

FA 281 Business Writing – Summer 2006

Faculty: David Morris, 773-290-8155, dmorris@condor.depaul.edu

Location: O'Hare Campus

Hours: Quarter Hours: 4 hours

Competencies Offered:

H3X: Can create appropriate, professionally written documents and materials)

FX: To be written by student

Required Text

The Business Writer's Handbook, Eighth Edition, by Gerald J. Alred, et al. (Bedford / St. Martin's Press; ISBN: 0312352689).

BlackBoard

Because I will be communicating with you electronically via BlackBoard, it is imperative that you ensure that the e-mail address DePaul has for you is current. Please take a look on CampusConnect to make sure that your e-mail address is current.

Course Description

This course provides students with an opportunity to develop concise, articulate, and actionable written business documents. Students will learn to plan, organize and write effective business documents such as business letters, memoranda, e-mail, business reports, abstracts, executive summaries, cover letters, and resumes. In addition, students will learn to examine and write to a specific audience, to select the most effective wording and phrasing, to analyze and revise written works (either their own, or the work of others), to identify logical fallacies, and to write within a specific context, and to unearth valid and reliable research.

Methodology and Learning Experience

The classroom experience for this course is designed to be informal. Some degree of informality is needed due to the highly personal nature of analyzing and commenting on one's own work, and on the work of one's peers. The learning experience will include a strong emphasis on personal writing styles, applications and choices of approach, and textual analysis. Other modes of learning include lecture, use of examples, case studies, peer review, and highly experiential activities designed to develop and improve newly acquired skills.

Guidelines for Success

- *Attendance.* Expected in all class sessions. Students should notify the instructor as far in advance as possible if it is necessary to miss a class session. Assignments are due on time regardless of attendance. Students missing more than one session must negotiate additional work to be done to satisfactorily complete the course. Students missing more than two sessions will receive an FX for all registered competences.
- *Preparedness.* Weekly assignments should be completed prior to the beginning of class; students should be ready to engage in discussions at the beginning of class.
- *Delivery.* All assignments will be delivered on or before the due date. Late delivery generally will not be accepted. Students who cannot attend a scheduled class in which assignments are due are expected to deliver on the due date.
- *Integrity.* All work presented in class, and in written artifacts, will be the work of the student, or will have appropriate attribution. Plagiarism of any kind will not be tolerated, and will result in a failing grade for the course and all registered competences.
- *Participation.* Active participation in this course is strongly encouraged.
- *Scholarship.* All written assignments should be delivered in a manner consistent with college-level performance, and should reflect a commensurate degree of critical thought and personal reflection. Grades will be lowered for consistent grammatical and/or structural errors.

Learning and skills acquired

At the completion of the course, the learner will understand writing in context, the business and professional writing planning and creation process, adapting written material for specific audiences, the appropriateness and use of editing techniques and tools, how to work collaboratively to produce a superior written product, the importance and process of research for business writing, and the appropriate use of written products as a function of their intended purpose.

Evidence to be submitted

Students will satisfy the requirement(s) of this course by submitting a series of written products (portfolios) demonstrating their understanding of the course topic(s) and their ability to apply the course's concepts. Specific evidence may vary, based upon the competences for which the student has registered. Final papers, presentations and other artifacts submitted as evidence of learning are due no later than the end of the last class session. Students wishing their final work / papers to be returned should provide a self-address stamped envelope no later than the last class.

Work submitted in writing should follow generally accepted rules of style (Chicago, APA, or MLA), including attribution, bibliography / references, and presentation. All papers should be double spaced, with one-inch margins, using 10- or 12-point font; include a cover page, numbered pagination and headers containing the author's name, date, and assignment topic.

The instructor is available to meet with individual students during the quarter to resolve any questions or issues they may have regarding projects or deliverables.

Assessment criteria

Assessment includes the following elements:

- The instructor's evaluation of the learner's progress (attainment and application of skills and knowledge) during the course;
- The quality, delivery and defense of the learning products;
- The quality and appropriateness of peer review and feedback;
- The quality and depth of reflection, self-awareness and self-analysis.

Overall, satisfactory completion of this course requires the student/learner to aptly demonstrate either significant personal progress between the beginning and end points of the class, or the achievement of competence in integration and application of the concepts and practices offered during the course.

Blackboard Postings

In order to record your impressions and develop your ideas about the essays you read, as well as encourage discussion, you will occasionally post responses to many of the readings on our Blackboard site. ***Postings are due by 3 p.m. on the day before the readings are discussed in class.***

Plagiarism

For the University's policy on plagiarism, see the "Academic Integrity Policy" in the *Student Handbook*, <<http://condor.depaul.edu/~handbook/code17.html>>.

Schedule of Classes

<u>Week</u>	<u>Topics</u>
One June 14	Introduction Grammar, syntax Examples Drills, questions, review
Two June 21	The writing process Preparation Purpose Audience

	Organizing Outlining Revising Memos, faxes, e-mails Textual analysis Blow Ups: Adding depth to writing
Three June 28	Letter Writing Business Letters: Correspondence Resumes Cover letters (exogenous to text)
Four July 5	<u>Portfolio One draft due</u> In class peer review (draft and all comments from peers handed in at end of session) Business letters Two resume cover letters Two resumes
Five July 12	Portfolio One due Gathering, summarizing information On line research Search engines Boolean searches Web credibility Documenting sources Summarizing material Document layout and design Designing visuals Instructions Meeting minutes
Six July 19	Developing an argument: Persuasive writing Proposals
Seven July 26	<u>Portfolio Two draft due</u> <u>In class peer review (draft and all comments from peers handed in at end of session)</u> Persuasive paper, proposal, instructions
Eight August 2	<u>Portfolio Two due</u> Short Reports Feasibility Investigative Progress / activity Trip Trouble
Nine August 9	Long Reports Formal reports Abstracts Executive Summaries Table of Contents Appendices
Ten	<u>Portfolio Three draft due</u>

August 16

In class peer review (draft and all comments from peers handed in at end of session)

Feasibility report

Trip or trouble report

Formal report

Eleven
August 23

Portfolio Three due

No formal class