English 302 – Business Writing

Course Development Guide

last updated: May 15, 2008
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To: Instructors new to teaching Eng 302

From: Eng 302 Curriculum Development Committee

Re: Teaching English 302 – Business Writing

Since the fall of 2004 we have worked diligently with the W. P. Carey School of Business to create a course that will help their students develop the business writing skills necessary to be successful in their future coursework and in their future workplace.

In the fall of 2006 Eng 302 – Business Writing became a required course for incoming School of Business students. In order to maintain unity between our courses and to provide W. P. Carey students with a uniform classroom experience, it is important that all Eng 302 instructors follow the same principles and guidelines. In addition to using an Eng 302 approved textbook, all instructors of this course are required to use the English 302 Course Goals and Objectives and Teaching Topics to shape their course curriculum.

This package of Eng 302 materials has been assembled specifically to aid you in the development of your new course. Should you have any questions or concerns, or if you would like to see additional sample documents, contact any Eng 302 instructor (Don Ownsby, Shavawn Berry, Leticia Slabaugh, Ginny Simmon, or Rhonda Steele).

Thanks! And have a great semester!
The Major Differences Between Eng 302 (Business Writing) and Eng 301 (Writing for the Professions)

- The course description and teaching topics for Eng 302 are more narrowly defined, whereas course descriptions and teaching topics for Eng 301 are very broad and diverse.

- With an emphasis on a variety of business writing situations, the Goals, Objectives, and Teaching Topics for Eng 302 – Business Writing focus primarily on ensuring that students understand the basic business writing needs they will encounter in their W. P. Carey School of Business coursework, and in the workplace. In fact, the recommended teaching topics more narrowly define the scope of Eng 302 because they are tailored to address the needs of the School of Business coursework the students will be encountering in their upper-level courses. By serving only W. P. Carey students, we can ensure a more uniform teaching /learning experience and confidently know that as instructors, we are preparing these student for the types of writing situations they will likely encounter in the business classroom, and in the workplace.

- The types of writing assignments for Eng 302 (see Teaching Topics) are more specific to the needs of students enrolled in the W. P. Carey School of Business. This will provide these students with a more unified and cohesive learning experience, which will be valuable to the students’ future coursework, as they create and maintain a peer-network and learning community. The types of writing assignments for Eng 301 are numerous and various – depending on the instructor’s strengths and interests.

- By having all School of Business students take Eng 302, the class make up will be their peers, creating a unifying experience that will be similar to what students at comparison schools receive.

- More emphasis on business communications, less (or none) on technical communications

- Less emphasis on “technical writing” more on “business writing” – in fact, none of us are using “technical writing” texts.

- APA style replaces MLA in Eng 302
The Reasons Behind the Creation of English 302 – Business Writing

With an emphasis on a variety of business writing situations, Eng 302 – Business Writing focuses primarily on ensuring that its students understand the basic business writing needs they will encounter in their W.P. Carey School of Business coursework, and outside school in the workplace. In fact, the recommended teaching topics more narrowly define the scope of Eng 302 because they are tailored to address the needs of the School of Business coursework the students will be encountering in their upper level classes. By serving only W.P. Carey students, we can ensure a more uniform teaching / learning experience and confidently know that as instructors we are preparing these students for the types of writing situations they will likely encounter.

Eng 301 – Writing for the Professions is a good, broad writing course that any student may take for an English credit and it should not be changed or eliminated. By serving the student community as a whole, it provides a broad range of writing experiences and opportunities that students need. That being said, however, it does not meet the specific needs of the School of Business in terms of curriculum and skill set development.

By having all W. P. Carey students take Eng 302, the class make-up will be their peers, creating a unifying experience and fostering peer-network opportunities. The advantages to having courses such as Eng 302 set aside for a specific group of students with similar interests include peer-networking, strengthening their understanding of concepts they are learning /using in their School of Business classes, and of course being able to focus the content of the course in such a way that all topics taught will be useful / beneficial to the students in their major. This unifying experience will be valuable to the students’ future coursework, as they create and maintain a peer-network and learning community.

A School of Business student taking Eng 301 may, or may not be exposed to all or some of the Eng 302 recommended teaching topics (see attached). Eng 301 is less constrained in the possible topics an instructor may choose to use in his or her course, and teachers of English 301 incorporate many Professional Writing assignments that will not appear on the recommended teaching topics for Eng 302. For example, an instructor of Eng 301 could easily incorporate website design /analysis, market analysis, manual writing and editing, annotated bibliographies, writing for specific professions, reflective writing, and so on.

This lack of cohesiveness in terms of curriculum makes it possible for some students to miss out on crucial assignments that have been specifically requested by the faculty of the W. P. Carey School of Business.
English 302 – Business Writing

Course Goals and Objectives

Do not modify the course Goals and Objectives or Recommended Teaching Topics in any way.

Eng 302 - Business Writing is taught by the English Department /Writing Programs exclusively for the School of Business and its students. As a service course, the goals, objectives, and teaching topics have been carefully developed to satisfy the classroom and workplace writing needs of the W. P. Carey School of Business students.

Although it may superficially appear that the "menu" of teaching topics is narrow, there exists quite an array of assignment possibilities as one more closely examines the options. However, in order to continue to provide a uniform learning experience to this group of students, we have agreed that the teaching topics and course goals and objectives for Eng 302 Business Writing will focus on writing in and for the workplace.

English 302 – Business Writing

Course Goals

The purpose of this course is for students to:

- Transition from academic to professional/business writing
- Significantly improve their ability to write effective business/professional communication
- Critically investigate and incorporate a variety of research sources
- Recognize and avoid plagiarism
- Demonstrate mastery of standard grammar and writing mechanics
- Utilize various strategies and organizational techniques in the writing process
- Develop collaborative group communication and writing skills
- Exhibit visual presentation skills

Course Objectives

By the end of this course, all students should be able to:

- Analyze and evaluate audience/purpose/situation as they apply to business writing contexts
- Produce clear, concise, effective audience and purpose specific business rhetoric
- Actively plan and participate in a collaborative project
- Incorporate process (research, invention, writing, revision, and editing) into all writing tasks; through multiple drafts create document fluency
- Analyze multiple writings from appropriate business professions
- Adapt tone and style for appropriate rhetorical business purposes
- Conduct primary and secondary research relevant to topic; integrate appropriate sources using APA style
- Incorporate analytical/technical data in the form of charts, graphs, spreadsheets, etc.
- Give and receive constructive criticism among peers
- Use current technology to design accurate and visually appealing PowerPoint slides that will maximize the effectiveness of written and oral reports
- Develop strategies to facilitate communication across ethnic and/or business cultures
In order to satisfy the requirements of the Writing Programs, and to ensure that English 302 remains an "L" credit course, students will construct four major writing assignments (from the selections below). Of those, an Employment Communications assignment is a required assignment and must be taught as the first assignment each semester so that students are prepared to participate in the career fairs that occur in October and February. Finally, all of the teaching topics should be touched on during the course of English 302. The depth and emphasis of that coverage is up to each individual instructor.

Although it may superficially appear that the "menu" of teaching topics is narrow, there exists quite an array of assignment possibilities as one more closely examines the options.

**Teaching Topics – English 302**

**Required Teaching Topic:**
- Employment Communications (must include résumé and letter of application)

**Other Teaching Topic choices:**
- Correspondence (all types)
- Long and short reports
  - incorporate analytical /technical data (charts, graphs, spreadsheets, etc.)
  - include research aspect
- Executive summaries and/or abstracts as report preface material
- Proposals / RFPs
- Presentation Materials that incorporate PPT slides

*Must be the first assignment of each semester.*

last updated: March 4, 2008
English 302 – Business Writing
Teaching Topics Descriptions

Employment Documents
One required Eng 302 teaching topic is an employment communications project, which involves creating a résumé that the student can use and writing an application letter. Other employment correspondence documents students may write include an occupational summary, a thank you letter, and letters of recommendation. Additionally, students may be required to investigate career opportunities by performing job advertisement research and analysis, interviewing a professional in the chosen field, conducting career surveys, compiling a company profile, and participating in interviewing exercises. This assignment has proven to be particularly popular with our students and must be presented as the first assignment of each semester to help prepare students for career fairs.

Business Correspondence
Another Eng 302 teaching topic is Business Correspondence. Some Eng 302 instructors address correspondence as a separate “unit” while others imbed correspondence direction in other assignments. In either case, the sorts of correspondence that students will be asked to draft include various forms of written communication such as emails, memos, and letters. Students learn to analyze audience, purpose, and situation to determine how best to approach the drafting of business correspondence. All types of correspondence, such as Good News, Claims, Complaints, and Bad News, as well as responses to Claims and Complaints, might be covered. Both direct and indirect approaches to business writing are examined.

Long Reports
One common type of report in business is the long report, which is typically an informational or analytical report of ten or more pages. Students may be asked to produce a long report as a way for them to gain experience in planning, researching, and writing a more extensive and complex kind of document. Students will analyze a situation or problem, carefully considering purpose and audience. They will gather information and may use primary research sources such as conducting their own interviews or surveys; in addition, they will often use secondary sources by accessing online and library resources. They will then organize and write the report to make it as effective as possible. Depending on the assignment, long reports may require that students create a logical business context for the report and then focus the report on some aspect of that. For example, students might create an idea for a new product and then write a report that analyzes the most effective way to market that product. In some cases, writing the long report may be conducted as a collaborative activity.

Short Reports
Students may be asked to draft a variety of short business reports, which are generally considered those business reports less than 7 – 9 pages in length. The degree of formality, physical format, and length of the report are directly related to the audience and purpose of the information. Short reports may be written to address specific business scenario problems, or may be incorporated in team work, or both. Short Reports include, but are not limited to: Meeting Minutes, Incident Reports, Short Proposals, Comparison Reports, Informative Reports, Progress Reports, etc.
Executive Summaries / Report Abstracts
Because all of our students will be required to produce executive summaries in their upper level School of Business courses, instruction for the development of Executives Summaries (or abstracts) is included in the long, formal report assignment.

Proposals
In some sections of English 302 students have the opportunity to research and compile a comprehensive business proposal that solves a problem, markets a new product, or funds a product, idea, or solution to an existing problem. Students can write a grant proposal to fund a charitable event. The permutations of the project vary according to each student's interests and major area of study. In the past students have marketed products, planned conferences, raised funds for charitable organizations, or offered to solve an on-going problem at an existing business. The proposal is typically also used as a time management teaching tool, since the project is completed over several weeks and includes multiple drafts. Students complete in-depth research into their topics which may include personal interviews, library research, and online research.

Presentations
Typically, this assignment will involve a collaborative effort to research a report and produce a presentation utilizing PowerPoint slides, speaker notes, and a handout. Some time in class will be available for work on the project.

Note: Because Eng 302 is a writing class, not a speech class, oral presentations (while incorporated all of our classes) are usually small assignments.
English 302 – Business Writing
Textbook List

While there are many available textbooks that can be used for teaching business writing, the following books have been identified as texts that cover all of the required Eng 302 – Business Writing Teaching Topics. In order to provide a uniform experience for our students, instructors of this course should use one of these business communication textbooks:

Bovee and Thill
*Business Communication Today* 9e, 2008
Prentice Hall

Bovee and Thill
*Excellence in Business Communication* 8e, 2008
Prentice Hall

Guffey
*Essentials of Business Writing* 7e, 2007
Cengage

Guffey
Cengage

Krizan, Merrier, Logan & Williams
*Business Communication* 7e, 2008
Cengage

Lehman & DuFrene
*Business Communication* 15e, 2008
Cengage

Lesikar, Flatley, and Rentz
*Basic Business Communication* 11e, 2008
McGraw Hill /Irwin

Ober, Scott
*Contemporary Business Communications* 6e, 2006
Houghton Mifflin

Last updated: May 2008
Honors Contract Courses: Policies and Procedures
- Footnote 18 Projects -

What is Footnote 18?

Honors Contract course options give students and faculty the opportunity to engage in innovative and interesting course assignments for honors credit. The Honors Contract option is an opportunity to be creative about learning and teaching, and a way to tailor the curriculum to meet student interests.

What is the procedure?

This arrangement is formalized via contract in which the student and faculty renegotiate the course requirements. As with all Honors courses, only courses taught by regularly appointed faculty members or by distinguished visitors are eligible to carry this designation. Contracts should be explicit and fully detail the expectations for the quantity and quality of work. Students may complete a project in addition to their regular coursework (most common for ENG 302), or they may complete a project as part of their coursework. How credit is given should be agreed upon before the student submits his /her contract to the Honors College website.

The student will initiate the Honors Contract process. The contract is submitted online—there is an “Honors Contract” link provided on the Barrett home page (http://honors.asu.edu) during the period in which students may submit a contract. All Honors Contracts need to be submitted by the completion of the fourth week of classes during Fall and Spring semesters. For courses taught in any summer session, students must submit a contract by the end of the second week of that session. (Late contracts will not be accepted and the student will not earn honors credit for the course.)

What do Instructors do?

The Instructor discusses the project with the student before it is submitted to the Honors College. Once a topic /assignment is settled on, the student submits the contract to the honors college website, which then automatically forwards it to the instructor via email. Upon receipt, the instructor simply accepts or rejects the contract. After that point, it is up to the instructor how much involvement he /she will have with the project. This can be determined on a case-by-case basis.

All work for Honors Contract credit must be completed during the semester in which the student has registered for the course. Fulfillment of the agreement is documented by a completion form, emailed to the instructor by the BHC and returned by him/her no later than one month after the last day of class for that semester.
What are some suitable Footnote 18 assignments for ENG 302?

Because ENG 302 is a writing course, all footnote 18 projects should have a significant writing element (generally 7 – 10 pages).

Some suggested enrichment activities:

- Produce a research report
- Produce a PPT presentation (min. 10 slides) along with a written document such as a report, an annotated bibliography, handouts with a list of References
- Online employment portfolios

Appropriate enrichment activities vary by discipline; the following represent suggested strategies for developing honors experiences:

1. All honors work should involve significant critical thinking in reading, writing, and discussion.

2. Honors activities should offer students the opportunity to work closely with the instructor, either in small group sessions or in individual conferences.

3. Honors Contract courses represent a qualitatively different experience for the student; this does not necessarily imply a quantitative difference in the work required.

4. When possible, enrichment activities should be complementary to the course requirements.

5. These activities may: (A) introduce students to the major issues or developments in the discipline; (B) link other disciplines to the subject; (C) involve prospective topics for future and independent investigation; or, (D) entail current/ongoing research projects.

6. Students should be active participants, not passive learners, and should have varied opportunities for such exercise (i.e., assuming responsibility for teaching one or more classes; serving as resource persons on predetermined topics; serving as junior members of active research groups).

7. When enrichment activities supplement ordinary course requirements, the contract should affect only the decision to award or withhold the honors designation. When these activities are integrated with or replace standard course requirements, the agreement may be reflected as well in the final earned grade for the course. This decision should be made explicit in the original contract.
English 302 – Business Writing

Sample Documents

for new Eng 302 instructors

In this section you will find:

- Sample Syllabus
- Sample Teaching Topics Assignments:
  - Employment Communications
  - Correspondence
  - Long / Formal Report (Proposal)
    - Includes Executive Summary
  - Short Reports
  - Presentations
Sample Syllabus
English 302—Business Writing

Syllabus
Spring 2007

Section 45859, T 12:15 – 1:30, CPCOM 237 and online
Section 62928, T 3:15 – 4:30, CPCOM 225 and online
Section 44795, T 6:05 – 8:55, CPCOM 223
Section 36754, Internet

Contact Information

Instructor: Don Ownsby
Office: LL 003
Office Phone: 480-965-3535 (department number for messages only)
Email Address: don.ownsby@asu.edu

The best way to contact me is through email; however, you may leave a message through the department if you need to. I will respond to email messages as soon as possible. Typically, during the week, I check my email several times each day. If you email me on weekends, I may not respond until Monday.

Office Hours: Tuesday mornings 10:30 -12:00; Tuesday afternoons 2:00 – 3:00 and 5:00 - 5:30; online office hours on Wednesday morning, 9:00 – 10:00. I am also available by appointment and through email.

Course Description

English 302, Business Writing, is an advanced, interdisciplinary writing course designed to improve the workplace writing competence of W.P. Carey School of Business professional and preprofessional students. The course focuses on the practice and study of selected types of discourse employed in professional business situations and helps prepare students for different kinds of writing they will encounter in their professional lives. Much of the course is conducted in a workshop format. Prerequisites for the course are English 101 and 102 or English 105, and prebusiness or business major standing.

Course Goals

The purpose of this course is for students to

- Transition from academic to professional/business writing
- Significantly improve their ability to write effective business/professional communication
- Critically investigate and incorporate a variety of research sources
- Recognize and avoid plagiarism
- Demonstrate mastery of standard grammar and writing mechanics
- Utilize various strategies and organizational techniques in the writing process
- Develop collaborative group communication and writing skills
- Exhibit visual presentation skills

Course Objectives

By the end of this course, all students should be able to

- Analyze and evaluate audience/purpose/situation as they apply to business writing contexts
- Produce clear, concise, effective audience and purpose specific business rhetoric
- Actively plan and participate in a collaborative project
- Incorporate process (research, invention, writing, revision, and editing) into all writing tasks; through multiple drafts create document fluency
- Analyze multiple writings from appropriate business professions
- Adapt tone and style for appropriate rhetorical business purposes
- Conduct primary and secondary research relevant to topic; integrate appropriate sources using APA style
- Incorporate analytical/technical data in the form of charts, graphs, spreadsheets, etc.
- Give and receive constructive criticism among peers
- Use current technology to design accurate and visually appealing PowerPoint slides that will maximize the effectiveness of written and oral reports
- Develop strategies to facilitate communication across ethnic and/or business cultures

Textbooks, Materials, and Resources

Required Text and Materials:
- Internet access
- An ASU email account

Recommended Texts and Links:
- *The Writing Programs Guide:*  
  http://www.asu.edu/writingprograms/teacherresources/wpguide/wpguide.htm
- The Blackboard classroom (companion website) and exercises

Accessing Online Course Materials on Blackboard:
The Blackboard website for the course can be accessed through myASU. Here you can find course resources, documents, assignments, and communication tools. Do the following to access the course website:

Go to http://my.asu.edu. Type in your ASUrite user ID and password and find English 302 listed under My Courses. Click on English 302 and Blackboard will open to the Announcement page for your section. From this page, you can access the other pages in the website by clicking on the appropriate headings.

You can go to Textbook Resources to enter your OneKey access code that came with your textbook. This code will allow you to use the practice and textbook reference materials for the class.

Grading

Final grades in the course will be whole grades: A,B,C,D,E; I am not using the plus/minus system for final grades in this course.

Assignments:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Employment Communications</td>
<td>20%</td>
</tr>
<tr>
<td>Unit 2: Business Correspondence</td>
<td>20%</td>
</tr>
<tr>
<td>Unit 3: Short Reports</td>
<td>20%</td>
</tr>
<tr>
<td>Unit 4: Long Report/Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Portfolio Analysis Final</td>
<td>10%</td>
</tr>
</tbody>
</table>

Note that each unit will include not only a major assignment, but also in-class and homework activities such as quizzes, short writing assignments, peer reviews, and collaborative work. Credit for these exercises will be reflected in the grade for each unit.

Be sure to keep copies of your work and retain graded assignments once I have returned them to you. You will need these assignments for the portfolio analysis final assignment.
The following schedule is an overview of the required reading and major assignments for the semester and is subject to modification. See the Units link on Blackboard for a detailed listing of assignments and due dates. Also, be sure to check the Announcements link on the course website for the latest information. Unless otherwise noted, readings refer to *Excellence in Business Communication*.

<table>
<thead>
<tr>
<th>WEEK:</th>
<th>CLASS MEETING DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>1/16</td>
</tr>
</tbody>
</table>
| **Topics:** | Introduction and Course Orientation  
Unit 1: Employment Communications |
| **Reading:** | Read “Writing: A Ticket to Work …Or a Ticket Out, A Survey of Business Leaders.” (This document is posted on the course website under Units>Unit 1>Resources.)  
Chapter 1 “Achieving Success Through Effective Business Communication” |
| **Week 2** | 1/23 |
| **Topic:** | Unit 1: Employment Communications  
Employment Research  
Résumés |
| **Reading:** | Chapter 14 “Building Careers and Writing Résumés” |
| **Week 3** | 1/30 |
| **Topic:** | Unit 1: Employment Communications  
Application Letters |
| **Reading:** | Chapter 15 “Applying and Interviewing for Employment” |
| **Week 4** | 2/6 |
| **Topic:** | Unit 2: Business Correspondence |
| **Reading:** | Chapter 7 “Writing Routine and Positive Messages”  
Chapter 8 “Writing Negative Messages” |
<p>| <strong>Week 5</strong> | 2/13 |
| <strong>Topic:</strong> | Unit 2: Business Correspondence |
| <strong>Reading:</strong> | Chapter 9 “Writing Persuasive Messages” |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic:</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2/20</td>
<td>Unit 3: Short Reports</td>
<td>Chapter 10 “Planning Reports and Proposals”</td>
</tr>
<tr>
<td>7</td>
<td>2/27</td>
<td>Unit 3: Short Reports</td>
<td>Chapter 11 “Writing Reports and Proposals”</td>
</tr>
<tr>
<td>8</td>
<td>3/6</td>
<td>Unit 3: Short Reports</td>
<td>Chapter 3 “Communicating Interculturally”</td>
</tr>
<tr>
<td>9</td>
<td>3/13</td>
<td>SPRING BREAK HOLIDAY</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/20</td>
<td>Unit 4: Long Reports</td>
<td>Chapter 2 “Communicating in Teams and Mastering Listening and Nonverbal Communication”</td>
</tr>
<tr>
<td>11</td>
<td>3/27</td>
<td>Course withdrawal deadline (in person) 3/30</td>
<td>Unit 4: Long Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 12 “Completing Reports and Proposals”</td>
</tr>
<tr>
<td>12</td>
<td>4/3</td>
<td>Unit 4: Long Reports</td>
<td>TBA</td>
</tr>
<tr>
<td>13</td>
<td>4/10</td>
<td>Unit 4: Long Reports/Presentations</td>
<td>Chapter 13 “Planning, Writing, and Completing Oral Presentations”</td>
</tr>
<tr>
<td>14</td>
<td>4/17</td>
<td>Unit 4: Long Reports/Presentations</td>
<td>TBA</td>
</tr>
</tbody>
</table>
Week 15  4/24

Topic:          Unit 4: Presentations
Reading:       None

Week 16  5/1  Last class day

Topic:          Portfolio Analysis Final
Reading:       None

Standard Writing Programs Policies

1. Policy on class attendance
Because writing classes are performance courses that depend upon student attendance for both the class and the student’s success, this policy is non-negotiable. All absences count equally, irrespective of the cause and students who exceed the allowed number of absences cannot pass the course and will fail with a grade of “E.”

- For Fall and Spring semesters, classes that meet three days a week (MWF, for example), the maximum number of allowed absences is six (6), for classes that meet two days a week, the maximum number is four (4), for classes that meet once a week, the maximum number is two (2). For classes that meet on other schedules, the number of absences allowed should reflect a similar ratio (two weeks worth of class meetings).
- **Hybrid classes**: In the case of hybrid course that meet twice a week, a student who misses more than four classes – either face-to-face, online, or a combination – will fail the course with a grade of E. In the case of hybrid course that meet three times a week, a student who misses more than six classes – either face-to-face, online, or a combination – will fail the course with a grade of E.
  - Definition of attendance for hybrid class days: A student who fails to post an acceptable assignment to the class website during the assigned “window” of time will be counted absent for that class day.
- **Online classes**: More than four absences will result in failure.
  - Definition of attendance in online classes: A student who fails to post an acceptable assignment to the class website during the assigned “window” of time will be counted absent for that class day.
  - Technical problems online: While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical “glitches.” Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment and therefore avoid an absence for the day. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU’s computer network, but exceptions will not be made for routine computer problems.

- **Note**: Students who participate in university-sanctioned activities and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, the Writing Programs Office offers sections of this course at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.
2. Attendance: first week of classes
According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

- Students enrolled in hybrid/online courses must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

3. If I am absent
If I need to cancel class because my car broke down, or if I am ill, etc., I will try to get someone to post a sign. I also will try to email you all, before class. However, if you come to class and I am not here by the time 15 minutes has elapsed (from when class is to start), please assume that class is cancelled.

4. Grading
Grading for Writing Projects will follow English Department standards, which are based on content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

- A = 3.5 - 4.0
- B = 2.5 – 3.49
- C = 1.5 - 2.49
- D = .5 – 1.49
- E = .49 and below

5. The public nature of class writing and discussions
Please consider every piece of writing you do for this class to be “public property.” Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a writing community. Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others.

6. Late Writing Projects
Major papers are due on the specified due dates but will be accepted late; however, late papers will be penalized one letter grade for each day they are late. No in-class or homework assignments (quiz, peer review, reading response, etc.,) will be accepted late.

7. All writing for this class must be written for this class
To pass this class all major writing assignments must be completed, and note that all writing for this class must be written for this class. Reusing a paper you wrote for another class, or back in high school, constitutes academic dishonesty.

8. Plagiarism
Plagiarism is stealing. Whenever you borrow a phrase, sentence, paragraph—or even an idea stated in your own words—from any outside source (news writing, magazine, TV show, book) without giving credit to that source, you have plagiarized. Plagiarism is cheating yourself and someone else. The consequences are severe, including failure for the assignment, probable failure for the course, disciplinary referral to the Dean, and possible expulsion from the University. Academic integrity is expected of every individual in the University (See http://www.asu.edu/vpsa/studentlife/). For more information, see the Writing Programs Guide at http://www.asu.edu/english/writingprograms/teacherresources/wpguide/wpguide.htm. If you have any questions about how to acknowledge someone else’s words or ideas, see me.
Sample Assignment: Employment Documents

For this assignment you will learn to tailor a print version of your résumé to a specific job advertisement. You will also draft an accompanying cover letter for the print-version of your résumé. In addition, you will write a thank-you letter for the interview we will assume that your résumé and cover letter landed! Both your résumé and your application letter will go through a multi-drafting cycle. You will draft the thank-you letter on your own.

Notes about this assignment:

- Résumés and cover letters are fluid documents – they change constantly over time, because you are always changing. This assignment will help you create a document that you can use from now on.
- Format – Using good document design, create your own format. Even though our text book advocates the use of MS Word templates, DO NOT use a template for this assignment!!! And yes, I can tell . . . Résumés create in a template will receive a grade no higher than an “C”.
- Keep you print résumé and cover letter to one page each (unless you have years of experience that is relative to the job in question).
- Refer to the detailed course calendar on BB for rough draft due dates /times.

First:

- Find an employment advertisement for which you are, or are almost qualified. Preferably, it will be for an entry level position in your major area. It must list several specific job requirements. You might find this ad in the newspaper or online. In any case, it must be something for which you are, or are “almost”, qualified to apply for. It cannot be a fantasy job, or a job for which you won’t be qualified within the year.
- If found online, copy and paste the ad into Word and save it (save the link, too). Also, print it – just in case.
- If found in the newspaper, cut it out and make a photo copy of it; scan it, if you can.
- You will turn in the advertisement WITH the other assignment documents. I will not grade your assignment without it!

Résumé:

- Begin drafting. Your résumé is a printed version (see figures 9-3 and 9-5). It will be written in reverse chronological order.
- Additionally, because this is a printed résumé, you will utilize action verbs to help describe your past duties and jobs (see pg. 233).
- As always, your résumé should be carefully tailored so that your qualifications align with those listed in the advertisement.
- You must include either a “Summary,” “Summary of Skills,” or an “Objective” statement at the top, below your heading. (Just an FYI, I don’t think the objective statement in figure 9-5 is very good at all . . . be less vague and more concrete – without boxing yourself in too tight.)
Cover Letter:
- Written to accompany your print-version résumé, this is your sales pitch. It takes the place of a face to face introduction /meeting. The sample cover letters in our text are pretty good. The introduction should orient the reader, in the middle paragraph(s) make overt connections between what the employer is seeking and what how you fit that description. In the closing, express optimism and include any necessary contact information.
- Always make a reference to your enclosed résumé somewhere in the body of the letter.
- Be comfortable with your closing paragraph. Some of the samples are very forward – almost presumptuous. If you don’t feel entirely comfortable with that, change it so that it remains strong, but more in line with your personality. Of course, you do want to get the interview, so don’t be too shy.

Thank You Letter:
- Thank you letters are vital to the interview process. Taking the time to compose and send a thank you message will leave a positive impression with your interviewer. As mentioned on The Vault website, “In addition to thanking the person you talked with, the thank you note reinforces the fact that you want the job. Use your letter to address any issues and concerns that came up during the interview.”
- “You can also view the thank you as a follow-up "sales" letter. In other words, restate why you want the job, what your qualifications are, how you might make significant contributions, and so on. This letter is also the perfect opportunity to discuss anything of importance that your interviewer neglected to ask or that you neglected to answer as thoroughly, or as well, as you would have liked.”

Be sure to read the Employment Package Notes document and review the sample documents BEFORE you begin drafting.

Due Date Information

Due: March 07, 2007
What you will turn in to me:

- Résumé – 1 print version tailored to an ad
- Cover Letter – drafted to accompany the print version of your résumé
- Photocopy / print-out of job advertisement (I will not grade your résumés or cover letter without this!)
- Thank-You Letter – based on the assumption that you got the interview for the position for which you applied.

At the beginning of class on March 7, turn in all four documents. They need to be ready for me as you walk in the door. You should either securely paperclip everything together, or place it all neatly an envelope (letter size manila is best). Never staple your Cover Letter to your Résumé! DO NOT wait until class time to print your documents.
Sample Assignment: Business Correspondence

Introduction

This second major assignment involves writing a series of three business messages in various formats pertaining to different realistic scenarios that you and your group members will create. You will find examples of scenarios outlined in your text, *Excellence in Business Communication*, 7th ed.

Instructions

Use the process of planning, writing, and completing the messages to fulfill the assignment, and carefully consider your purpose and audience for each message. Put yourself in the place of the reader to help decide your approach and the best way to inform and influence the reader. Use the suggestions in the chapters we have covered so far to prepare the most effective documents.

Messages should be as long as necessary to accomplish the required purposes, but each is expected to have a length of between one to two pages.

You will be expected to spend some time in class each week working on the assignment, so be sure to bring any necessary files or drafts.

Part of the assignment will involve creating a scenario with your group to address the particular kind of message being written. Individually, you will create the necessary details to complete the message. Part of the grade will be peer review of each message by your peer editing group, and the group will also evaluate your letter for effectiveness.

Grading Criteria:

This assignment will be graded according to the criteria listed in the grading rubric, including
- How well the requirements for each document are followed
- How effective each document is in accomplishing the task involved
- How well the audience is considered
- Correct document format
- The mechanical and grammatical correctness of each letter
- Originality and creativity applied in completing the assignment
- Successful group collaboration

Submission Instructions:

Submit each of the messages in printed form by the due date and include all rough drafts and prewriting. Be sure your name appears as a header on all of the messages. Staple the pages in the upper left-hand corner.
Due Dates:

Readings, drafts and final copies of assignments are due on the following dates:

Feb 6 (T)  Read Chapter 7 “Writing Routine and Positive Messages”  
Reading Chapter 8 “Writing Negative Messages”

Feb 9 (F)  Quizzes 4 and 5 over Chapters 7 and 8 are due

Feb 13 (T) Messages #1 and #2 due for Peer Review in class  
Reading Chapter 9 “Writing Persuasive Messages”  
Begin Message 3 assignment in class and finish this week

Feb 20 (T) Final draft (and preliminary drafts) of Message #1, #2, and #3 are due at beginning of class.  
Reading Chapter 10, “Planning Reports and Proposals”

Feb 23 (F) Quiz 7 over Chapter 10 due
Business Correspondence Worksheets
Message #1
Routine and Positive Messages
Group Instructions

I. With your group, brainstorm 10 possible instances when you might be required to write a routine and/or positive message to an employee. Write them here:

II. Analyze your audience for each of the scenarios above. What are the characteristics of your typical audience for the scenarios? List them here.

III. As a group, take four of the scenarios in #1 and develop them by brainstorming. List the supporting details on the back of this sheet.

IV. Have each member of the group choose one of the scenarios to work with. List the person and the topic here.

V. Each person will write an internal memo using the scenario he/she has chosen.
Message #2
Negative Messages
Group Instructions

I. With your group, brainstorm 10 possible instances when you might be required to write a negative message to a customer or client. Write them here:

II. Analyze your audience for each of the scenarios above. What are the characteristics of your typical audience for the scenarios? List them here.

III. As a group, take four of the scenarios in #1 and develop them by brainstorming. List the supporting details on the back of this sheet.

IV. Have each member of the group choose one of the scenarios to work with. List the person and the topic here.

V. Each person will write a business letter, in modified block style, using the scenario he/she has chosen.
Message #3
Persuasive Messages
Group Instructions

This assignment will involve using the persuasive techniques described in Chapter 9 to design and write a sales letter to be sent as an email. For this assignment, you will create the sales letter as a group and submit one copy for the group instead of writing it individually.

In your group, develop a sales message that makes a specific request for people to place an order for a particular product or service that you generate. Use the information from pages 301-310 as a guide. Be sure to analyze your audience, and apply the AIDA model as a structure for your letter. Consider including illustrations or graphics if appropriate. Your letter should be (in printed form) approximately one to two pages long.

To submit your assignment, email it to me at don.ownsby@asu.edu.

Use the rest of the period today to decide on a service or product with your group, plan, and write your message.
Sample Assignment: Short Reports

To: ENG 302 Students
From: Ms. Slabaugh
Date: March 5, 2007
Re: Assignment 3 – Short Business Reports

The Assignment:
Over the next few weeks we will take three different types of business reports through drafting cycles. There are a multitude of short report scenarios that you will probably encounter in the workplace. For this assignment, we will investigate 3 of the more “standard” short report topics: Progress, Proposal, and Comparison. As we’ve done with past assignments, we will take each of these reports through a drafting / feedback cycle; however, because your initial drafting time will be longer than it was for the correspondence writing, we will only offer peer reviews for one draft of each report.

Of the three reports you draft, you will turn in to me a Comparison report (in short report format) AND either a Progress report, or a short Proposal - choose (whichever one you think best represents your business-writing abilities). So, there are a total of 2 reports you will turn in to me. They do not have to be the ones you worked on for class, but they must both be in response to the scenarios supplied. One of them must be a Comparison report (in short report format – see pg 303).

Both reports will be turned in to me together as your (Assignment 3) Short Reports packet on April 4 at the beginning of class.

See Pages 2, 3, and 4 (below) for your scenario choices.

About your drafts:
Your reports must be properly formatted for your specific audience and purpose. For these scenarios, your progress and short proposal reports should be around 1 to 2 pages. A comparison / recommendation analysis in short report format should be less than 9 pages (probably closer to 3 – 5 pgs – including title page). You should utilize an easy to read font, (size 11 or 12) and your margins should be no greater than 1.25” top / bottom, and 1.25” either side. Use APA style for page numbers, etc. (http://owl.english.purdue.edu/owl/resource/560/01/). Remember to visit sample documents in our textbook before you begin drafting. Also . . . . do not use a letter or memo template from MS Word or Wizard. Create your own documents!

Due Date Information:
For Face to Face classes: On Wednesday, April 4, 2007 at the beginning of class you will turn in to me both of your reports. Do not wait to print them in our class; come to class with them printed. Do not staple them together. Make sure you name is on each document – either as the sender, or the receiver, or put it in a header.
Progress Report Scenarios

1. **What do you already know?**
   You are serving on a school hiring committee. The committee is planning to interview three candidates who are interesting in teaching at your school. As part of the interview process, the candidates have been asked to teach a section of the business communication class. The topic to be taught is writing business reports.

   One of the candidates has asked for a report on what the class has already covered during the semester so he knows what has been covered previously. As the only student on the committee who is currently taking the class, you have been asked to prepare a short progress report of what has been covered, and what will be covered, in the class during the semester. Write a one to two-page memo report summarizing the material covered in this class thus far this semester, and previewing the future coursework. Send the report to your committee chair, Dr. Haig. Upon approval, she will forward it to the applicant.


2. **Market Analysis (External, Solicited).**
   Your market research firm, National Collegiate Solutions, Inc. (NCSI), was recently hired by Archway Publications, a publisher of teen magazines. Edgar Martin, Archway’s vice-president of marketing, wants you to analyze the market for a proposed monthly magazine geared toward college students. As director of research for NCSI, you agreed to submit a progress report at the end of each month. It’s April 30 (you started the project on April 5), so it’s time to tell Martin what your firm has accomplished so far.

   First, you developed an interview form to gather data on what college students like and dislike about the magazines currently available. After testing this interview form on 35 students to be sure the questions were clearly phrased, you made appropriate revisions and obtained Archway’s approval of the final instrument. Then you began the lengthy process of conducting face-to-face interviews on each of 12 campuses across the country. By April 29, you had scheduled and completed the 50 interviews on 3 campuses; you expect to schedule and complete the remainder of the interviews by June 1. All interviews are going according to schedule. You plan to submit a brief synopsis of your findings by June 6, and by June 20 you will submit a full report including - conclusions and recommendations.

   Using a letter format, write a 1 to 2 page progress report to Martin, whose company is located at 1097 Dana Ave., Cincinnati, OH 45207


See Sample Document – page 318

Also see the Progress Report format guide posted as a separate link under this assignment.
Short Proposal Scenarios

1. **RFP and Responding Proposal (External, Solicited Proposal)**
   Write an RFP and responding solicited proposal for one of the items below. Be sure to read and carefully review the sample documents for this particular assignment (posted to BB).

   Choose one of these scenarios:
   a. A new computer for the secretary-bookkeeper of a hardware store.
   b. Bathroom floor tiles (you may substitute front door locks, kitchen cabinets, carpeting, or some other item) for a new ten-unit apartment building.
   c. Two tennis courts (you may substitute basketball courts, a walking path, twelve benches, or some other enhancement(s)) for a town park.


2. **On the job (Internal, Unsolicited Proposal).**
   On your job, you may discover a better way of doing something or a more efficient way to correct a problem. If you believe that your proposed change will save your employer time, money, or further trouble, you should present an internal proposal for change.

   Write a short internal proposal (to your boss or supervisor) recommending that the company make a specific change in procedure, technology, training, safety, personnel, or policy. Make sure to correctly identify and analyze your audience, as well as any possible secondary audiences. Usually, the person to whom you submit your proposal is in a position to order the implementation of the change.

   Here are some possible topics:
   - forming a Usernet or listserv group
   - purchasing new office or laboratory equipment or software
   - hiring more office help
   - reorganizing or redesigning the company sales catalog or website, etc.
   - changing the décor /furniture in a company lounge
   - adding more health-conscious offerings to the company cafeteria menu
   - altering the programming on a campus (or any) radio station
   - improving a work-related process

   Generally speaking, your proposal will be a slightly informal, in-house message. A brief *(usually 1 to 3 page)* memo report should be appropriate.

   See Sample Document (in email format) – page 325
   Other sample short proposals are posted to our BB site
   Also see Short Internal Proposal format guide posted as a separate link under this assignment
Comparison (with recommendation) Report Scenarios:

1. Office Equipment (Internal, Solicited):
   Your office has outgrown one of these items: filing cabinets, L-shaped secretarial desks, desktop computers used for word processing and database management, or an item of your own selection. Your boss, Len Zuberkoski, has asked you to do the necessary research on this piece of office equipment and present him with a product comparison report and recommendation for purchase.

   What to do:
   Using the short report format (see pgs. 311-314), write a report that compares three brands by four to eight important characteristics, including price. Use catalogs, visit stores, talk to office workers, search the internet – whatever you have to do – to obtain your data. For this short report, create (and insert into your report) one or two relevant tables and refer to it /them early in the document.

   Invent practical information as needed.


2. Evaluating Web-Based Survey Tools (Internal, Unsolicited):
   You work for a small start-up company with about 25 employees selling major medical insurance for pets. It’s a new market niche, but one you believe in because you know that others must care for their pets as much as you care for your ten year old golden retriever.

   You’ve only been in business 3 years, and your business has been growing steadily until recently, when growth began to level off. You wonder if the market is saturated, or whether you are missing any cross-selling opportunities. So, you decide to survey your current customers to get more insight so you can get the growth rate back on track.

   You don’t know much about online survey instruments; however, you do know there are many web-based applications that might help you. These applications would email the survey or a link to it to your customers; you’d have data back pretty quickly – especially since you plan to offer a prize to one lucky respondent to encourage participation. But you have not used any of the web-based tools before, although you know some small businesspeople who have. One person recommended Zoomerang, while another mentioned Surveymonkey.

   You decide to review the websites of 3 to 4 of these applications to find one that might fit your needs. Then you’ll write up a comparison and recommend one tool for the company to use. You’ll present the short report to the directors at the next board meeting.

   What to do:
   Using the short report format (see pgs. 311-314), write a report that compares 3 or 4 web-based survey programs by four to eight important characteristics, including price. For this short report, create (and insert into your report) one or two relevant tables and refer to it /them early in the document.

   Invent practical information as needed.

   See sample documents: pgs. 311 – 314 (short report format) and pgs. 315 – 316 (letter format)

   Also see Short Comparison report format guide posted as a separate link under this assignment
Sample Assignment: Long / Formal Report (Proposal)

What is a Proposal?

Proposals are essentially an offer or bid to do a certain project for a person or company. Proposals may contain technical background, statistics, feasibility studies, recommendations, etc., but what makes a proposal a proposal is that it seeks approval for funding or permission to proceed with a project. Both internal and external proposals can offer solutions to existing problems as well as propose new ideas, concepts or projects.

Types of Proposals:

Solicited/External Proposals: A request for proposal (RFP) or an Information for Bid (IFB) is typically sent out when a company is seeking proposals for a particular project. This type of proposal would summarize the qualifications of those submitting the proposal, and their unique approach to the project, including a budget and schedule. An example of this type of proposal would be an RFP from the Purchasing Manager of a large corporate firm seeking a proposal for upgrading a computer software system including installation, technical support and licensing.

A Solicited or Unsolicited Proposal: Non-profit organizations use the grant proposal to solicit funding for projects both large and small. These grant applications are typically in response to a RFP, but can also be generated to advocate for a sudden or pressing financial need due to budget shortfalls in donations or state/federal funding. Grant proposals can fund capital items such as a new building or renovation; or much smaller expenses such as scholarships for educational seminars, the purchase of new equipment, or employment opportunities for underserved populations.

Internal Proposals: Written in-house at an organization or company by an employee, department or group seeking to establish funding for a particular item, expense, concept or idea. An example of an internal proposal would be: proposing a reduction in day-to-day expenses that would lead to significant cost savings within the company such as changing the location of the company parking structure from inside the building housing the company to an open lot two blocks down the street in order to save on parking expenses.

The Proposal Project:

Depending on your area of interest and expertise, each of you will choose a different approach to the proposal project. Some of you will choose to do a proposal in response to a Request for Proposal (RFP) while others will be interested in developing an internal proposal for a particular project or idea. Still others may be most interested in searching for an opportunity to submit a grant proposal. The type of proposal you choose will be unique. Based upon the type of proposal you write, you may include some or all of the following:

An initial outline of the idea and scope of the project. How will you compile the necessary information?
Introductory letter or memo briefly explaining your intention in submitting the proposal
Title or cover page
Proposal Summary (200 word abstract)
Introduction (250)

The Body of the proposal including all the pertinent information on your proposal. What will it cost? What other resources are needed? How will it be implemented? What are the benefits and risks? Why is it important to pursue this idea/concept/suggestion now? (1250 words)

Conclusion/recommendation (250 words)
As needed: Bibliography; works cited page; appendices; glossary; qualifications of writer submitting the proposal. Why are you qualified to make this proposal? Are there technical terms that need explaining in a glossary or appendix? Where did you find your research materials?

In addition to the contents mentioned above, you will also need to choose a design for your document including a template and font. If necessary to the overall effectiveness of the proposal, graphics, charts and statistics can also be included.

**Which Format is Right?**

Internal proposals can be done in a memo-style format as one document or as a standard proposal with a memo cover letter. External proposals between professional agencies or companies should include a formal business cover letter with the proposal attached behind it.

**Other things to consider:**

Use a logical document structure – i.e. introduce your project before discussing budget or offering a conclusion or recommendation.
Include a breakdown of the costs involved – with an outline of the hourly rates for each person involved in the project, the supplies needed, etc.
Address your proposal to a real company, agency or person. Although you will not be submitting your proposal as part of your project, you should be able to do so.
Use common language -- even when describing extremely technical concepts. Your proposal should be clear and understandable, written in language that the audience of your particular proposal would easily comprehend.

**Due Dates:**

See the Syllabus for the exact date the project is due. Your proposal must meet the minimum word count requirement (2000 - 2500 words), so choose a topic about which you have something substantive to say. Submit it in 12 pt. type with all pertinent documentation attached. Complete the planning sheet (attached) before creating your outline. Check the syllabus for the due dates of the following: “Informal” Progress Report; first draft; revised draft; and Final draft. You must meet all the deadlines for each phase! Late drafts receive zero points for that phase of the project. Copies of research materials should be included as a part of your back matter (background materials).

**Document Design and Your Proposal**

The overall design and layout of a document play a major role in the acceptance by an audience. This is especially true of a proposal – a key sales document for you and your company. Keep in mind that your proposal will be competing with many (perhaps 50 or 100) other proposals and the first impression it will make will be visual. It should be attractive, logically organized, and reader friendly. If it is designed professionally and pleasingly, it will remain in the running. If not, your proposal may be rejected before your audience reads your first sentence.

Here are some guidelines to help you prepare an attractive and carefully designed proposal.

- Make sure you follow the RFP guidelines to the letter – in terms of spacing, title page, number of copies, etc.
- Double-check to make sure it looks professional. Use good quality paper and a sturdy binding.
Organize your proposal into sections to help the reader identify and follow the various parts of your proposal – e.g., problem, solution, budget, timetable, personnel. Use plenty of clearly marked, logically ordered, and consistent headings (or, if necessary, subheadings) to separate sections of your proposal to help readers follow the work easily, quickly and clearly.

Insert extra spacing between sections of your proposal so they stand out and show your readers your work is organized.

Use professional-looking and easy-to-read font and type size. Stay away from script fonts and those with ornate designs. Do not try to cram more information in by resorting to an 8-point type.

Include easy-to-follow indented lists, each item preceded by a bullet or an asterisk. Clearly label and insert all visuals in the most appropriate places in your proposal.

Distinguish clearly all financial information. Put budgets in easy-to-read tables, not buried in a paragraph of prose. Make sure each item in a budget/timetable is identified and highlighted or relegated to a footnote or appendix.

Keep paragraphs under five or six sentences. Heavy blocks of prose slow readers down and make them think your work is dense and hard to follow. Consider your readers comfort level.

Use multiple organization markers such as bullets, highlights (bold and italics), numbers, headers, etc.

Do not fail to include and label any supporting documents or materials that will not be a part of your proposal proper, e.g., schedules, surveys, samples, etc.

Keep in mind, too, that you might want to experiment with various formats and fonts. (Excerpt from pp. 623-4, Successful Writing at Work by Philip C. Kolin, Houghton Mifflin, 2004)

Possible Topic Ideas for your Proposal Project

For a Solicited External Proposal:

The National Insurance Appraisers Association is planning an upcoming convention. This association of 500 members conducts a three-day conference during late October that includes at least one general session and as many as five break-out groups of 50 to 75 participants. The chair of the group’s convention site committee has invited Tempe, AZ to submit a proposal bidding for the convention’s 2006 national convention. REQUIRED: As the executive director of the Economic Development Council, write a proposal including specific information to convince the group that Tempe, AZ can provide the needed meeting facilities, hotel accommodations, economical transportation from major U.S. cities, and a variety of social and recreational activities for members and guests. Obtain the necessary information on Tempe from the Chamber of Commerce and internet research.

For an Unsolicited Sales Proposal:

Designing a website
Providing consulting work to save a company money
Offering training for employees
Increasing donations to a charitable fund (United Way or the Red Cross)
Supplying insurance coverage to a small firm (five to ten employees)

For a Solicited or Unsolicited Grant Proposal:

Funding for an educational program or conference fee
Monies to pay for painting the exterior of a mental health office building
Funding to buy a new copier or several office computers for a nonprofit organization
Funding to provide public education on the topic of depression in the workplace
For a Solicited or Unsolicited Internal Proposal:

Adding more health-conscious offerings to the school or cafeteria menu
Altering the programming on the campus radio station
Expanding distance learning offerings
Redesigning or reorganizing your company’s annual report
Setting up a tuition reimbursement program for employees of a fictional company called Innovative Solutions. As human resources manager you are making a proposal to management to institute a tuition reimbursement program for employees who return to college. This would include the following information: (1) an explanation of how the tuition reimbursement program would increase overall morale and productivity in employees, (2) complete explanation of how the reimbursement program would work, and (3) a budget for anticipated costs.

Proposal Planning Sheet:

What is the subject of the proposal? Be specific. What is the problem or project?

Who is your proposal for? What is his/her position? Is he/she the person with authority to decide on the implementation of such a plan?

What is the purpose of the proposal? Will it solve a financial or social problem? Will it impact the inner workings of one company or change the way business is done? Think specifically about what you are trying to accomplish.

Write a succinct statement that outlines the problem which the proposal will address or the idea it seeks to support. Why is this proposal needed now? Why does this problem need you to solve it?

What is your proposed solution or plan? Explain how and why the proposed solution will work. Is it the only solution or one of many?

What sort of procedures and methods will you use to address or contain the problem? Outline these procedures in detail.

What are the costs involved? Offer a concrete budgetary plan and outline a timeline on how the money will be allocated and spent.

Who will implement the solution or plan? What are the pertinent qualifications of the individual offering this solution or plan? Has he/she done this sort of work or solved this type of problem in the past? Does he/she have good references?
Sample Assignment: Creating Effective Presentation Materials

Small Group Work – Creating Effective Presentation Materials [Face to Face & Hybrid Classes]

Your preparation should include a fifteen to twenty slide presentation utilizing PowerPoint and a short (approximately 250 word) discussion prompt regarding your Case Study Topic. The prompt should stimulate discussion amongst all members of the class on your topic. Please write questions that will further the discussion; not yes or no type questions. We are aiming for creating several very short professional presentations for the whole class to view and learn from. Every group’s Case Study deals with an aspect of business ethics.

Chapter 13 in Excellence in Business Communication gives some good advice for preparing for a presentation. What you are looking to do is to create slides which are visually appealing and not overcrowded with information or random clip art. Your slides should explain your topic in as much detail as you deem necessary. Through your discussion prompt, you are enhancing and deepening the message of your slide presentation.

Important Information and Due Dates [These are revisions from what the syllabus states, so go with this timeline.]

- These presentations will be completed during the final two weeks of the semester.
- Copies of your slide presentation and discussion prompt should be emailed to me by no later than Wednesday April 25, 2007. Upload the first draft by Monday April 23 no later than 11:59 PM to your small group area under “Presentation Project.” You will workshop your presentation materials April 17, April 19 & April 24, 2007.
- Finalized slides and prompts should be ready for presentation in the online classroom [under Presentations Heading] on the Class Discussion Board [under Coffee House] by Wednesday April 25.
- Presentations will be uploaded [by the instructor] on Thursday April 26, 2007 (the final day of class) and you will have between then and Tuesday May 1, 2007 to complete your online discussions.
- Responding to the other groups’ prompts counts toward your small group grade. Each person should participate in discussion of a minimum of three of the five case studies (including your own).
- This project is worth 50 points.