

DePaul University School for New Learning
Writing Persuasive Business Proposals
Summer, 2003 -- Syllabus

Campus: Naperville. Class ID: 5183

Term: Wednesday evenings 6.30PM-9.30PM; begin June 18 2003; end July 16 2003. **5 weeks duration**

Instructor: Will Johnston, Ph.D. The instructor has created and written professional training, educational, and promotional programs for a wide variety of American clients.

Contact: Email: edudoc@earthlink.net

Credit: 1 or 2 hours

Course Description: "Writing Persuasive Business Proposals" is an in-depth examination of a key element in organizational change—a primary step in the creation of new directions in which to take an institution. This course probes deeply into the art and craft of creative effective proposals.

Text: Writing Proposals: The Allen & Bacon Series in Technical Communication. 2001. Richard Johnson-Sheehan, Sam Draggs.

NOTE: May be taken for only one competence

Competencies: A-2-B; L-7; F-X; S-2-D; H-2-X

A. Objectives: Students will be capable of:

- Identifying organizational level to which proposal should be made.
- Designing and creating suitable approaches to that level.
- Preparing model proposals.
- Distinguishing how reasoning, logic, credibility, and appropriate emotional factors successfully communicate a proposal's purpose.

B. Learning Tools:

- Detailed examination of construction and delivery of effective training programs
- In-class writing and group activity in support of the above.
- Personal critique by the instructor.

C. Evaluation of Work:

Students will be expected to attend all class sessions, participate in discussions, Write assignments and submissions. This counts for 1/3 of your final grade.
Missing one class will make it difficult to finish the course satisfactorily; missing Two will make it impossible.

- Students are expected to attend all class sessions and complete all assignments. This counts for 1/3 of the final grade.
- Demonstrate understanding of course material, in keeping with Point "B" above. 1/3 final grade.
- Application of the principles identified in the lessons in final paper. 1/3 of final grade.

D. Standards of Evaluation:

- Active participation in the course.
- Accurate and to-the-point demonstration of understanding the material.
- Attention to due dates, attendance, and adherence to format.

E. Grades: A=90-100; B=80-89; C=70-79; D=60-69. Below 60 is F

F. Plagiarism.

Students are expected to observe the University's established guidelines regarding academic integrity, including the following statement regarding plagiarism, as quoted from the University's "Handbook for Undergraduate Students": *Plagiarism is a major form of academic dishonesty involving the presentation of work of another as one's own. Plagiarism includes but is not limited to the following:*

The direct copying of any source, such as written and verbal material, computer files audio discs, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's.

Copying of any source in whole or in part with only minor changes in wording or syntax, even with acknowledgement.

Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an Instructor finds that a student has plagiarized, the appropriate penalty is at the Instructor's discretion. Actions taken by the instructor do not preclude the College or the university taking further punitive action including dismissal from the University.

G. Participation in the Class.

The instructor seeks an active level of preparation for and participation in classroom activities. It is possible to participate in a non-verbal form; in this case, the student has the responsibility for taking the initiative and informing the instructor of the way he or she elects to participate other than verbally.

Attendance is required. If there is a pressing reason for missing a class session, inform the instructor ahead of time either in person, or by a message, so work may be made up. **More than 2 absences from class can result in failure.**

There will be in-class group assignments; all may not be returned. These are a way to aid the instructor in understanding how you are interpreting the material.

G. Weekly Sessions: Class Needs May Call For Revisions in the Schedule

June 18:
Week One: Read and understand syllabus. In-class reading of Ch. 2 and 3: identification of corporate level to receive proposal. In-class group assignment reflecting understanding of material above. For next week: read Ch. 4 and 5.

June 25:
Week Two Discuss Ch. 4 and 5. Lecture . In-class group assignment reflecting understanding of the material

For next week: read Ch. 6 and 7.

July 2:
Week Three: Discuss Ch. 6 and 7.
Lecture, and then a Discussion of the Final Paper.
In-class group assignment reflecting understanding of material above.
Homework: read Ch. 8 and 9.

July 9:
Week Four: Lecture and discuss Ch. 8 and 9.
In-class group assignment. Prepare a treatment of Final Paper.
Instructor plans an interview with each student.
Homework: Final Paper.

July 16:
Week Five Submit and discuss Final Paper.
Fill out class and student evaluations.
Wrap and goodbyes !