**TEXAS A&M INTERNATIONAL UNIVERSITY**

**A.R. SANCHEZ, Jr. SCHOOL OF BUSINESS**

**International Business & Technology Studies**

**COURSE SYLLABUS**

**Spring 2012**

**WRITING INTENSIVE COURSE (WIN)**

**Course:** Professional Business Writing 3301-202 **Time:** 3:00p – 4:15p T, TH; PH 205

Professional Business Writing 3301-204 **Time:** 1:30p – 2:45p T, TH; PH 205

Professional Business Writing 3301-260 **Time:** 7:30p – 8:45p T, TH; PH 203

**Professor:** Dr. Paul Madlock PhD

**Office:** 313k Pellegrino Hall (PH)

**Phone:** 326-2527

**Office Hours:** 4:00p – 6:00p T, TH or by appointment

**E-mail:** paul.madlock@tamiu.edu

**Required Text:** Bovee & Thill (2010). *Business Communication Essentials (4th ed)*. You can not do well in this class without having access to a textbook.

**Course Description:** An interdisciplinary study and practice of the fundamental communication principles. Emphasis placed on clear, accurate, and concise writing and oral presentation in a variety of professional settings.

**Description of WIN course:**

A “Writing Intensive” (WIN) course must have writing a critical role in the course. Writing should play a central role in the learning process, and grades earned on written work should constitute a significant portion of the grade for the course. The course grade, in fact, should reflect to a great extent a student’s competence in mastering the expectations for competent written work in the discipline. **Location of WIN assessment rubric can be found on ANGEL under lessons.**

Sixty-percent (60%) or more of the course grade must be devoted to the evaluation of written work. This 60% may include stand-alone writing assignments, but it may also include essay questions on unit and final exams.

The writing assignments for a WIN course should be appropriate to the discipline. Evaluation criteria should parallel the expectations for effective written expression for graduates working in fields in that discipline or a related discipline. Thus, a WIN course in the A. R. Sanchez, Jr. School of Business (ARSSB) might expect and reward brevity and simplicity, while a WIN course in English might expect and reward greater elaboration and development of an individual style.

**Course Goals and Learning Objectives of a WIN course:**

GOAL 1

To provide students a strong foundation for academic success through the development of a comprehensive Writing Program.

Student Learning Outcomes

1. reflect an awareness of audience, situation, and occasion, and exhibit the use of writing strategies appropriate to the stated purpose of the writing task *(****focus****)*.

2. develop a central idea supported by appropriate and effectively chosen evidence. The writing follows a logical plan of organization, and is composed of unified sentences and paragraphs ***(organization and development)***.

3. demonstrate an awareness of simple and complex sentence structure and the ability to vary sentence structure in appropriate ways. The writing shows evidence of effective diction and syntax ***(sentence structure)***.

4. are largely free of spelling, mechanical, and punctuation errors, and demonstrate knowledge of standard English usage (***grammar and usage***).

GOAL 2

To create a university-wide culture of writing by establishing learning outcomes related to writing in all academic programs.

Student Learning Outcomes

Upon completion of students’ academic major, they will be able to produce short writing samples that:

1. reflect an awareness of audience, situation, and occasion, and exhibit the use of writing strategies appropriate to the stated purpose of the writing task *(****focus****)*.

2. develop a central idea supported by appropriate and effectively chosen evidence. The writing follows a logical plan of organization, and is composed of unified sentences and paragraphs ***(organization and development)***.

3. demonstrate an awareness of simple and complex sentence structure and the ability to vary sentence structure in appropriate ways. The writing shows evidence of effective diction and syntax ***(sentence structure)***.

4. are largely free of spelling, mechanical, and punctuation errors, and demonstrate knowledge of standard English usage (***grammar and usage***).

5. demonstrate the ability to employ external sources to support and develop writing in ways that are appropriate to their academic major (***research***).

6. demonstrate an awareness of strategies and requirements appropriate to their academic major, and reflect their ability to approach complex writing tasks that demand creativity and/or higher order critical thinking skills (***discipline-specific writing***).

GOAL 3

To ensure that TAMIU graduates have mastered those writing skills necessary for professional success in their chosen careers.

Student Learning Outcomes

Writing products:

1. reflect an awareness of audience, situation, and occasion, and exhibit the use of writing strategies appropriate to the stated purpose of the writing task ***(focus)***.

2. are largely free of spelling, mechanical, and punctuation errors, and demonstrate knowledge of standard English usage ***(grammar and usage).***

3. demonstrate the ability to employ external sources to support and develop their writing in ways that are appropriate to their academic major (***research***).

4. demonstrate an awareness of strategies and requirements appropriate to their academic major, and reflect their ability to approach complex writing tasks that demand creativity and/or higher-order critical thinking skills (***discipline-specific writing***).

**Writing assignments will include:**

---short, frequent writing assignments that scaffold writing skills

---longer writing assignments that scaffold writing skills

---writing assignments require progressively greater complexity than prior assignment

---one assignment builds into the next, resulting in a final product of some length

---more demanding criteria progressively incorporated over the semester

---more demanding criteria than may otherwise be expected in a non-WIN course

---are to meet expectations of the Business Community

**---Feedback will be provided by the professor**

**Grading Policy**

NO LATE ASSIGNMENTS WILL BE ACCEPTED (Regardless of reason).

90- 100% A

80- 90% B

70- 80% C

60- 70% D

below 60 not passing

**Grading:**

Total of 4 writing assignments; three are worth 100 points and the fourth worth 200 points for a total of 500 points

3 tests worth 200 points each total of 600 points

1 project consisting of an oral presentation and a written proposal worth 300 points

**Tests:** Each student must be present at the scheduled date and time the test is given.

All tests are given at the date and time as appears on this syllabus ONLY. The only excuse for not taking the test is contained in the university policy.

**Attendance Policy:** Class attendance is required.

**Classroom Behavior**

The A.R. Sanchez, Jr. School of Business encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. ARSSB will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

**Copyright Restrictions**

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $100,000; criminal penalties include a fine up to $250,000 and imprisonment.

*Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such an article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.*

**Plagiarism and Cheating**

Plagiarism is the presentation of someone else’s work as one’s own. Recently, the Internet has complicated the picture. Getting something from the Internet and presenting it as one’s own is still plagiarism. Copying another student’s paper or a portion of the paper - is usually called “copying”. Neither plagiarism nor copying will be tolerated. Should a faculty member discover that a student has committed plagiarism, the students will receive a grade of ‘F’ in that course and the matter may, if necessary, be referred to the TAMIU Honor Council for possible disciplinary action.

**Students with Disabilities**

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student’s responsibility to register with the Disabilities Services Coordinator located in the Student Counseling Center and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

**Safety and Security - You are the Difference**

Your safety and security are of prime concern here at Texas A&M International University, and the University police department work hard to ensure the campus is a safe place to live, learn, work and play. TAMIU is not, however, exempt from crime. To be safe and secure, you must take common sense precautions. Be alert and aware of those around you; look out for the safety of others. Do not leave valuables unattended; do not attempt to touch or interfere with our wildlife.

**Student Responsibility For Dropping a Course**

It is the responsibility of the STUDENT to drop the course before the drop date. Faculty are not responsible for dropping students who suspend class attendance.

**Final Examination**

The University requires all final Examinations be given on the day specified.

**Course Calendar:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Day** | **Date** | **Class Topic** | **Reading Assignment** | **Assignments** | **Learning Objective** |
| T | 1-17 | Introduction to the Class |  |  | G-1-3 LO all |
| TH | 1-19 | Ch. 1 Business Communication The outline | Read Chapter 1 |  | G-1-3 LO all |
| T | 1-24 | Ch. 3 Planning Business Messages | Read Chapter 3 | Practice introduction | G-1-3 LO all |
| TH | 1-26 | Ch. 4 Writing Business Messages | Read Chapter 4 | Practice thesis statement | G-1-3 LO all |
| T | 1-31 | Ch. 5 Completing Business Messages | Read Chapter 5 | Practice conclusion | G-1-3 LO all |
| TH | 2-2 | Review for test 1 |  | Writing assignment 1 due | G-1-3 LO all |
| T | 2-7 | Test 1 Chapters 1, 3, 4, & 5 |  |  |  |
| TH | 2-9 | Persuasive Business Messages | Look under lessons on Angel for Power Point on persuasion | Do **not** read chapter 9 | G-1-3 LO all |
| T | 2-14 | Persuasive Business Messages | Discuss writing assignment 2 | Practice persuasive introduction Practice persuasive thesis | G-1-3 LO all |
| TH | 2-16 | Persuasive Business Messages |  |  | G-1-3 LO all |
| T | 2-21 | Ch. 6 Technology Also read chapter on technology on Angel |  | Writing assignment 2 due | G-1-3 LO all |
| TH | 2-23 | Lecture on additional material for technology | Read additional material | Practice subject line and thesis for email | G-1-3 LO all |
| T | 2-28 | Technology | Directions for assignment 3 on Angel | Writing assignment 3 due by noon 10-10 via email | G-1-3 LO all |
| TH | 3-1 | Ch. 7 & 8 good and bad news messages | Read Chapters 7 & 8 |  | G-1-3 LO all |
| T | 3-6 | Review for test 2 |  |  |  |
| TH | 3-8 | Test 2 persuasion, technology, 7 & 8 |  |  |  |
| T | 3-13 | NO CLASS SPRING BREAK |  |  |  |
| TH | 3-15 | NO CLASS SPRING BREAK |  |  | G-1-3 LO all |
| T | 3-20 | Ch. 2 & 11 Ch. 12 Oral presentations | Read Chapters 2 & 11  Discuss group assignment and assign groups |  | G-1-3 LO all |
| TH | 3-22 | Writing a proposal all components | **Discuss final writing assignment** | **Sign-up for topic** | G-1-3 LO all |
| T | 3-27 | Work in groups |  |  | G-1-3 LO all |
| TH | 3-29 | Work in groups |  |  | G-1-3 LO all |
| T | 4-3 | Work in groups |  |  | G-1-3 LO all |
| TH | 4-5 | Class Presentations | **All Proposals are due** |  | G-1-3 LO all |
| T | 4-10 | Class Presentations |  |  | G-1-3 LO all |
| TH | 4-12 | Class Presentations |  |  | G-1-3 LO all |
| T | 4-17 | Chapter 13 |  | **Writing assignment 4 due** | G-1-3 LO all |
| TH | 4-19 | Ch. 13 Resumes & Cover letters. | Read Chapter 13 |  | G-1-3 LO all |
| T | 4-24 | Ch. 14 Interviewing | Read Chapter 14 |  | G-1-3 LO all |
| TH | 4-26 | NO CLASS conference |  |  |  |
| T | 5-1 | Review for final exam | 2, 11, 13, 14 |  |  |
| TH | 5-3 - 5-9 | Final Exams 3301-202 5-8: 2:00pm 3301-204 5-3: 11:00am 3301-260 5-8: 8:00pm |  |  |  |

THE PROFESSOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS AS NEEDED AND WITH NOTIFICATION TO STUDENTS