

# ADVANCED WRITING FOR BUSINESS

English 312

## Course Objectives and Procedures

Advanced Writing for Business is a specialized composition course designed primarily to teach future business managers, economists, accountants, or marketing specialists the principles of writing the kinds of documents they will be expected to write in their future professional work. Secondly, the course is designed to assist students in acquiring the skills needed to write effective reports, examinations, term papers, and documents at the university.

My personal objectives for this course are simply two-fold: to help students become better

- Writers and Communicators (Publishing Skills)
- Leaders (Management Skills)

### □ Objectives of English 312

The objectives of English 312 are to

- Teach the composing process through pre-writing, drafting, reviewing, and revising to achieve the writer's purpose and to meet audience needs.
- Produce clear, complete, accurate, precise, relevant, and professional writing.
- Learn arrangement strategies for organizing and synthesizing information for a specific audience
- Incorporate methods of inquiry characteristic of business fields such as questioning, collaborating, evaluating, and critical thinking.
- Apply rhetorical strategies, genres, and patterns characteristic of business writing, including effective writing traits and mechanics.
- Apply research techniques and skills for finding and qualifying sources appropriate to business fields, and evaluating and citing electronic and print sources using appropriate documentation style.
- Deliver oral presentations.
- Create a writing portfolio of sample writing demonstrating writing strengths and abilities.

### □ Organization of English 312

English 312 has the following major assignments:

- Summary Portfolio
- Proposal Portfolio
- Case Study Portfolio
- Job Application Portfolio
- Business Plan Portfolio
- Promotional Literature Portfolio
- Business Journal Publication
- Meeting Minutes Log
- Oral Presentation
- Business Writing Portfolio
- Authentic Leadership Journal
- Kolin PowerPoint Presentation

### Summary Portfolio (100 pts.)

- ◆ Informative Summary
- ◆ Executive Summary
- ◆ Evaluative Summary
- ◆ Descriptive Abstract
- ◆ Informative Abstract

### Proposal Portfolio (100 pts.)

- ◆ Proposal letters
- ◆ Outlines
- ◆ Schedules
- ◆ Bibliographies

### Case Study Portfolio (200 pts.)

- ◆ Case Narrative
- ◆ Case Exhibits
- ◆ Case Analysis
- ◆ Case Analysis Assessment
- ◆ Case Study Response

### Job Application Portfolio (100 pts.)

- ◆ Letter of Application
- ◆ Chronological Résumé
- ◆ Functional Résumé
- ◆ Online Résumé
- ◆ Recommendation Request
- ◆ Follow-up Letter

### Business Plan (200 pts.)

- ◆ General Business Section
- ◆ Marketing and Operations Section
- ◆ Management Section
- ◆ Financial Section

**Promotional Portfolio** (100 pts.)

- ◆ Brochure
- ◆ Newsletter
- ◆ Press Release

**Business Journal Publication** (300 pts.)

- ◆ Layout/Design Format
- ◆ Feature Articles
- ◆ Department Articles

**Meeting Minutes Log** (50 pts.)

- ◆ Meeting Agendas
- ◆ Meeting Assignments
- ◆ Meeting Attendance Record

**Oral Presentation** (100 pts.)

- ◆ PowerPoint Presentation
- ◆ Presentation Poster
- ◆ Brochure
- ◆ Oral Presentation

**Business Writing Portfolio** (100 pts.)

- ◆ Reflective Introduction
- ◆ Writing Samples

**Authentic Leadership Journal** (100 pts.)

**Kolin PowerPoint Presentation** (50 pts.)

□ **Conduct of the Class**

The basic pattern of the course is one of (1) *theory*, (2) *practice*, (3) *critique*. The course of theory is the text supplemented by materials furnished by the instructor. The theory of each assignment is thoroughly discussed in informal classroom sessions. Included in these discussions are numerous examples of the application of each principle to students' own fields and to their specific writing problem. Following such discussions, the students then write their papers and hand them in. The teacher then reads the papers and makes written or oral comments about the paper.

□ **Readings and Quizzes**

For the most part there will be I-Learn quizzes over chapter readings, mechanics, and effective writing traits.

**Kolin's PowerPoint Presentation.** Each student will present a five-minute PowerPoint review of one chapter from Kolin's *Successful Writing at Work* (50 points).

**Chapter Reading Quizzes.** The chapter quizzes for Kolin's *Successful Writing at Work* will open one week before the due date and close when class starts on the due date. These are open book quizzes which **cannot** be retaken. Each quiz is worth 10 points (170 total points).

**Mechanics Quizzes.** The mechanics quizzes cover punctuation, grammar, and usage. These quizzes are open from the beginning of the

semester until the date on the syllabus. These are open book/note quizzes that can be repeated as often as needed until the due date. Each quiz is worth 10 points (80 total points).

**Writing Traits Quizzes.** The writing traits quizzes cover the seven traits of effective writing. These quizzes are open from the beginning of the semester until the date on the syllabus. These are open book/note quizzes that can be repeated as often as needed until the due date. Each quiz is worth 10 points (70 points total).

**LATE ASSIGNMENTS**  
**NOT ACCEPTED**

□ **Prerequisites**

English 312 has three prerequisites:

- Completed English 111 College Writing or equivalent
- Completed Business 220 Business Communication or equivalent
- Appropriate declared major

□ **Texts**

Kolin, P. (2006). *Successful writing at work*. (8<sup>th</sup> ed). Boston: Houghton Mifflin.

Palmquist, M. (2005). *Designing writing: A practical guide*. Boston: Bedford/St. Martin's.

□ **Course Requirements**

The following course breakdowns represent approximate percentages:

Formal Writing Assignments	60%
Business Journal Publication	20%
In-class Writings	10%
Preparation and Quizzes	10%

□ **Grading and Evaluation**

The teacher will evaluate all formal writing assignments and comment on what works well in the document and offer suggestions for improvement. The teacher will assign a letter grade to the document and record a number grade in the roll book. Most often the number grade follows the breakdown below

A = 95%	C = 75%
A- = 92%	C- = 72%
B+ = 88%	D+ = 68%
B = 85%	D = 65%
B- = 82%	D- = 62%
C+ = 78%	F = 59%

The teacher reserves the right to slightly alter the number points depending on the student's

performance. For example, instead of recording a 92% for an A-, the teacher may record a 90%.

#### ❑ **Teacher Conferencing**

Most student questions and writing concerns are handled in the classroom through class or individual discussion. Students may schedule an appointment with the teacher for more extended conferencing. Rarely will the teacher read an entire document during a conference but rather will assist the student in identifying the writing frustration and in developing options to solve the communication problems.

Students who wish to conference with the teacher about a graded paper must meet the following two conditions (there are no rewrite options to improve a graded assignment):

1. Wait 24 hours before making an appointment with the teacher.
2. Come to the appointment with a list of suggestions to improve the paper. The teacher will discuss those options with the student.

#### ❑ **Attendance Requirements**

Random quizzes are used to check attendance. The quizzes cannot be made up so class attendance is essential because the quizzes will not be announced. The student has the responsibility to attend class and to be prepared for class. If the student misses class, the student should contact the teacher out of courtesy via office phone-mail or email **prior** to class.

This is a highly interactive course. The success of this course and your individual success depends on your regular presence and promptness, your thorough preparation for class, and your active participation within class. You may have **three class absences without a grade penalty**.

*Please note: I make no distinction between "excused" and "unexcused" absence. You are responsible for saving your absence leave to accommodate unexpected illness or personal / family needs.*

Excessive absence will result in *deduction from final average of 1 percentage point per hour of absence over the limit*. If you miss more than three class periods, you will not be able to earn an A in the course. If you miss more than five class periods, the highest grade you can earn in

the course is a C. If you miss six or more classes, you will earn an F in the course.

At the end of the semester, if you have **perfect attendance**, you will have a **bonus of 1 percentage point added to your final average**.

#### ❑ **E-mail**

Students must have access to BYU-Idaho e-mail. If students prefer other email servers, students should arrange with their carriers to forward their campus email directly to them.

#### ❑ **Academic Honesty**

"BYU-Idaho students should seek to be totally honest in all their dealings. They should complete their own work and be evaluated for that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct." (*BYU-Idaho Catalog 2007-2008*, p. 44.)

This course will adhere to procedures for handling incidents of academic dishonesty found in the *BYU-Idaho Catalog*, 2007-2008, pp. 44-45.

#### ❑ **Special Limitations**

To accommodate students with special learning, physical, emotional, mental, social, or other limitations, the student must notify the teacher the first week of class. By law, BYU-Idaho is only required to assist those students who make these issues known during the first week.

#### ❑ **Caveat**

The teacher reserves the right to make changes in course content and policy at any time during the semester or term.

**ADVANCED WRITING FOR BUSINESS**  
**English 312:11**  
**R. Keller**  
**Winter 2009**

- Jan. 7 W Introduction to Course  
BYU-Idaho Learning Model
- 9 F Kolin, Chapter 1, "Getting Started," pp. 3-34.  
Writing for Publication  
*Spori Business Review*  
3 *HBR* Leadership articles  
Mechanics review (Commas)

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**Week 1—Leaders in Your Life**

- 12 M Publishing Workshop  
Kolin, Chapter 3, "Collaborative  
Writing and Meetings at Work," pp. 75-  
103  
Mechanics review (Semicolons and  
Colons)
- 14 W *Spori Business Review* Feature Article  
Themes Due  
Kolin, Chapter 2, "The Writing Process  
at Work," pp. 41-69.  
Mechanics review (Other Punctuation)
- 16 F **Values and Leadership Case Study**  
Kolin, Chapter 10, "Summarizing  
Material," pp. 409-438  
Mechanics review (Capitalization)  
Mechanics review (Personal Nouns)

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**Week 2—Leaders in the Scriptures**

- 19 M Human Rights Day
- 21 W *Spori Business Review* Call for Papers  
Due  
Kolin, Chapter 4, "Writing Memos,  
Faxes, and E-Mail," pp. 119-140  
Kolin, Chapter 5, "Writing Letters," pp.  
144-185  
Kolin, Chapter 6, "Types of Business  
Letters," pp. 192-234  
Mechanics review (Subject and Verb  
Agreement)
- 23 F **Summary Portfolio Due**  
Case Narrative Draft Due  
Kolin, Chapter 14, "Writing Winning  
Proposals, pp. 589-622  
Mechanics review (Pronouns and  
Antecedents/Personal Pronouns)

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**Week 3—Leaders Losing Their Way**

- 26 M **Mechanics Exam Week**  
Case Exhibits Due  
Kolin, Chapter 15, "Writing Effective  
Short Reports," pp. 629-660  
Writing Traits Review
- 28 W **Case Narrative Due** (Group 1)  
Kolin, Chapter 8, "Doing Research for  
School and on the Job," pp. 293-334  
Writing Trait 1: Ideas
- 30 F Individual Analyses Due  
Kolin, Chapter 9 "Documenting  
Sources," pp. 352-378  
Writing Trait 2 : Organization  
Writing Trait 3: Voice

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**Week 4—You as a Leader**

- Feb. 2 M LDS Recommendation Due  
Non-LDS Recommendation Due  
Writing Trait 4: Word Choice
- 4 W **Case Analysis Due** (Group 2)  
Writing Trait 5: Sentences
- 6 F Evaluation of Analysis Rubric Due  
Writing Trait 6: Correct Copy

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**Week 5—Your Greatest Crucible**

- 9 M ***Spori Business Review* Article 1  
Proposal Due**  
Writing Trait 7: Design
- 11 W **Writing Traits Review Due**  
Evaluation of Analysis Writing Due
- 13 F Case Analysis Assessment  
*Spori Business Review* Article 1  
Acceptance/Rejection Letters Due

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**Week 6—Your Values**

- 16 M President's Day
- 18 W **Case Analysis Assessment Due** (Group  
3)  
Business Plan
- 20 F **Case Study Response Due** (Group 1)  
Kolin, Chapter 16, "Writing Careful  
Long Reports," pp. 665-698.

**Week 7—Your Mentors**

23 M *Spori Business Review Article 2 Proposal Due*

25 W Kolin, Chapter 7, "How to Get a Job," pp. 241-285

27 F *Spori Business Review Article 2 Acceptance/Rejection Letters Due*  
Kolin, Chapter 11, "Designing Clear Visuals," pp. 447-494  
Chronological Resume Draft Due

**Week 8—Your Success**

Mar 2 M Kolin, Chapter, 12, "Designing Successful Documents and Websites," pp. 502-521.  
Functional Resume Draft Due  
Letter of Application Draft Due

4 W Palmquist, "Part One," pp. 3-31

6 F Palmquist, "Part Two," pp. 33-83

**Week 9—Your Leadership Relationships**

9 M Palmquist, "Part Three," pp. 85-122  
Business Plan Draft 1 Due

11 W *Spori Business Review Design and Layout Style Sheet Due*

13 F *Spori Business Review Article 1 Due*

**Week 10—Integrating Your Life**

16 M **Job Application Portfolio Due**  
Business Plan Draft 2 Due  
Kolin, Chapter 13, "Writing Instructions," pp. 555-585

18 W **Business Plan Due**  
Promotional Literature

20 F *Spori Business Review Article 1 Revision Letters Due*

23 M Promotional Literature Portfolio  
Draft Due

25 W *Spori Business Review Article 2 Due*

27 F **Promotional Literature Portfolio Due**  
*Spori Business Review Article 2 Revision Letters Due*

30 M **Spori Business Review Final Articles**  
*Spori Business Review Workshop*

Apr. 1 W *Spori Business Review Workshop*  
Kolin, Chapter 17, "Making Successful Presentations at Work," pp. 701-721

3 F **Spori Business Review Due**  
Spori Business Conference

6 W **Meeting Minutes Log Due**  
**Business Writing Portfolio Due**

8 F Spori Business Conference