

ENG 302
Business Writing
Syllabus and Course Guidelines

Fall 2014
Line #84401

Hybrid Course: Tuesday on Blackboard, Thursday in person 1:30-2:45 p.m.

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Blackboard site:	http://myasucourses.asu.edu
Writing Programs site:	http://english.clas.as.edu/writingprograms

The best way to contact me is through email, and I will respond to email messages as soon as possible. If you email me on weekends, I may not respond until Monday.

Required Textbook

- Guffey, M. E., & Loewy, D. (2013). *Essentials of Business Communication*. Mason, OH: South-Western/Cengage.

Course Description and Objectives

English 302, Business Writing, is an advanced, interdisciplinary writing course designed to improve the workplace writing competence of W. P. Carey School of Business professional and pre-professional students. The course focuses on the practice and study of selected types of discourse employed in professional business situations and helps prepare students for different kinds of writing they will encounter in their professional lives. Much of the course is conducted in a workshop format. Prerequisites for the course are English 101 and 102 or English 105, and pre-business or business major standing.

Course Goals

Throughout this course, students will:

- Transition from academic to professional/business writing
- Significantly improve their ability to write effective business/professional communication
- Critically investigate and incorporate a variety of research sources
- Recognize and avoid plagiarism
- Demonstrate mastery of standard grammar and writing mechanics
- Utilize various strategies and organizational techniques in the writing process

- Develop collaborative group communication and writing skills
- Exhibit visual presentation skills

Course Objectives

By the end of this course, all students should be able to:

- Analyze and evaluate audience/purpose/situation as they apply to business writing contexts
- Produce clear, concise, effective audience and purpose specific business rhetoric
- Incorporate process (research, invention, writing, revision, and editing) into all writing tasks and create document fluency through multiple drafts
- Adapt tone and style for appropriate rhetorical business purposes
- Conduct primary and secondary research relevant to topic; integrate appropriate sources using APA style
- Incorporate analytical /technical data in the form of charts, graphs, spreadsheets, etc.
- Give and receive constructive criticism among peers Actively plan and participate in a collaborative project
- Use current technology to design accurate and visually appealing PowerPoint slides that will maximize the effectiveness of written and oral reports
- Develop strategies to facilitate communication across ethnic and/or business cultures

Writing Programs Standard Policies

1. Policy on class attendance

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. **Therefore, only two weeks' worth of absences (see below) will be allowed for the semester, regardless of reason, including documented illness or emergency. Students who exceed two weeks' worth of classes will fail the course, unless they withdraw (see <http://students.asu.edu/drop-add>).**

- **Hybrid classes:** In the case of hybrid courses that meet twice a week, a student who misses more than four (4) classes – either face-to-face, online, or a combination – will fail the course with a grade of E.
 - **Definition of attendance for hybrid class days: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day.**
 - Technical problems online: While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative location to complete the assignment and therefore avoid an absence for the missed deadline. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU's computer network, but exceptions will not be made for routine computer problems.
- **Note:** Students who participate in **university-sanctioned activities** and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations

(students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

- **Note:** Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs' standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students' religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

2. Attendance: first week of classes

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

- Students enrolled in **hybrid/online courses** must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

3. If I am absent

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is cancelled, and check e-mail frequently afterwards for further instructions.

4. Grading

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

- A+ = 4.3 (only used internally at ASU)
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- D = 1.0
- E = 0.3
- No paper = 0.0

5. The public nature of writing and discussions

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

6. Technological Distractions

Please refrain from any unauthorized usages of technology during our class sessions. In this usage, 'unauthorized' means unrelated to the tangible learning activity or activities taking place during the class period. Please put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only. Failure to abide by these guidelines may have a negative impact on a student's participation grade. Repeat offenders may be seen as disruptive and asked to leave class."

7. Late Writing Projects

Final papers are due at the beginning of the scheduled class time unless otherwise noted on the syllabus. Students who suspect they will not have an assignment turned in on time should contact me prior to the class period in which it is due to discuss alternate arrangements. Paper extensions are rarely granted. If you do not receive permission to submit your paper late, late papers will be penalized one full letter grade for every calendar day that the paper is late.

8. All writing for this class must be written for this class

To pass this class, all **major writing assignments must be submitted**, and note that all writing for this class must be written **for** this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

9. Academic Dishonesty

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

10. Disruptive, Threatening, or Violent Behavior

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see

<http://www.asu.edu/studentaffairs/safety/definitions.html>) will not be tolerated, and students are expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at <http://students.asu.edu/srr/code>.

11. Accommodations for Students with Disabilities

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

12. End-of-Semester Portfolio Collection

All students will submit a portfolio of their work to the Writing Programs Portfolio Archive at the end the semester. This portfolio will consist of the final drafts of **all** major writing projects. This portfolio will be submitted digitally as a single PDF containing the major project final drafts in chronological order or as an e-portfolio. Additional information and instructions for submission will be provided before the end of the semester.

13. Disposition of Papers/Grade Appeals

Students should keep *all* graded assignments for this course until the term is officially over and final grades are posted. If students believe their final grade is inaccurate or unfair, they must present all graded work in order for the grievance committee to review their case. Students should not solely rely on the documents remaining electronically available on Blackboard, if submitted there, but should also maintain their own digital copies.

Additional Course Information

Major Assignments

Unit 1: Business Correspondence	15%
Professionalization	5%
Unit 2: Short Report	20%
Professionalization	5%
Unit 3: Short Proposal	20%
Professionalization	5%
Unit 4: Long Report and Presentation	25%
Professionalization	5%

Note that each unit will include not only a major assignment, but also in-class and homework activities such as quizzes, short writing assignments, peer reviews, and collaborative work. Credit for these exercises will be reflected in the professionalization grade for each unit.

Professionalization Grade

For each project, we will review and discuss readings from the textbook as well as other secondary materials. To work through these materials, we will participate in class discussions, in-class writing activities, peer review, and post reading responses to the class Blackboard site.

To account for this work as part of your overall course grade, each major course project will have what I generically refer to as a “Professionalization” component. This component is akin to traditional “Participation” grades in courses, but it accounts for more than simply attending class regularly or “talking in class.” As emerging professionals, you need to begin envisioning your work as not simply meeting course requirements but instead as developing professional work habits that prepare you well to participate in complex and dynamic work environments. The “Professionalization” component of each major course project prompts you to begin thinking about and developing such habits.

I will not accept make-up work for activities that are done in class, so you need to attend regularly keep work and grades up-to-date. **Assignments for face-to-face days** should be typed and posted in Blackboard (unless noted otherwise) and they are due by the beginning of class time in which we discuss the reading. **Online activities should be posted by the time indicated in the syllabus.** Homework is due at the beginning of class; late or incomplete work will receive partial credit. Furthermore, be aware that **absence is not an excuse for not being prepared for class. If you are absent, you should still be prepared for the next class that you attend.**

Important Dates for the Fall 2014 Semester

Aug. 21	First Day of Classes
Aug. 27	Last Day to Register or Drop/Add without College Approval
Sept. 1	Labor Day (no classes)
Oct. 11-14	Fall Break (no classes)
Nov. 5	Course Withdrawal Deadline
Nov. 11	Veterans’ Day (no classes)
Nov. 27-28	Thanksgiving Holiday (no classes)
Dec. 5	Complete Session Withdrawal Deadline
Dec. 5	Last Day of Classes
Dec. 6-7	Study Days
Dec. 8-13	Final Exams
Dec. 15	Final Grades Due

You may find the following Topics and Assignments chart useful for planning your semester and keeping track of major assignments. This course schedule is subject to revision during the semester, and I will announce any changes to you in class.

NOTE: Assignments are due on the day they are listed and are to be completed before the beginning of class on that day unless indicated otherwise.

Date	Topics and Assignments
Thurs., Aug. 21 In-person	Introduction, Course Orientation, and Syllabus Review Introduce Unit 1: Business Correspondence; In-class discussion: principles of business communication (textbook pp. 36-49 Ch. 2 Planning Business Messages)
Tues., Aug. 26 Online	Read: textbook pp. 58-71 (Ch. 3 Composing Business Messages); pp. 106-126 (Ch. 5 Electronic Messages and Digital Media); pp. 142-161 (Ch. 6 Positive Messages) Online Activity: Post Memo of Introduction on Blackboard Discussion Forum including: Introduction of self in professional tone, reasons for taking this course, career goals (short- and long-term), brief discussion of employment experience and relevant activities (if applicable); assessment of your communication skills (strengths and weaknesses); and expectations for the course.
Thurs., Aug. 28 In-person	Read: textbook pp. 178-198 (Ch. 7 Negative Messages); pp. 212-228 (Ch. 8 Persuasive Messages) In-class discussion: Determining the rhetorical situation of good and bad news; In-class activity: In groups, complete the Positive Messages and Negative Messages worksheets; Identify your target scenarios for these two documents
Tues., Sept. 2 Online	Online Activity: Review the Persuasive Message Prompt and write an analysis of the ways in which you will persuade your audience to purchase your product. Identify the ways in which you will negotiate rational and emotional appeals in your email and plan your strategy by which you will follow the persuasive strategy AIDA (attention, interest, desire, and action; found on pp. 220-223). Post this analysis to Blackboard by Wednesday at 11:59 p.m. Write: Begin writing the your drafts of the positive and negative messages
Thurs., Sept. 4 In-person	In-class activity: Workshop Day—bring all materials/files necessary for you to work on your positive, negative, and/or persuasive messages.
Tues., Sept. 9 Online	Read: textbook pp. 82-96 (Ch. 4 Revising Business Messages) Online activity: Revise the sample email on p. 102 of the textbook

	(Editing Challenge—4) based on the concepts discussed in the reading. Post your revised email as an attachment to the Blackboard Discussion Forum by Friday, Sept. 10, 11:59 p.m.
Thurs., Sept. 11 In-person	Bring printed copies of your positive, negative, and persuasive messages to class. In-class activity: Peer Review/Editing of documents
Tues., Sept. 16 Online	Unit 1: Business Correspondence documents Due Wednesday, Sept. 17 11:59 p.m. (post positive, negative, and persuasive messages to Blackboard Assignments section)
Thurs., Sept. 18 In-person	Read: textbook pp. 246-266 (Ch. 9 Informal Reports) Introduce Unit 2: Short Report In-class discussion: Social Media Use and Professionalism
Tues., Sept. 23 Online	Read: textbook pp. 2-22 (Ch. 1 Communication Skills as Career Filters) Online activity: Taking into account the assignment prompt for the short report, the in-class discussion of social media, and the discussion of professionalism in chapter one, participate in an online discussion with your classmates in which you consider the ways in which personal and professional use of social media differ, the ways in which intercultural differences influence communication online, and expectations for professional work behavior. What beliefs do you hold about professionalism that may align or conflict with fellow students? Post one thread by 5:00 p.m. on Tuesday; respond to at least three other posts or comments by Wednesday, at 11:59 p.m.
Thurs., Sept. 25 In-person	In-class discussion: Finding and managing secondary sources for reports; Determining the reliability of resource material In-class activity: Review the ASU Library LibGuide for ENG 302 (http://libguides.asu.edu/content.php?pid=79194&sid=1347447) Research: Using the databases in the LibGuide and your own online searching, locate five potential sources for your report.
Tues., Sept 30 Online	Online activity: Review textbook pp. 325-326. Complete the Checklist for Assessing the Quality of a Web Page for five of your potential sources for the report). Post your assessment for all five sources including the APA references citation for each source on Blackboard by Wednesday, Oct. 1, at 11:59 p.m.
Thurs., Oct. 2 In-person	In-class discussion: Organizing your report Write: Prepare to post a draft of your report on Blackboard by Monday, Oct. 6, at 11:59 p.m.
Tues., Oct. 7 Online	Online Activity: Write a Peer Review for one student's report draft by 11:59 p.m. on Wednesday.

Thurs., Oct. 9 In-person	Unit 2 Due on Blackboard Assignments by Friday, Oct. 10 at 11:59 p.m. Introduce Unit 3: Short Proposal
Tues., Oct. 14 Online	No Classes – Fall Break
Thurs., Oct. 16 In-person	Read: textbook pp. 278-314 (Ch. 10 Proposals and Formal Reports) In-class discussion: Genre practices of proposals In-class activity: Brainstorming potential clients in groups; researching web presence
Tues., Oct. 21 Online	Online activity: Post a one-page assessment of your target company's social media use online. Identify what you believe are key areas of concern for your company and create a research strategy for gathering primary and secondary data. Assessments and strategies should be posted on Blackboard by Wednesday at 11:59 p.m.
Thurs., Oct. 23 In-person	In-class activity: Workshop Day—bring any relevant materials/files to work independently on your proposal.
Tues., Oct. 28 Online	Online activity: Post an outline of your proposal including key information by Tuesday at 11:59 p.m.
Thurs., Oct. 30 In-person	Draft of Proposal Due: bring printed draft to class. Also post on Blackboard. In-class activity: Peer Review
Tues., Nov. 4 Online	
Thurs., Nov. 6 In-person	Unit 3 Due: Post your final draft of the short proposal by Friday, Nov. 7 at 11:59 p.m. Introduce Unit 4: Long Proposal and Presentation (Group Project) In-class activity: Group introduction, determining availability, strategies for collaboration, task division
Tues., Nov. 11 Online	Veterans' Day - No Classes
Thurs., Nov. 13 In-person	Read: textbook pp. 330-352 (Ch. 11 Professionalism at Work: Business Etiquette, Ethics, Teamwork, and Meetings)
Tues., Nov. 18 Online	Read: textbook pp. 365-390 (Ch. 12 Business Presentations)
Thurs., Nov. 20 In-person	In-class activity: Group Conferences
Tues., Nov. 25 Online	Online activity: Collaborate as a group (I suggest using Google Drive) and draft a memo in which you update the Executive Director on your team's progress toward the proposal.
Thurs., Nov. 27	Thanksgiving Holiday – No Classes
Tues., Dec. 2 Online	Online activity: Post a draft of your presentation slides online. As a team, determine a method by which you can rehearse your

	presentation—either online or in-person. Online activity: Complete the team member assessment survey that I will distribute via email invitations. Surveys should be completed by Friday, December 5, at 11:59 p.m.
Thurs., Dec. 4 In-person	Unit 4 Long Proposal Due on Blackboard by 11:59 p.m. In-class activity: Presentations for the Long Proposal
Thurs., Dec. 11 Online	Final Exam Day – No final exam is scheduled. This is the last day to turn in any late work. I will be available online during this course’s scheduled time: 12:10-2:00 p.m. for any questions or concerns.