# New Course Syllabus Template Business Writing and Presenting

## Anticipate offering in \_Fall\_ Semester in \_2021\_\_(Year)

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| Course Number: 1700 | Level: Freshmen level | Credits: 4 |
| Program/Cluster: | Plymouth State University, Innovation & Entrepreneurship Cluster. Business Academic Unit |
| Instructor name, contact information, and office hours | Denise Hutchins, dmhutchins@plymouth.eduLisa Ahearn, lmbocash@plymouth.edu |
| Course description | Writing and presenting are two critical skills linked directly to your success. This course introduces you to various forms of effective writing and presenting techniques relevant to today’s organizations. You will engage in the art and science of writing and presenting and practice brainstorming, free writing, outlining, writing drafts, revising/editing, and creating finished written products.  |
| Pre-requisites: | EN 1400 |
| Co-requisites: |  |
| General education Connection or Direction | General Education (if applicable): the catalog description of applicable General Educationattribute(s) – WRCO; Habits of Mind: purposeful communicationSkills: critical thinking, writing, speaking and listening, working with information technology, conducting research, reading |

## Student Learning Outcomes

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|  | SLO | How SLO is measured |
| 1. | Demonstrate writing an internal communication with zero grammar, mechanic & usage errors, using an effective business style and appropriate document formatting. | memo writing assignment using a graded rubric |
| 2. | Demonstrate writing an external communication with zero grammar, mechanic & usage errors, using an effective business style and appropriate document formatting. | Business letter writing assignment using a graded rubric |
| 3. | Demonstrate effective presentation skills to include content planning, verbal/nonverbal delivery and use of technology. | Informative presentation using a graded rubric  |
| 4. | Apply effective editing and proofreading skills. | quizzes focused on editing skills |

**Writing Connection Courses in General Education -**In order to communicate effectively, students need to learn the conventions of their own discipline or profession. Students take a writing (W) course within their major that contains significant writing experiences appropriate to the discipline. These experiences should be based on Writing Across the Curriculum activities, for example, freewriting, outlining, writing multiple drafts, responding to feedback, and creating a finished product. In addition to extending the process of developing writing skills, W courses also emphasize writing to learn in the discipline.

**This course is part of the general education program and focuses on purposeful communication and self-regulated learning as habits of mind**. [Habits of mind](https://campus.plymouth.edu/general-education/general-education/general-education-requirements-fall-2005-later/) ­­­are a set of four usual ways of thinking or ways of engaging with the world. These habits of mind will equip students well for life and work after college.

**Purposeful communication** is a habit of mind characterized by the construction of meaning through interactions with texts and people and the creation of new messages. “Text” refers broadly to any communicative message, including, but not no limited to, messages that are spoken or written, read or listed to, non-verbal, and/or delivered through any form of media (digital, social, artistic, print, etc.). Construction of meaning and creation of messages are influenced by individuals’ prior experiences as well as cultural and historical contexts. Creation of messages involves the development and purposeful expression of ideas and is designed to increase knowledge, foster understanding, and/or promote change in others’ attitudes, values, beliefs, or behaviors. To be effective, messages must engage the perspectives of others and foster dialog among individuals and the community.

Learning benchmarks include awareness of context, comprehension, purposeful expression, and effective application of communications strategies. Throughout the course, you will work on these benchmarks by practicing purposeful communication.

**Self-regulated learning** is a habit of mind that encompasses the desire to learn, the ability to set personal goals for learning, and the capacity to engage in a self-monitored learning process. Self-regulated learners demonstrate strong commitment to the process of learning and take responsibility for their own learning. They take intellectual risks, persist in the face of challenges, and learn from their mistakes. They are able to organize and reorganize information, interpret information in new ways, and generate their own ideas. Self-regulated learners demonstrate metacognitive awareness (an understanding of the factors that influence their own learning) and cultivate the skills and confidence they need in order to be effective learners.

Learning benchmarks include taking responsibility for your own learning, engagement in the learning process and metacognitive awareness. By practicing in and outside of class, you will build your communication skill.

## Required Text – We will be using a FREE open education resource textbook this semester. You can find the textbook linked [here](https://mcom320.net/) as well as attached as a PDF document at the top our Moodle site. https://mcom320.net/

## Required Software and Apps (if applicable)

Microsoft Office Suite – Word and PowerPoint

LinkedIn Learning: <https://www.linkedin.com/learning/word-2019-essential-training/get-acquainted-with-the-power-of-word-2019?u=2232593>

<https://www.linkedin.com/learning/powerpoint-essential-training-office-365/deliver-a-powerful-message-with-a-powerful-presentation?u=2232593>

Grammarly

## How the Moodle course site is used in this class (optional)

Accessing the course Moodle™ site allows you to keep up with course assignments whenever and wherever you want. At the course site, session readings and assignments are given in detail. Students are expected to check the course site regularly for class announcements and updates.

**Course Outline**

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| **Wk.** | **Discussion** |
| **1** | Course Introduction |
|  | Professional Communication in a Digital, Social, Mobile World |
| **2** | Professional Communication in a Digital, Social, Mobile World + Writing Center + Partner InterviewGrammar Review |
|  | Finish Grammar ReviewPlanning Business Messages |
| **3** | Deliver Introduction SpeechesPlanning Business MessagesUnderstanding Your AudienceCommunication Barriers & Language Choices |
|  | Writing Business MessagesFormatting Business MessagesUse of technology – proofreading tools, editing tools, Microsoft Word and Microsoft Powerpoint, Adobe Acrobat – convert Word to a pdf |
| **4** | Editing, Proofreading Tools |
|  | Completing Business Messages |
| **5** | Crafting Messages for Digital Channels & Social MediaBlog Post Writing |
|  | Crafting Messages for Digital Channels & Social Media- landing pages, infographics, pitch decks, Tweets |
| **6** | Organizing & Outlining Presentations |
|  | Developing & Delivering Presentations |
| **7** | **Informative Presentation** |
|  | **Informative Presentation** |
| **8** | Writing Negative Messages |
|  | Writing Persuasive Messages |
| **9** | **Persuasive Speech** |
|  | **Persuasive Speech** |
| **10** | Library Research Visit – databases, citation software and proper citation options |
|  | Use of Primary and Secondary Research |
| **11** | Planning Reports and ProposalsWriting and Completing Reports and Proposals  |
|  | Interpersonal Communication Skills |
| **12** | Interpersonal Communication Skills |
|  | Building Careers and Writing Resumes |
| **13** | Resume & Cover Letter Workshop |
|  | Interview Preparation & Role Plays |
| **14** | Running Productive Meetings including use of Zoom |
|  | Working in Effective Teams |
| **15** | Effective Collaboration |
|  | Team Presentation Work |
|  | **Final Exam Period**: **Team Presentations** |

## Graded Assignments and Activities (including the date of the final exam or finals week activity)

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| --- | --- |
| **Assignments and Activities (Graded components of the course)****Option to include weight in final grade.** | **Nature of Assessment**  |
| 10% | Writing professional emails  |
| 20% | Cover letter and/or external business letter |
| 10% | Memo (internal communication with a persuasive presentation) |
| 10% | Mini report (report using a graph/chart to explain details) |
| 30% | Presentations (informative, mini report, team presentation) |
| 10% | Attendance & Participation |
| 10% | Quizzes on grammar/editing |

**Applying our Habits of Mind**

Through regular writing and presenting, we will practice our habits of mind and use our signposts to guide our work. Using purposeful communication, we will understand the awareness of context as each writing situation and presentation is unique. We will comprehend the situation and analyze the audience to decide the best communication application and strategy.

Using self-regulated learning, you will rewrite your work to reach clarity, choose and research your own topics, and learn where you need to spend extra time in your own work to achieve purposeful communication.

## Short Assignment Descriptions

1. Professional emails – Students will engage in writing professional emails to internal or external audiences. The students will draft, revise and edit prior to sending email for a grade. This assignment will assess student learning objective SLO #1 & 2 writing assignment based on with zero grammar, mechanic & usage errors. **HoM: purposeful communication: This assignment will allow students to practice awareness of context and audience, comprehend the subject matter to write about it, use purposeful expression to create the message with a specific purpose in mind and then apply the chosen strategy to communicate the message.**
2. Cover letter – Students will draft a cover letter using a professional business letter format.  Students will use peer review and instructor feedback to complete the final assignment through multiple drafts.  This assignment will support SLO #2. **HoM: purposeful communication and self-regulated learning: This assignment allows students to take on the perspective of a prospective employer as the audience and give context to the cover letter as they apply for a specific internship or job they may desire. Students must express themselves in a way that draws on their skills and knowledge and communicates purposely to show the audience that they warrant an interview. Self-regulated learning will be used to research potential internships and careers as the student will select one to be used for the cover letter. Through this process, students will also get an understanding of where their skill gaps might be to fulfill a certain job and then using metacognitive awareness, seek to close the skills gaps by choosing specific learning opportunities.**
3. External business letter – Students will draft a letter for an external audience using a professional business letter format. Students will use peer review and instructor feedback to complete final assignment through multiple drafts. This assignment supports SLO # 2. **HoM: purposeful communication: This writing assignment allows students to write a persuasive and compelling piece to get a business owner to implement a new idea. Students must comprehend the problem that they are trying to solve, understand the context that the business and customers are operating in, provide enough information so a decision can be made, propose the idea in a compelling way that allows the business owner to agree that the idea is indeed a good one.**
4. Internal memorandum – Students will draft an internal memorandum to persuade the organization to engage in an activity.  Examples include request for funding or a change of policy/procedure.  Students will combine this writing assignment with a presentation.  Students will take time to outline their request to the class with expectations of a question and answer period.  This assessment supports SLO # 1 & 3. **HoM: purposeful communication and self-regulated learning. For this assignment, students will choose what their memo is about – what are they persuading their audience (manager) to do. They will purposefully communicate what they are asking for and their call to action or next steps. Students will provide purposeful expression of the problem and the solution. Students must be sure to research aspects of their “ask.” For example, if they are looking for an increase in budget, how much are they asking for and how will those funds be used. The consideration of counterarguments and how to address those should also occur to ensure a well-balanced document.**
5. Mini report – Students will develop a mini report using research materials that could include charts, graphs, tables, or infographics.  Visual content is used to help the students explain and emphasize the communication of said information.  Students will present this information to the class focusing on the research material presented in the report.  This assessment will support SLO#1 & 3. **HoM: purposeful communication and self-regulated learning – see full assignment description**
6. Presentations will include an informative, persuasive and team presentation. Some of these presentations will be based on the original writing assignments. Students will produce outlines, speaker notes, and written slides and deliver their presentations to the class for both professor and peer feedback. This assignment supports SLO#3. **HoM: purposeful communication and self-regulated learning. Students will practice self-regulated learning by choosing their presentation topics based on their audience, researching the topics including counterarguments, and choosing the best information to present to their audience. Students will intentionally and purposefully develop presentation topic sentences, outlines and also slides in some cases. They will make communication choices and see how they work during peer and instructor feedback. Students will have the opportunity to further develop or alter their choices. Then, students will practice delivering the presentations, rework the presentations based on feedback and re-deliver the presentations to see improvement.**

Finally, students will learn introductory Microsoft Word and PowerPoint skills necessary to complete writing and presentation assignments. A continuation of skill development can happen through self-regulated learning through LinkedIn Learning and other sources.

## OSHA Standards/Safety Regulations (if applicable) – N/A

## Classroom Policies

* Arrive on time.
* Put cell phones on vibrate and keep them out of sight unless they are being used for a class activity.
* Laptops can be used for course-related purposes only.
* No side conversations during class – they are disruptive to me and other students.
* Do not pack up your belongings until the instructor ends class. The instructor will make every effort to not keep you late.
* No video usage unless presentations are recorded for grading purposes or student makes arrangements with professor prior to class to have personal presentations recorded. These videos will not include anyone else in the class on the student.

## Attendance/Class Participation/Assignments

This class is interactive in nature and missed classes are difficult to make up. Much of your learning will take place through small group activities, class discussions, and student-led activities. You must be present to participate. It is important that you attend all classes and demonstrate that you are learning by asking questions, engaging your peers in discussion, and sharing your growing understanding of course concepts. There will be numerous opportunities for discussion of assigned readings. Please be prepared for class by reading assigned materials and completing assigned responses. The depth of your learning is directly dependent upon the quality of your effort.

The full university attendance policy is available [here](http://bit.ly/2Iwys18). The attendance policy distinguishes between excused vs. unexcused absences. For absences due to illness, in most cases, notes from the Health Center are not necessary to substantiate an illness; regular communication with the professor is preferred. [PSU policy on excused absence is found here](https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Excused-Absence-Policy.pdf): https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Excused-Absence-Policy.pdf

Submitting Assignments: Only assignments that are passed in on time will be eligible for full credit.

## Grading Policy

PSU is committed to fair grading; access [the fair grading policy here](file:///C%3A%5CUsers%5Ccolds%5CAppData%5CRoaming%5CMicrosoft%5CWord%5Cthe%20fair%20grading%20policy%20here) at https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Fair-Grading-Policy.pdf

**Evaluation Scale**

A (95 - 100) B- (80 – 83) D+ (67 – 69)

A- (90 – 94) C+ (77 – 79) D (64 – 66)

B+ (87 – 89) C (74 – 76) D- (60 – 63)

B (84 – 86) C- (70 – 73) F (Below 60)

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## Academic Integrity Statement

Academic integrity is taken seriously at PSU. Become familiar with [the academic integrity policy here](https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Academic-Integrity-Policy.pdf) which you will also find online in the PSU Academic Catalog and at <https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Academic-Integrity-Policy.pdf>.

You are responsible for making yourself aware of and understanding the policies and procedures in the PSU Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse.

Students are expected to conduct themselves as responsible members of this learning community as they would also conduct themselves in a professional work environment. You will engage in knowledge creation to grow the intelligence of this learning community; we will be resources for each other.

At the same time, it is essential that the work you submit for evaluation and course credit is of your own creation. Your work is your intellectual property. When you use the intellectual property of others, you must give proper credit. Use quotation marks and give the source of quotations; give the source of paraphrased material. Include photo credits if you use a photo taken by someone other than yourself in your presentation visuals. You may not submit the work of others, in part or whole, nor may you submit work you've done previously for academic credit in another class.

## ADA Statement

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Speare (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have a Letter of Accommodation for this course from CAS, please provide the instructor with that information privately so that you and the instructor can review those accommodations. For more information, go [here](https://campus.plymouth.edu/accessibility-services/students-with-disabilities/).

Policy Regarding Changes to this Syllabus

The instructor reserves the right to make changes to this document as dictated by course learning needs. If changes in assignments are indicated, an in-class statement will be made, or online announcement will be posted, about the proposed changes and their implementation.