

EN 306B Prof Writing in the Disciplines: Business Communications

Debra Sheffer

Mission Statement: The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

Vision Statement: Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

Course	EN 306 Prof Writing in the Disciplines: Business Communications
Semester	Portfolio
Faculty	Debra Sheffer
Title	Assistant Professor
Degrees/Certificates	BSE, Central Missouri State University, 1981 MA English, Central Missouri State University, 1986 PhD History, University of Kansas, 2008
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Office Hours	MWR 9:00 a.m. – 4:00 p.m.
Class Days	TBA
Class Time	TBA
Credit Hours	3

Textbook:

Bovee, Thill. BUSINESS COMMUNICATION ESSENTIALS. 2nd ed. Pearson Prentice Hall. 2004. ISBN# 0-13-147254-3

Course Description:

This course is the third course in the required writing sequence at Park University. It emphasizes professional writing skills and expectations in various disciplines while developing further basic writing skills. Specific departmental courses may be deemed equivalent and will be used to satisfy this course. The course will have three sections. B. Business Communications: This course will emphasize knowing and preparing various kinds of communications in business and related fields: business letters, reports, proposals, surveys, field studies, visual aids, group presentations, public lectures. Prerequisites: EN105, EN106, Writing Competency Test and 60 credit hours. 3:0:3

Learning Outcomes:

Core Learning Outcomes

1. Analyze and explain techniques and standards for effective and efficient written communication with audiences in today's high-tech, globally-oriented, and diverse business and government environment.
2. Develop business documents applying systematic processes for the steps of planning; designing; researching; organizing; drafting; revising; and proofing.

3. Integrate research findings into business documents, using effective techniques for evaluating, verifying, and documenting information.

Core Assessment:

Analytic (Problem-Solution) Business Report. The core assessment requires a business report focused on a topic appropriate for a business or organizational setting. The report will incorporate sources from online and other research using standard business document design elements and documentation formats. The report should be more fully developed than previous assignments. The report must provide research findings, conclusions, and recommendations sufficient for decision making in a business or organizational setting.

Weight: No less than 20% of the final course grade.

Learning Rubric

Competency	Exceeds Expectation (3)	Meets Expectation (2)	Does Not Meet Expectation (1)	No Evidence (0)
Intent/Purpose: clear? (Synthesis) Outcomes 1, 2	The document's intent and purpose are both explicitly and clearly stated.	Intent or purpose not explicitly stated, but understandable to the target audience.	Intent and purpose not stated and not clear.	Does not submit assignment or does not respond appropriately to assignment.
Audience: targeted? (Analysis) Outcomes 1,2	Audience's needs and expectations are fully addressed.	Audience's needs or expectations are partly addressed.	Audience's needs and expectations not addressed.	Does not submit assignment or does not respond appropriately to assignment.
Focused on a single controlling idea? (Synthesis) Outcomes 1,2	A sharply-focused controlling idea is clearly stated at the beginning. The writer keeps the reader focused on the controlling idea throughout the document.	Controlling idea is stated at the beginning; focus on the controlling idea may not be clear throughout the document, but is re-stated in the conclusion.	Controlling idea not stated; reader does not know where the writer is headed.	Does not submit assignment or does not respond appropriately to assignment.
Scope is clearly delineated? (Analysis) Outcomes 1,2	Scope is clearly stated.	Reader must infer the scope covered by the document.	Scope is vague or not stated.	Does not submit assignment or does not respond appropriately to assignment.
Perspective is appropriate? (Synthesis) Outcomes 1,2	Writer's perspective is clear, and accommodates the audience's perspective. Document evidences understanding of cultural and organizational diversity.	Writer's perspective clearly implied; may not (or may only partially) address the reader's perspective.	Writer's perspective is vague or does not take into account the audience's needs and expectations.	Does not submit assignment or does not respond appropriately to assignment.

<p>Controlling Idea: sufficiently developed?</p> <p>(Synthesis) Outcomes 1,2,3</p>	<p>Controlling idea fully developed with external documented evidence, concrete examples and illustrations, and both inductive and deductive analysis/explanation.</p>	<p>Controlling idea developed with concrete examples as evidence and inductive or deductive analysis/explanation</p>	<p>Controlling idea not fully developed.</p>	<p>Does not submit assignment or does not respond appropriately to assignment.</p>
<p>Analysis: are facts and opinions explained?</p> <p>(Synthesis) Outcomes 1, 2, 3</p>	<p>All opinions and facts are explained or confirmed to meet the reader's needs and expectations.</p>	<p>Essential opinions or facts supporting the controlling idea are explained or confirmed. May have some minor lapses.</p>	<p>Opinions and facts are not explained or confirmed.</p>	<p>Does not submit assignment or does not respond appropriately to assignment.</p>
<p>Evidence: detailed and convincing?</p> <p>(Synthesis) Outcomes 1, 2, 3</p>	<p>Evidence is convincing, clearly documented and verifiable. Writer has clearly evaluated sources.</p>	<p>Evidence is limited but generally convincing. May be somewhat outdated or lacking in depth.</p>	<p>Writer does not provide evidence to support assertions. Document is not credible.</p>	<p>Does not submit assignment or does not respond appropriately to assignment.</p>
<p>Critical Thinking</p> <p>(Synthesis) Outcomes 1, 2, 3</p>	<p>Consistently applies effective critical thinking techniques. Considers other perspectives, including cultural, professional, and personal. Considers both pro and con. Applies deductive and inductive logic, as appropriate.</p>	<p>Considers pros and cons to the degree that the document is credible.</p>	<p>Document is one-sided and contains logical flaws and fallacies.</p>	<p>Does not submit assignment or does not respond appropriately to assignment.</p>
<p>Main Supporting Parts: clearly defined and simple?</p> <p>(Synthesis) Outcomes 1,2,3</p>	<p>All main supporting points stated early, and in appropriate sequence.</p>	<p>Main points are partially or incompletely stated, or may be inferred by the reader.</p>	<p>Main supporting points are not stated, and the reader cannot tell what is to follow after the introduction.</p>	<p>Does not submit assignment or does not respond appropriately to assignment.</p>

<p>Introduction</p> <p>(Synthesis)</p> <p>Outcomes 1,2,3</p>	<p>Sets stage, fully gives reader sense of purpose, and what is to follow; states controlling idea and major parts, Provides transition to body. Addresses needs and expectations of the target audience. States intended goal and objectives of the document. Transitions effectively to the next section of the report.</p>	<p>States purpose or controlling idea clearly, but not major parts. Partially addresses the goals and objectives of the document. Partially addresses the needs and expectations of the target audience.</p>	<p>Does state the purpose or address the needs and expectations of the target audience.</p>	<p>Does not submit assignment or does not respond appropriately to assignment.</p>
<p>Transitions</p> <p>(Synthesis)</p> <p>Outcomes 2</p>	<p>Transitions provide continuity and emphasis, and move the reader smoothly towards the document's conclusion.</p>	<p>Transitions are present at critical places, such as between paragraphs.</p>	<p>No</p>	<p>Does not submit assignment or does not respond appropriately to assignment.</p>
<p>Conclusion</p> <p>(Synthesis)</p> <p>Outcomes 1,2,3</p>	<p>Memorable conclusion. Returns to controlling idea, reviews ideas, provides closure to enable effective decision making.</p>	<p>Summarizes the document and re-states the controlling idea.</p>	<p>Ends abruptly or ambiguously.</p>	<p>Does not submit assignment or does not respond appropriately to assignment.</p>
<p>Document Design</p> <p>(Application)</p> <p>Outcome 2</p>	<p>Text design uses correct fonts, headers, white space, and other elements to</p>	<p>Uses basic design elements that are conventional to a business report.</p>	<p>Document design causes reader fatigue.</p>	<p>Does not submit assignment or does not respond appropriately to assignment.</p>
<p>Paragraphs</p> <p>(Synthesis)</p> <p>Outcomes 2</p>	<p>Suitably brief and focused. Clear topic sentences. Unified and coherent. Fully developed with a balance of facts and explanation.</p>	<p>Each paragraph generally covers a separate topic.</p>	<p>Paragraphs lack consistent structure.</p>	<p>Does not submit assignment or does not respond appropriately to assignment.</p>

Sentences (Synthesis) Outcomes 2	Varied, and of a suitable style for the audience; not excessively long or short. Coordinated. Complex when appropriate. Appropriately short to fit the needs of a busy workplace reader. No fragments, fused sentences, or comma splices.	Generally coordinated. Minimal fragments, fused sentences, or comma splices.	Uncoordinated; coherence problems.	Does not submit assignment or does not respond appropriately to assignment.
Readability and Economy of Style (Synthesis))	Style is easily understandable in a single rapid reading. Minimizes passive voice, smothered verbs, and bureaucratic and academic language.	Style is understandable to a busy workplace reader, with a minimum of stylistic distractions.	Style is difficult to read	Does not submit assignment or does not respond appropriately to assignment.
Tone Outcomes 2	Suitable for audience; not ambiguous. Uses personal pronouns as appropriate.	Appropriate for setting. May occasionally come across as impersonal or bureaucratic.	Ambiguous, inappropriate, or offensive tone for situation and audience.	Does not submit assignment or does not respond appropriately to assignment.
Vocabulary Outcomes 1,2	Concise and appropriate for the needs and expectations of the target audience. No jargon or language to impress rather than express. Complex terms are defined. Abbreviations and acronyms are spelled out the first time they are used. Fluent yet not pretentious.	Generally understandable – reader may need to consult references.	Inappropriate, confusing. Usage is nonstandard.	Does not submit assignment or does not respond appropriately to assignment.
Grammar and Mechanics Outcomes 1,2	No distracting errors in grammar, mechanics, usage, punctuation, or spelling.	Only occasional errors; not distracting.	Errors distract the reader and erode writer's credibility.	Does not submit assignment or does not respond appropriately to assignment.

Academic Honesty:

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of

this policy relating to standards of conduct and academic life. [Park University 2007-2008 Undergraduate Catalog](#) Page 85-86

Plagiarism:

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing. [Park University 2007-2008 Undergraduate Catalog](#) Page 85

Attendance Policy:

Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.

1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment.
3. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
4. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "F".
5. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
6. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.
7. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

[Park University 2007-2008 Undergraduate Catalog](#) Page 87-88

Instructors are required to keep attendance records and report absences. The instructor may excuse absences for cogent reasons, but missed work must be made up within the term of enrollment. Work missed through unexcused absences must also be made up within the term of enrollment, but unexcused absences may carry further penalties. In the event of two consecutive weeks of unexcused absences in a term of enrollment, the student will be administratively withdrawn, resulting in a grade of "F". An incomplete will not be issued to a student who has unexcused or excessive absences recorded for a course. Students receiving Military Tuition Assistance (TA) or Veterans Administration (VA) educational benefits must not exceed three unexcused absences in the term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student. Reports of F grade (attendance or academic) resulting from excessive absence for students receiving financial assistance from agencies not mentioned above will be reported to the appropriate agency.

Students are expected to regularly attend and participate in class meetings. The student is expected to have read assignments prior to the scheduled class discussion. Any information, handouts and/or

assignments made in class are the responsibility of the student in all instances (whether present or absent).

Disability Guidelines:

Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page: <http://www.park.edu/disability> .