no more than 2 weeks from when papers are returned)

Papers that earn enough points to be an A will not be eligible for revision and papers that are revised to earn enough points to be an A will receive no additional feedback, even if they have not earned the full amount of points.

Use of College Level Writing Skills

All assignments must be typed. A student must be able to communicate appropriately in speech and in writing. Papers/projects submitted to the instructor are considered to be in the final form. Make sure that you understand all assignments before you hand them in to be evaluated.

If you have questions, see the instructor or get assistance through the Student Success Center. Assignments must include your name, course, section & date and APA citation style must be used to reference all quoted and paraphrased material. The following web link has citation formatting guidelines.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Academic Policies

All academic and university policies can be found in the 2019-2020 Academic Catalog.

COURSE SCHEDULE

WTW = Writing the Works

Week 1: Introduction to Business & Professional Writing		
8/19	IN CLASS Course Introduction & Overview	
8/21	IN CLASS Professional Communication	DUE ✓ Read WTW pages 3-27 and pages 265-276 ✓ Reading Check #1
8/23	IN CLASS Writing Reports Introduce Writing in the Professions Inquiry Report	DUE ✓ Read WTW pages 335-355 ✓ Reading Check #2
Week 2:		
8/26	IN CLASS Working Collaboratively/In Teams	DUE ✓ Read WTW pages 129-143 ✓ Reading Check #3
8/28	IN CLASS Group Selection Professional Writing Ethics	DUE ✓ Read WTW pages 96-117 ✓ Reading Check #4 ✓ Professional Correspondence
8/30	IN CLASS Work Day: Group Code of Conduct	DUE
Week 3:		
9/2	IN CLASS NO CLASS-Labor Day	DUE
9/4	IN CLASS Group Code of Conduct	DUE ✓ Group Code of Conduct
9/6	IN CLASS Document Design Tools/Resources for the Wayfinding Project	DUE ✓ Read WTW pages 210-220 ✓ Reading Check #5
Week 4 Document Design & Usability		
9/9	IN CLASS Meet with Wayfinding Partner to get goals and specifications	DUE
9/11	IN CLASS Writing in the Professions Inquiry Presentations Writing Progress Reports	DUE ✓ Writing in the Professions Inquiry Report ✓ Read WTW pages 395-418 ✓ Reading Check #6
9/13	IN CLASS Creating Effective Graphics Work Day: Wayfinding Project	DUE ✓ Read WTW pages 220-257 ✓ Reading Check #7 ✓ Send Progress Report, Specific Questions and Draft of Way Finding Project to partner for feedback by Friday at noon

Week 5: Document Design & Usability		
9/16	IN CLASS Work Day: Wayfinding Project	
9/18	IN CLASS Work Day: Wayfinding Project	
9/20	IN CLASS Way Finding Usability Test	DUE: ✓Bring 4 copies of project to class for testing
Week 6: Writing Evaluations & Designing and Conducting Research		
9/23	IN CLASS Writing Evaluations of Yourself and Others	DUE
9/25	IN CLASS Way Finding Presentations & Debriefs	DUE ✓Final Way Finding Project
9/27	IN CLASS Finding Problems/Asking Questions	DUE ✓Read WTW pages 423-450 ✓Reading Check #8 ✓Way Finding Team Evaluations
Week 7: : Data Collection		
9/30	IN CLASS Using Research for Business Writing (including Pitch & Proposal) Designing Primary Research	DUE ✓Read WTW pages 149-172 ✓Reading Check #9
10/2	IN CLASS Work Day: Data Collection Instrument Design	DUE
10/4	IN CLASS Work Day: Data Collection Instrument Design	DUE
Week 8: Working with Data		
10/7	IN CLASS Refining Problem Description Finding an Effective Solution for a Problem	DUE ✓Mid-Term Performance Review
10/9	IN CLASS Data Analysis & Making Claims with Data	DUE ✓Collected data
10/11	IN CLASS Work Day: Pitch Preparation	DUE ✓Read WTW pages 474-497 ✓Reading Check #10
Week 9: Pitch & Additional Research		
10/14	IN CLASS Pitch	DUE ✓Pitch Presentation & Handout
10/16	IN CLASS Responding to Pitch Feedback Refining Problem Statement/Asking New Questions	DUE
10/18	IN CLASS APA Review	
Week 10: Proposal Revisions		
10/21	IN CLASS Work Day: Proposal	
10/23	IN CLASS Writing about Data	
10/25	IN CLASS Work Day: Proposal	

Week 11:		
10/28	IN CLASS Oral Proposal Progress Reports	DUE ✓ Proposal Draft #1
10/30	IN CLASS Critiquing sample proposals	
11/1	IN CLASS Responding Productively to Feedback Critiquing sample proposals	
Week 12: Proposal Revisions		
11/4	IN CLASS Work Day: Proposal Revisions	
11/6	IN CLASS Proposal Workshop	DUE ✓ 4 printed copies of proposal for workshop
11/8	IN CLASS Work Day: Proposal	
Week 13: Giving Effective Presentations		
11/11	IN CLASS Giving Effective Presentations	DUE ✓ Progress Report & Proposal Draft #2 with changes highlighted
11/13	IN CLASS: Work Day: Proposal Revisions & Presentation	
11/15	IN CLASS: Individual Group Q&A Preparation with Instructor	
Week 14: Proposal Presentations		
11/18	IN CLASS Work Day: Proposal Revisions & Presentation	
11/20	IN CLASS Proposal Presentations	DUE ✓ Progress Report & Proposal Draft #3 with changes highlighted ✓ Copy of Presentation
11/22	IN CLASS Proposal Presentations	
Week 15:		
11/25	Preparing for the Debrief Work Day: Proposal Revisions	
11/27	Writing the Team Evaluation Work Day: Proposal Revisions & Debrief Materials	
11/29	IN CLASS NO CLASS: Thanksgiving Break	
Week 16: Final Proposal & Debriefs Revisions		
12/2	IN CLASS	DUE ✓ Final Proposal
12/4	IN CLASS Work Day: Debrief Materials & Evaluations	DUE ✓ Team Evaluations ✓ Final Performance Report
12/6	IN CLASS Course Debrief Meetings	DUE ✓ Debrief Letter