

BUSINESS 300: WRITTEN COMMUNICATION FOR THE BUSINESS PROFESSIONAL

SPRING 2017 SYLLABUS



Instructor:

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M 2:00 – 3:00 pm

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COURSE DESCRIPTION: Gain a broad and comprehensive understanding of the importance of effective writing within the field of business. Focus on developing writing skills as a management and communication tool for business students. An analysis of the psychology, semantics, planning, and principles of effective business writing are covered. Skills will be developed and applied through a variety of projects applicable to business, including global situations.

SBE MISSION:

The UWSP School of Business & Economics educates and inspires students and prepares graduates for success in positions of leadership and responsibility. Our students achieve an understanding of regional opportunities that exist within the global economy. Evidence of our graduates' level of preparation is evident in their ability to

- analyze and solve business and economics problems
- understand the opportunities and consequences associated with globalization
- appreciate the importance of behaving professionally and ethically

COURSE COMPETENCIES:

- Follow instructions accurately, promptly, and completely
- Establish document purpose
- Critically analyze target audience
- Research, synthesize, and document information from outside sources
- Select, prioritize, organize, and format information strategically, based on logic, evidence strength, and audience needs
- Use ethical, logical, and well-supported persuasive techniques
- Write naturally, using vocabulary appropriate for the audience
- Write clearly, precisely, and correctly
- Write, revise, and edit documents conscientiously through multiple drafts
- Process/provide feedback ethically and accurately

COURSE MATERIALS:

Required:

Business Communication Today 12th Edition, Courtland Bovée & John V. Thill. Prentice Hall, 2014

[D2L course management system](#) content.

Recommended:

[Bovée & Thill's Real-Time Updates.](#)

INSIDE THIS SYLLABUS

Strategies for Academic Success	Page 2	Grading Scale	Page 5
Understanding and Avoiding Plagiarism	Pages 3-4	Grading Guidelines	Page 6
Academic Assistance	Page 5	Course Calendar	Page 7
Disability Accommodations	Page 5	SBE Events	Page 8





STRATEGIES FOR ACADEMIC SUCCESS

The overall objective for this course is to help prepare you for the workplace. Successful companies don't retain employees who put forth inconsistent effort or demonstrate unprofessional behavior. *Local* employers have indicated that many recent business graduates seem to lack these conduct-related competencies:

- Listen actively and attentively
- Consistently and comfortably ask for clarification or feedback
- Employ effective questioning techniques
- Accept constructive criticism without deflection or defensive behavior

I will take note of any behaviors that demonstrate deficiency in these areas, both in and outside of class. Follow the strategies described on this page to build habits that increase the likelihood of success in all of your courses, including this one.

1. Do your own work. The minimum penalty for plagiarism is a zero on the assignment. You are responsible for knowing what plagiarism is (i.e. "I didn't know" won't work as an excuse). For more information, see the UWSP "[Student Academic Standards and Disciplinary Procedures](#)" section of Chapter 14 in the Rights and Responsibilities document.

2. Check D2L and your [UW-SP email account](#) regularly. Don't rely solely on the red notification dot in D2L – check Content each week for updated materials. Emails with a specific and current subject line and your section number will likely get faster responses. If you have trouble with either account, call the [Help Desk](#) at 346-4357 or 1-877-832-8977.

3. Attend class. Asking your professors if you "missed anything important" while you were absent is generally unwise. Whenever possible, contact your professors prior to missing class and arrange to get notes and other materials from a classmate. Consistently missing class makes assessing your behavioral competencies difficult, so accumulating absences will ultimately affect your final grade in the course.

4. Be on time for class. Constant tardiness negatively impacts your professional image. If you plan to be late or leave early, please let me know in advance to minimize disruption. Habitual unexplained tardiness will impact your final grade.

5. Be respectful. Chatting, texting, or working on unrelated schoolwork during class is disrespectful and disruptive to others. Engaging in such activities during class will count as an absence and affect your final grade.

6. Read instructions. I provide specific instructions for each assignment. If you choose to ignore them, expect a zero on the assignment until you revise it. If you do not understand the assignment, please ask me before the day it is due!

7. Ask for help. Passively saying, "I didn't get it," after the fact is incompatible with success. If you do not understand the assignment instructions, talk to me before the project is due! See page 5 for additional support options.

8. Meet deadlines. Each assignment has a precise deadline. Unless you request a deadline extension via email the day before the deadline, the penalties for late work are:

- first drafts: 0, no revision opportunity
- peer reviews: 0, no make-up opportunity
- participation projects: 0, no make-up opportunity
- final drafts, within 24 hours of deadline:
Up to 75 per cent, one revision opportunity
- final drafts, 24 hours or more past deadline:
0, no revision opportunity.

I grant *only* extensions that are requested a day in advance. If you realize you need more time on the day an assignment is due, don't ask—just do the best you can and submit it.

9. Do revisions. Final drafts scoring less than 75 per cent can be revised as long as deadlines are met. My feedback will explain the revision requirements. If after two tries you still do not earn 75 per cent, you'll keep the highest score.

For more information, review [UW-Stevens Point's Rights and Responsibilities document](#). It describes in more detail UW-SP's expectations for all faculty, staff, and students as we build a more positive and productive learning environment at UWSP.

WHAT IS PLAGIARISM?

Plagiarism is a form of academic misconduct that involves taking another person's written work and presenting it as your own. Even if it is unintentional, claiming authorship of another's writing style is a violation of academic integrity and subject to severe penalties. Don't panic, though - I am *much* more interested in helping you avoid plagiarism than trying to catch you in the act of it.

To assess the originality of student work, I run all first and final drafts through Turnitin.com's Originality Reporting service. I will show you in class how this works.

The sidebar at the right describes specific types of plagiarism. The range of penalties is explained below. Please see page 4 for an example of plagiarism and tips for how to avoid it.



PENALTIES FOR PLAGIARISM

Deliberate acts:

You are responsible for knowing the information provided in this syllabus; therefore, "I didn't know" will never be accepted as an excuse for deliberate acts of plagiarism. Any deliberate violation of academic integrity, including plagiarism, WILL result in:

- a zero for the assignment in question -- and most likely the course
- a written reprimand for your disciplinary file detailing the offense.

Repeat offenses can lead to suspension or expulsion from UW-SP. For more information, see "[Student Academic Standards and Disciplinary Procedures](#)" in Chapter 14 of the UWSP Rights and Responsibilities document.

Accidental acts:

Accidental acts of plagiarism (see right) will be handled at my discretion. Penalties can range from a failing grade on the assignment to a mandatory revision of the assignments for a lower (but passing) grade (most often no more than 75%).

TYPES OF PLAGIARISM

In general, there are two types of plagiarism: Deliberate and accidental.

Deliberate Acts of Plagiarism:

Many students are already familiar with deliberate acts of plagiarism, which include:

- buying or trading a paper via a web site and turning it in as your own work
- copying text off a web page and pasting it into the body of a paper that you turn in as your own work
- taking a paper that was written by another student and turning it in as your own work
- revising a paper that was written by another student and turning it in as your own work.

Accidental Acts of Plagiarism:

Plagiarism is much more than stealing, trading, or buying other people's written work, however. More subtle forms of plagiarism, which students sometimes commit accidentally, include:

- changing a few individual words of someone else's written work by substituting synonyms, but failing to restructure the sentences
- paraphrasing someone else's ideas and information adequately, but failing to correctly cite the source.

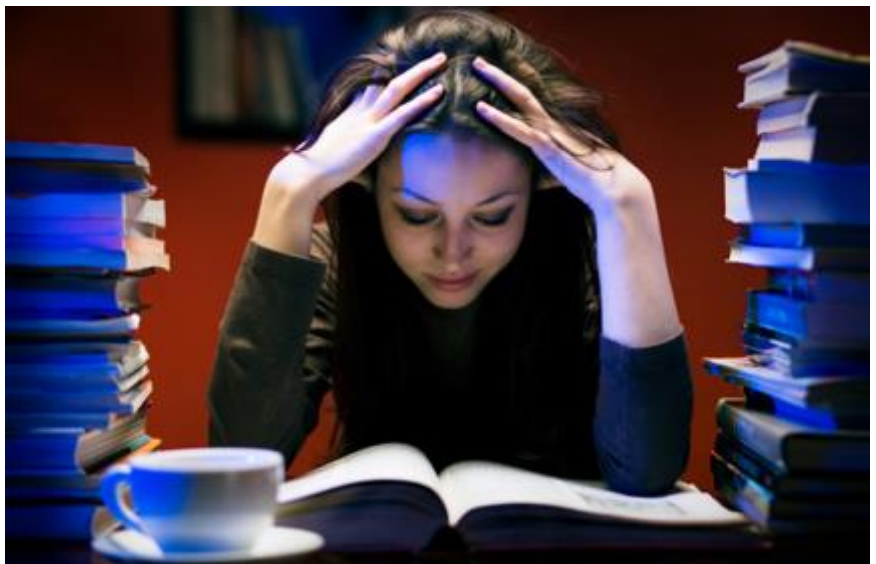
TIPS TO AVOID PLAGIARISM

Refraining from copying others' work is important to maintaining your integrity, developing your writing skill, and ultimately passing the course. These seven tips can help you avoid plagiarism:

- 1. Know what plagiarism is.**
- 2. When in doubt, ask an instructor.**
If you don't ask, we can't help.
- 3. Avoid procrastinating.** If you tend to put things off until the last minute, "lie" to yourself about upcoming deadlines by writing them down a day or two earlier in your date book. For example, if a paper is due on Thursday, May 25, write on your calendar that it is due on Tuesday, May 23.
- 4. Record precisely where you get your information.** Make an electronic or paper copy of every source you use (articles, chapters, etc.) so you can double check your reference information (author, page numbers, etc.) and make sure notes are accurate and properly paraphrased.
- 5. Learn to paraphrase and cite properly.** We'll work on these skills this semester. See tip #2.
- 6. Take notes that are paraphrased, not quoted.** Taking notes that copy your original sources word-for-word increases the chances you'll forget to paraphrase or do it improperly later. It is far better to paraphrase your notes right away.
- 7. Cite your sources.** If you are unsure whether to cite your source, cite it.

SOURCE DOCUMENTATION

All written assignments should follow the *Publication manual of The American Psychological Association* (6th ed.) guidelines for documentation. Points will be deducted for citations and references that are not follow APA formatting standards.



HOW DO I AVOID PLAGIARISM?

Anything you've written that uses ideas, opinions, or data that are not solely your own must be quoted, paraphrased, or summarized, and then properly cited -- or it is considered plagiarized. We will work on these skills in Business 300. How do you know if you have paraphrased and cited correctly? The paragraphs below provide examples of a passage that is both plagiarized and properly paraphrased and cited:

Original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final *research+ paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

Source: Lester, J. D. (1976). *Writing Research Papers* (2nd ed.). pp. 46-47.

Plagiarized paragraph:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

Acceptable paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester, 1976).

HABITS THAT IMPACT SUCCESS

Students who perform well in school adopt attitudes and behaviors that are compatible with academic success.

Those who struggle are often clinging to self-defeating habits in one or more of these areas:

Attitude. Students who think their communication style in no way affects the way they are treated, or feel that others' viewpoints do not matter, tend to struggle in communication courses.

Apathy. Students who lack the initiative to make success a priority tend to do poorly in all their courses.

Effort. Differences in academic preparedness, talent, and experience mean that some students must work harder than others to succeed.

Comparing your level of effort to another student's to assess "fairness" will only drain your energy and make you more frustrated.



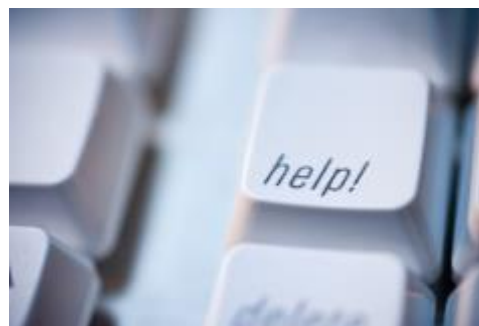
COURSE GRADING SCALE

Your final grade in this course will initially be based on the percentage of all possible points that you earn throughout the semester up to your final project. The quality and persuasiveness of your Final Grade Proposal will influence that figure. All assigned work will be graded using the following scale:

A: 93%	A-: 90%	B+: 87%	B: 83%
B-: 80%	C+: 77%	C: 73%	C-: 70%
D+: 66%	D: 60%	F: 59% ↓	

In this class, you must earn a cumulative grade of at least 73% to receive a C. As long as you meet deadlines, you will have the opportunity to revise for 75% on most final drafts.

Please feel free to let me know how you are feeling about your performance as the course progresses--especially if you become confused or overwhelmed. Effective communication takes two, and I can't help you if you don't ask. Please don't let a small problem become a major crisis because you didn't talk to me.



HOW TO GET HELP

I am always eager to assist you if you are confused or have questions about course materials and assignments; however, if you feel you need additional help, listed below are some places to find it:

If you need assistance:

The [Mary K. Croft Tutoring-Learning Center](#) located in room 018 of the Learning Resources Center offers a variety of academic support services, including:

- [Writing and Reading Consultations](#) if you are struggling with a tough writing or reading assignment
- [Technology Tutoring Services](#) if your computer skills aren't up to speed
- [Academic Skills Specialists](#) if you are struggling with study skills, time management, or other general academic challenges.

If you require accommodations:

Please speak with me the first day of class if you know or suspect that you have a recognized disability. You must also make an appointment with the [Disability Services Office](#) (346-3365) as soon as possible. Although course standards cannot be lowered, appropriate accommodations may be available to you under certain circumstances.

PROOFREADING ERRORS

The 10 types of errors below will cost you half a point each on all final drafts:

1. Capitalization errors. Capitalize correctly; never write in all lower case (texting) or upper case (shouting) except when using an acronym. Also know the difference between title and sentence case. See pages 613-614 of *Business Communication Today* for more guidelines.

2. Illogical shifts and unclear wording. Illogical shifts in tense, voice, and point of view make reading difficult, as can inconsistent language and unclear phrasing. See pages 153-5 and 608-9 of *Business Communication Today* for information on avoiding such errors.

3. Typographical and phonological spelling errors. These errors are often caught by spell check, but not always.

4. “Sound alike” spelling errors. These errors involve words that sound alike but are spelled and used differently depending upon the meaning (i.e. effect and affect). Spell check is NOT a reliable way to catch them. See pages 617-619 of *Business Communication Today* for examples.

5. “Agreement” errors. Pronouns must agree in number, person, and gender with the noun to which they refer. Verbs must agree with the subjects whose action they describe. See pages 598 (Unclear Antecedents) and 601 (Subject-Verb Agreement) of *Business Communication Today* for more explanations and examples.

6. Faulty parallelism. All items in a list should be similar in structure and not shift between different parts of speech and inconsistent phrasing patterns. See pages 150-3 and 609 (Parallelism) of *Business Communication Today* for explanation and examples.



GRADING GUIDELINES

Follow Instructions

I provide specific instructions for each assignment. Read them carefully. Expect to be accountable only for the criteria described in the assignment’s instructions and this syllabus. I am happy to answer any questions about grading criteria; however, it is your responsibility to ask if you do not understand the instructions.

Avoid biased language.

To avoid headaches, hurt feelings, and potentially lawsuits, learn to remove all sexual, racial, ethnic, and other biases from your documents before sharing them in a professional setting. See pages 119-121 of *Business Communication Today* for explanations and examples.

Observe some basic rules of grammar, spelling, and punctuation.

In addition to the specific content and formatting requirements provided on the assignment handouts, there are some basic writing principles that you need to follow on all assignments. The ten specific types of errors that I expect you to be able to find and fix are extremely likely to get noticed (either consciously or unconsciously) in a way that could compromise your credibility.

7. Fused (run-on) sentences. A run-on sentence is two or more independent clauses smashed together. See pages 607-8 of *Business Communication Today* for additional explanation and examples.

8. Sentence fragments. These are phrases that do not contain a subject, a verb, and complete thought. See page 607 of *Business Communication Today* for additional explanation and examples.

9. Comma splices. These occur when a comma separates two independent clauses. See page 607-8 of *Business Communication Today* for more explanation and examples.

10. Apostrophe errors. Use apostrophes only to show possession – not plural. Contractions also use apostrophes. See pages 597, 599, and 612 of *Business Communication Today* for specific rules and examples.

COURSE CALENDAR

The calendar below is the tentative schedule for course projects this semester. All deadlines expire at the beginning of class unless an alternate time is provided. Each project will have a folder in D2L that contains resources to help you prepare for that unit and **detailed written instructions for each major document**. Participation assignment grades (p) are based solely on the extent to which they have been completed according to the assigned task, and are often pass/fail.

Project	Deadline	Points	Submission
Basic Course Requirements			
Create Turnitin account	Wednesday, January 25	--	Enroll in Turnitin
Plagiarism Quiz	Monday, January 30	15	Complete in D2L
SBE Event mid-term deadline (p)	Friday, March 10	10	
SBE Event final deadline (p)	Friday, May 12	10	
Project 1: Marketing Your Messages			
Situation Analysis - First Draft (p)	Wednesday, February 8	5	Bring paper copy to class
Situation Analysis - Peer Review (p)	Wednesday, February 8		Produce paper copy in class
Situation Analysis - Final Draft	Monday, February 13	20	Submit to Turnitin
Project 2: Applying a Strategy			
Chapter 5 Worksheets (p)	Wednesday, February 15	10	Bring paper copy to class
Chapter 6 Worksheets (p)	Wednesday, February 20	10	Bring paper copy to class
Draft Letter – Daycare Case Study (p)	Wednesday, February 22	5	Submit to Turnitin
Routine Email Inquiry - First Draft (p)	Wednesday, March 1	10	Submit to Turnitin
Email Peer Review (p)	Thursday, March 2		Complete in Turnitin
Routine Email Inquiry – Final Draft	Monday, March 6	20	Submit to Turnitin
Project 3: Determining the Structure			
Negative Message - First Draft (p)	Wednesday, March 8	10	Submit to Turnitin
Negative Message Peer Review (p)	Thursday, March 9		Complete in Turnitin
Negative Message - Final Draft	Monday, March 13	40	Submit to Turnitin
Job Posting (p)	Wednesday, March 15	5	Bring paper printout to class
Persuasive Message - Final Draft	Monday, March 27	40	Submit to Turnitin
Project 4: Developing Substance (Collaborative Writing Project)			
Situation Analysis (1 per student) – First Draft (p)	Monday, April 3	5	Bring paper copy to class
Situation Analysis (1 per team) – Final Draft	Wednesday, April 5	16	Submit to Turnitin
Research Notes (1 per student)	Monday, April 17	45	Submit to Turnitin
Project Outline (1 per team)	Monday, April 24	24	Submit to Turnitin
Project Proposal – First Draft (5 per team) (p)	Monday, May 1	15*	Bring paper copies to class
Project Proposal Peer Review (1 per team)	Wednesday, May 3	15*	Bring paper copy to class
Project Proposal (1 per team) – Final Draft	Monday, May 8	60	Submit to Turnitin
Project 5: Assessing Your Progress			
Schedule finals week meeting	Monday, May 8	--	Sign up in class
Team Performance Evaluation*	Wednesday, May 10	10	GoogleForm Link
Executive Summary – Portfolio	Thursday, May 11	20	Submit pdf to Turnitin
Final Portfolio – color copy, pdf	Date/time of final meeting	80	Paper and Turnitin
		Course total:	500

EXTRA CREDIT

Be on the lookout for “Easter Eggs” in my handouts. If you are the first student to locate a typo in a course handout and *discreetly* notify me (to avoid an avalanche of followers who did NOT initially notice the error), I will award you a participation point. This is the only extra credit I offer, so read all course materials carefully.

WEEKLY SCHEDULE

Section 1: Monday – Wednesday

11:00 am – 12:15 pm

CCC 214



The School of Business & Economics has an exciting series of speakers, discussions, workshops and field trips called **SBE Events**. It is important to take advantage of these learning opportunities outside the classroom. The events are designed to help you make the most out of your time as a student and to prepare for a successful career.

For this course, you must attend **two** official SBE Events. One event must be before the mid-semester cut-off **March 10**; you must attend a second event before the end-of-semester cut-off **May 12**. If you go to extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester. Attendance is worth 10 points for each event.

Visit the SBE Events web site (<http://business.uwsp.edu/events>) for announcements of upcoming SBE Events. You can also follow us on social media:

- Facebook: [UWSP School of Business & Economics](#)
- Twitter: [@UWSPBusiness](#)

When you attend an event, it is your responsibility to sign in with your Point Card. Attendance at SBE Events will be confirmed with automatic emails to you and updated on the SBE Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events.

After the mid-semester cut-off and the end of this semester's events, I will receive reports confirming your attendance. You do not need to do anything else.



NOTE: If you have multiple courses with SBE Events requirements, it is your responsibility to ensure you attend enough events for each course. If you have not attended enough events to cover all your courses, your attendance will be allocated to your courses in alpha-numeric order.

PERMISSION TO USE YOUR WORK OR FEEDBACK

I may wish to use a sample of your work or some of the feedback you share with me in future teaching or research activities or projects. Examples: showing students an example of a well-done assignment; discussing teaching techniques at a conference. Of course, if I used some of your work, I would conceal your identity. If you prefer not to have your work included in any future projects of mine, please send me an e-mail indicating that you are opting out of this request. Otherwise, your participation in the class will be taken as consent to have portions of your work or feedback anonymously used for teaching or research purposes.

CHANGES TO COURSE POLICIES/CALENDAR

Please note that I reserve the right to make changes to this course syllabus as we progress through the semester; however, I will make every attempt to avoid doing so, and will consider it only under extraordinary circumstances. You will be notified during class of any changes that arise. Any changes made to the course work plan will be announced at least one week in advance.