



## SYLLABUS

<b>Course Title</b>	Business Writing
<b>Course Number</b>	BUS 205
<b>Number of Credits</b>	3
<b>Course Dates</b>	1/14/19 – 3/9/19
<b>Instructor</b>	Colby Coash
<b>Email Address</b>	colby.coash@doane.edu
<b>Office Hours/Availability</b>	I will answer all emails within 48 hours. You can call with urgent matters.
<b>Phone Number</b>	402-580-3800 Texts OK. Identify yourself as 205 student.
<b>Textbook Information: (e.g. title, edition, publisher, ISBN)</b>	The McGraw-Hill 36-Hour Course in Business Writing & Communication; 2nd Edition.
<b>Additional Course Materials</b>	Additional reading to be assigned via Blackboard.
<b>Course Description</b>	An examination of effective written communication in organizational contexts through realistic applications relevant to the current business environment.

<b>Program Outcomes</b>	<p><b>a. Develop and use analytical and creative thinking skills to gather and analyze information, to identify and solve problems, to determine potential outcome alternatives, and to make appropriate decisions</b></p> <p>b. Gain knowledge and understanding of the ethical and legal issues involved in business</p> <p>c. Gain knowledge and understanding of the various components of a business enterprise and the interrelationship of those components</p> <p>d. Gain knowledge and understanding of the nature of change and develop a willingness to anticipate, adapt, and respond effectively to change</p> <p>e. Obtain an understanding of the value of diversity</p>
<b>Course Learning Outcomes/Objectives</b>	<p>1. Create appropriate business messages following the three primary writing approaches; direct, indirect, &amp; persuasive.</p> <p>2. Present information in an organized business structure to enhance the reader's understanding of the message.</p> <p>3. Develop effective proofreading, revision, and editing skills to help ensure business messages are error-free, professional and targeted to the reader(s)</p> <p>4. Understand how to apply specific tone, message and purpose within a business message.</p> <p>5. Gain efficiencies in writing and editing, which can aid in increased productivity and professionalism in work and personal communications.</p>
<b>Technology Requirements</b>	<p><a href="https://www.doane.edu/faq/minimum-computer-requirements">https://www.doane.edu/faq/minimum-computer-requirements</a></p>

## Course Schedule

Week or Module	Topic	Content	Assessments Matched to Learning Outcomes	Due Date & Time
1	Intro, Syllabus, assignments  Writing value/career	Activities:  Business Writing tips  Proofreading exercise	Read: Text Intro, Chapter 1  Write up a 1-2 page explanation of a "dummy corporation", be prepared to present in Week 2  Read article: <a href="https://hbr.org/2012/07/i-wont-hire-people-who-use-poo">https://hbr.org/2012/07/i-wont-hire-people-who-use-poo</a> Write a narrative 1-2 pages on whether or not you agree with the article. Be prepared to discuss.	By Week 2
2	Writing Value/Career	Instructor Presentations  Finding the "we" ; Chapter exercise	Share: "Dummy Corps"	Assignments:  Text Chap 2, 3, & 4

		<p>Importance of good writing;</p> <p>Tone, Message, Purpose</p> <p>3 approaches to writing</p>		
3	<p>Memo structure</p> <p>Referencing sources</p>	Chap 3 & 4	Student presentation Chap 2	<p>Read Chap 5 &amp; 6</p> <p>Find 3 memos good and/or bad; be prepared to share week 4</p>
4	<p>Memos</p> <p>Emails</p>	<p>Chap 5 &amp; 6</p> <p>Student memos evaluated</p>	Memo presentations	<p>Write 3 memos from "dummy corp";</p> <p>Find 3 email examples to share week 5</p>
5	<p>Emails, Leader's writing</p>	Emails	Student Presentations Chapters 7 & 8;	3 written memos from

			Leader interview presentations	"dummy corp"
6	Documenting sources  Letters	Sourcing resources,  Letters	Chapters 9-11 Student presentations	2 completed letters from dummy corp;  Prepare student presentations
7	Writing and leadership	Student presentations on leadership interview	Student presentations on leadership interview	Final report on leadership study
8	Writing and leadership	Student presentations on leadership interview	Student presentations on leadership interview	

#### Grading Assessments

Type of Assessment	Points	Total possible points
Class Participation	25 points/class	150 (will grade the top 6 classes)
"Dummy Corp" narrative	20	20
"I won't hire people" response	35	35
Student presentation on writing process	50	50

Leader interview presentation	15	15
Leader interview report	50	50
Memo presentation/discussion	15	15
Memo writing	30	30
Email presentation/discussion	15	15
Email writing	30	30
Letter presentation/discussion	15	15
Letter writing	30	30
Final Focused report	70	70
Final Presentation	25	25

#### **Grade Scale**

A+ = 97-100%   A = 94-96%                      A- = 90-93%   B+ = 87-89%   B = 84-86%   B- = 80-83%  
 C+ = 77-79%   C = 74-76%   C- = 70-73%   D+ = 67-69%   D = 64-66%   D- = 60-63%  
 F= 59% or below

<b>Participation Policy</b>	A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade.
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<b>Study Time</b>	Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.
<b>Late Work</b>	Overdue assignments will be graded at 50% of original point. Assignments over one week late will not be accepted. Federal requirement states that students must complete 75% of the course work in order to receive an incomplete grade. If students fall more than 2 weeks behind, they cannot meet this requirement.
<b>Submitting Assignments</b>	All assignments to be posted on Blackboard.
<b>Communication Policy including Assignment Feedback</b>	Students may submit assignments ahead of their due date for review by the instructor as long as the assignment is provided a minimum of 3 days prior to the course due date.
<b>Academic Integrity Policy</b>	New Academic Integrity Policy to be released AUTM 2018
<b>Academic Support</b>	Please contact academicsupport@doane.edu <a href="https://www.doane.edu/graduate-and-adult/academic-support">https://www.doane.edu/graduate-and-adult/academic-support</a>
<b>Disability Services</b>	<a href="https://www.doane.edu/disability-services">https://www.doane.edu/disability-services</a> Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University. Please contact Chris Brady at <a href="mailto:chris.brady@doane.edu">chris.brady@doane.edu</a> or 402-467-9031 for assistance.
<b>Military Services</b>	<a href="https://www.doane.edu/graduate-and-adult/military">https://www.doane.edu/graduate-and-adult/military</a>
<b>Anti-Harassment Policy</b>	<a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452</a>
<b>Grade Appeal Process</b>	<a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238</a>

<b>Credit Hour Definition</b>	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
<b>Syllabus Changes</b>	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.