Windward Community College  
English 209: Business Writing (WI)  
Course Syllabus  
Spring 2018  
3 Credits  
Meeting Days/Times: Online  
Section 62351  
INSTRUCTOR: Jeannine Jameson-Buckley, M.A.  
OFFICE: Hale Manaleo 121  
OFFICE HOURS: Tuesday 10-1; by appt.  
Skype – bluesurf999  
EMAIL: buckley7@hawaii.edu  
PHONE: 236-9227

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Koʻolau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

ENG 209 Business Writing (3): A study of business and managerial writing; practice in writing letters, memos, and reports, including a report requiring research and documentation.  
Prerequisite: “C” or better in ENG 100. WCC: DL

Required Activities: At least two phone/skype or face-to-face conferences with instructor.

REQUIRED TEXTBOOK

Title: Essentials of Business Communication  
Authors: Guffey and Loewy  
Edition: 10th  
Publisher: Cengage

COURSE WEB

The course website is www.laulima.hawaii.edu  
(Log in using your UH username and password.)

On this website, you will be able to locate all of your UH classes. Simply click on the tab for English 100 and on the left you will see a list of tools that we will be using for the course. If you cannot find a tab for this class or any others, contact:

ITS Help Desk  
Phone: (808) 956-8883  
Toll Free (neighbor isles): (800) 558-2669  
Email: help@hawaii.edu

Hours of Operation  
Mon-Thurs: 8:00am – 7:00pm  
Fri: 8:00am-4:30pm
STUDENT LEARNING OUTCOMES

- Compose and edit business messages and reports for specific contexts, audiences, and purposes.
- Conduct business research by gathering and analyzing information, drawing conclusions, documenting sources, and presenting results both in writing and orally.
- Develop collaborative communication and writing skills.
- Proofread and edit business writing for grammatical, spelling, punctuation and mechanical errors.

WRITING INTENSIVE HALLMARKS

This course is a Writing Intensive (WI) course. WI courses use writing as a means of learning. Hallmarks of WI courses include:

W1. The class uses writing to promote the learning of course materials.

Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills. Writing is considered a process in which multiple drafts are encouraged.

W2. The class provides interaction between the instructor and students while students do assigned writing.

In effect, the instructor acts as an expert and the student as an apprentice in a community of writers. Types of interaction will vary. For example, a professor who requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers. Individual conferences are mandatory for WI courses at Windward CC.

W3. Written assignments contribute significantly to each student’s course grade.

Writing assignments must make up at least 40% of each student’s course grade. Only students who satisfactorily complete the writing assignments should be allowed to pass the course with a "D" or better.

W4. The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages. The types of writing assigned will vary and may include formal and "informal" (writing that is not revised) writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, reaction papers, etc. In-class exams and drafts are not counted toward the 4000-word minimum.

W5. To allow for meaningful professor-student interaction on each student’s writing, the class is restricted to 20 students.

COURSE CONTENT
Concepts or Topics
1. Communication Skills
2. Writing Process
3. Professional Correspondence
4. Reporting Workplace Data
5. Technology Skills
6. Communicating for Employment

Skills or Competencies—Students will:
1. Develop an awareness of the need for correct expression and professionalism in oral and written business communication
2. Understand the technologies commonly used in today’s digital workplace
3. Develop techniques for improving listening, nonverbal, and cross-cultural skills
4. Evaluate business messages to determine strengths and weaknesses
5. Apply a three-stage writing process to solve business communication problems
6. Apply the principles of effective communication to business writing, including audience benefits, “you” view, conversational but professional tone, positive language, inclusive expression, plain English, emphasis, conciseness, and clarity.
7. Compose messages that are readable, use appropriate language, apply parallelism, and use graphic highlighting to convey ideas clearly to readers
8. Use informal and formal research techniques to gather information
9. Write sentences and paragraphs that link ideas to build coherence
10. Apply effective writing and formatting techniques to the composition of e-mail messages, interoffice memos, routine letters, goodwill messages, persuasive messages, negative messages, informal reports, and formal reports.
11. Practice effective techniques for creating, presenting, and following up oral presentations
12. Write persuasive résumés, cover letters, and other employment documents, as well as learn to optimize employment messages for today’s digital workplace

COURSE TASKS

1. Compose ten memos/emails/letters applying the principles of effective business writing for various purposes and audiences.
2. Compose an informal report in an appropriate writing style with effective headings.
3. Compose a formal report of appropriate length, organization, and tone, generated from research, and properly documented in MLA style. Included with this assignment is a PowerPoint presentation on the formal report topic.
4. Prepare a résumé and cover letter.
5. Complete discussion questions each week to earn participation points.

ASSIGNMENTS POINTS

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Discussion posts</td>
<td>15</td>
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<tr>
<td>10 Memo’s, letters, emails (1-2 pages each)</td>
<td>20</td>
</tr>
<tr>
<td>Resume and cover letter (2 pages)</td>
<td>15</td>
</tr>
<tr>
<td>Formal report proposal (1-2 pages)</td>
<td>10</td>
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</tbody>
</table>
All assignments are to be posted on time to laulima for grading.

You will be required to use Google docs to share papers with peers and instructor.

You are required to use Brainfuse feedback or a scanned copy of the writing center feedback sheet to be submitted with the final report. Brainfuse can be access only through the MyUH portal. To make an appointment with the writing center, go to MySuccess.

To get feedback on drafts from the instructor, schedule a conference. This may be done via telephone, skype or face-to-face.

Students are required to conference with the instructor (face-to-face or via telephone) twice during the semester. If the conference is via telephone or skype, be sure to have access to a computer and internet during that time.

Read the assigned chapters from the textbook.

Business writing requires different formatting in different kinds of documents. Please carefully follow the formatting tips provided in each chapter, and remember that all assignments must be typed. For a brief review of MLA style and formatting, please see the Appendix, pp. A13-A18.

Do not submit any papers in pages software, as they cannot be read on UH computers and will not be given credit.

Write discussion posts to the laulima weekly threads that respond to textbook readings, and contribute to online class discussions.

Use Academic Search Premier database and WCC for scholarly research.

Do other homework that may be noted in the weekly schedule.

Check email and laulima frequently.

Check-in (labeled thread) every Monday.

Obtain an active hawaii.edu account and have access to both a computer and the Internet, which is a "must" for this class.

ONLINE ATTENDANCE

Students are not required to be online at a certain time for this course and have the flexibility to access the course at any time via laulima.hawaii.edu. However, all assignments must be completed by the due date and time specified. Computers are available for use at the Kaneohe Campus. Not having access to the Internet is not an excuse for missing assignments. Always have a back-up plan to be able to get online.

As with any credit course, you can expect to spend between 3-6 hours a week on this course. It is important that you plan to devote a regular block of time to this course each week. (I wouldn't recommend trying to squeeze this class in during the weekend.) Additionally, assignments are due often-- sometimes you will have one or more assignments due every day during the week. Also, I will post announcements and send email quite often as well. So, plan on checking in daily Monday through Friday.
Attendance begins on day one of the semester. Attendance and participation cannot be made-up. If you stop attending class and miss more than 20% of the class, you will fail the course. The last day of attendance will be recorded with the final grade.

Alternate Technology Access Plan:
In registering for a Distance Education course (Cable or Web) the student is responsible for finding immediate alternate access to a computer with Internet connectivity or cable television should that student experience technical difficulties. Technical difficulties can include but are not limited to problems with a student's computer hardware/software; inoperability of a student's VCR or DVR; or lack of service by a student's Internet Service Provider (ISP) or Cable Provider. Technical issues do not constitute the extension of an assignment, project, quiz or exam deadline unless agreed upon by the instructor.

An Alternate Technology Access Plan will be made by the student prior to the start of the semester and should be implemented immediately upon encountering technical difficulties. The student is required to continue course work as a result of having an alternate plan of access while independently resolving any technical issues with hardware/software, VCR/DVD, ISP, or Cable Provider.

DISCUSSION QUESTION REPLIES - 15 POINTS (15%) – 1/2 point per posting

In order to become great writers, practice is required. To that end, we will be employing the use of discussion board postings in this class. A minimum of two posts per week is required: one post should be your own reply to the weekly discussion question; one additional post should be a reply to your classmates’ posts. There should be no concern for grammar, punctuation, paragraphs, etc., as the purpose of these entries is to provide you with practice writing and debating with your fellow classmates.

The most important part of an entry is the content. When you respond to another student’s posting, you must be respectful when responding. There is no tolerance for name-calling, degradation, or any other form of slander against another student. In other words, attack the issue or argument, not the person.

To earn full credit per week, each of your posts should be 50 or more words. Each post is worth ½ point so you can earn one point each week by posting two substantial messages per week in the discussions thread for a total of 15 points.

NOTE: Posts can be made at any time. However, all weekly posts are due by midnight (HST) on the last day of each week (Sunday).
There are no required posts in the final week of class.

CLASS POLICIES

RESPECT IN THE VIRTUAL CLASSROOM

It is expected that you will demonstrate respect toward both the instructor and your fellow classmates. This is part of our shared responsibilities in a learning context. Given that cultural issues—such as ethnicity, race, gender, class, sexual identity, and relationship to land and place—
can be controversial in ways that affect us personally, you must agree to put aside your
differences for the duration of this class and demonstrate respect towards other people’s opinions.
This respect is not merely “your” responsibility—as a member of the Windward Community
College faculty, I have a responsibility to each of you to ensure that learning takes place in an
intellectually safe and hostility-free environment. Put aside your differences and consider other
people’s feelings in this class.

**PLAGIARISM**

Plagiarism includes *but is not limited to* submitting any document, to satisfy an academic
requirement, that has been copied in whole or part from another individual’s work without
identifying that individual; neglecting to identify as a quotation a documented idea that has not
been assimilated into the student’s language and style, or paraphrasing a passage so closely that
the reader is misled as to the source; submitting the same written or oral material in more than
one course without obtaining authorization from the instructors involved; or dry-labbing, which
includes (a) obtaining and using experimental data from other students without the express
consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other
sections of the course or from previous terms during which the course was conducted, and
(c) fabricating data to fit the expected results.

To check your papers for plagiarism, use an add-on in google docs.
If plagiarism is suspected, the instructor will upload paper to a plagiarism checker.
*If* you are caught plagiarizing in any manner, it may result in a zero on the assignment. A
plagiarized assignment cannot be made-up. Plagiarism may also cause a student to fail the class.
This infraction is reported to the Vice Chancellor of Student Affairs, who may choose to impose
an expulsion from the class or university.

**DEADLINES**

- *All assignments are submitted and accepted for grading only via the assignments
tool in laulima.*
- EMAILED AND GOOGLE DOCS ASSIGNMENTS ARE NOT ACCEPTED FOR A
GRADE.
- Assignments are due by 11:55 p.m. (HST) unless otherwise noted on the schedule.
- Late Papers do not receive full credit and are only accepted 48 hours after the due date.
  After that point, late papers will not receive credit.
  If for some reason you are unable to turn in an essay within the allowed time, you will
  receive a zero for that assignment. You may possibly receive partial credit for discussion
  forum/assignments that are posted less than 24 hours after the original due date.
- Requests for extensions must be made BEFORE the due date, and extensions are
  granted at the instructor’s discretion.
- It is your responsibility to learn about and follow the official procedure for dropping
classes. If you stop participating in this class but do not follow up to officially drop it,
you will receive a failing grade.
- *An Incomplete for this course is only considered when less than 10% of all coursework is
left to complete and only under extreme circumstances.*

**EMAIL**
Please email me using my <hawaii.edu> address. I will respond to email as quickly as possible. You can expect a response within 24 hours, except weekends and holidays when it may take up to 48 hours.

OTHER INFORMATION

Library Learning Commons
The Library Learning Commons (LLC) offers many free services for students. Content tutors can help with course concepts and study strategies for many subjects. Writing consultants can help with writing and reading assignments for any class. In addition, the writing center is available for one-on-one tutoring.
http://library.wcc.hawaii.edu/

Brainfuse
http://windward.hawaii.edu/Brainfuse/
The University of Hawaii Community College is pleased to announce the online tutoring program called Brainfuse. Brainfuse is a support program that offers tutorial services in such subjects as English, ESL writing, math (basic math to Calculus II), statistics, anatomy and physiology, economics, accounting, finance, Spanish, biology, general chemistry, organic chemistry, nursing, and physics.
Brainfuse is Windward CC's online tutorial system. Students access Brainfuse through the MyUH portal.

The Writing Resource Center
http://windward.hawaii.edu/Writing/
The Writing Resource Center is located in Hale La’akea, Room 222
Telephone: 235-7473
All WCC students are invited to consult with our Writing Resource Center staff to assist with their writing needs at any stage of the writing process (brainstorming, drafting, revising, etc.).
Students can get help with:
- Pre-writing – understanding and analyzing the assignment
- Planning – gathering and organizing information, structuring the report
- Feedback – on drafts for organization, idea development and grammar/punctuation/format

Disabilities Accommodation Statement
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale Akoakoa 213 for more information.