Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Head, Librarian, and College Dean. 2. Submit the form to your College Curriculum Committee. 3. After attaining the signature of the College Curriculum Chair, send the paper copy to Bernice Bullock in the Faculty Senate office. 4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in PDF format by email to bullock@marshall.edu.

CoLA: ____________________ Department/Division: ____________________ Alpha Designator/Number: ENG 204 Graded: ☑ CR/NC: ☐

Roxanne Kirkwood
Contact Person: ____________________ Phone: 696-6629

NEW COURSE DATA:

Writing for the Workplace

New Course Title: ____________________

Alpha Designator/Number: ENG 204

Title Abbreviation: Writing for the Workplace (Limit of 30 characters and spaces.)

Course Description (Limit of 30 words): A writing course focused on the styles and forms used in the workplace.

Co-requisite(s): N/A

First Term to be Offered: Fall 2010

Prerequisite(s):

ENG 102 or ENG 201 A

or ENG 302 or Y65162 or IST 201

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): ____________________

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.

2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
   a. COURSE OBJECTIVES
   b. COURSE OUTLINE
   c. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE
   d. INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc...)
   e. EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc...)

3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

5. Send a copy of this completed form to the Marshall University Catalog Editor.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: ____________________ Date: 02/11/2010

Registrar: ____________________ Date: 01/9/10

Librarian: ____________________ Date: 01/18/10

College Dean: ____________________ Date: 03/10/10

College Curriculum Chair: ____________________ Date: ____________________

University Curriculum Committee Chair: ____________________ Date: ____________________

Faculty Senate Chair: ____________________ Date: ____________________

VP Academic Affairs/VP Health Science: ____________________ Date: ____________________
Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

Roxanne Kirkwood, David Hatfield, Kelli Prejean, Whitney Douglas

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

College of Business will need to reimburse the English Department for any sections devoted to only their students.

3. If this course will be required by a department/division other than your own, identify by name.

College of Business

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

N/A

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

N/A

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

computers, internet access

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

N/A

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).
COURSE RATIONALE

We all know the cliché: business is about the bottom line. Likewise, business writing has a bottom line—empowerment. Effective business writing empowers the decision makers in your organization to make the best decisions possible; empowers your coworkers to perform their jobs efficiently, effectively, and safely; empowers your customers and clients to receive the goods the services vital to their company; and empowers you, whether it be asking for and receiving the information and resources you need to do your job well, coordinating your efforts with team-mates, or communicating progress—or success!—to your superiors.

Information is a workplace commodity that must be handled, managed, and put to good use in a timely, effective manner to ensure that your organization runs smoothly, efficiently, and successfully. Thus, you will soon discover that good communication—both written and oral—is essential to your company’s success as well as to your own career success. To that end, Writing for the Workplace will prepare you to write in your profession.

COURSE OBJECTIVES

To prepare you to write for your profession, we will work on several projects that will help us achieve the following learning goals:

- Understand the role of effective communication in the workplace environment and develop a sense of professionalism about your writing
- Identify and accommodate the needs and expectations of readers in workplace environments
- Learn the importance of document design and understand its relationship to how readers access and understand content and information
- Master the formats commonly encountered and produced in the workplace, such as memos, meeting notes, letters, proposals, promotional materials, and short and long analytical reports
- Learn effective writing strategies for electronic forms of communication, particularly email
- Learn how to make information accessible, usable, and relevant in a workplace environment
- Explore the ethical and social responsibility dimensions of workplace communication
- Learn and apply basic research skills and documentation style(s) appropriate to your discipline
- Learn how to become effective editors of your own and others’ writing
- Learn to use writing as a tool for thinking, learning, and collaboration
- Develop a reliable writing process that includes generating content, testing writing strategies, and revising for purpose and content
- Learn to write clearly and economically, using Edited Standard Written English
SAMPLE TEXTS


SUGGESTED ASSIGNMENTS AND GENERAL OUTCOMES

All assignments will require students to engage in a writing process of drafting, testing, and revising; to edit their own and others’ work and learn the conventions for using editing and proofreading marks; and to use Edited Standard Written English. Additionally, the instructor will look for opportunities for students to collaborate on projects so that they may learn the teamwork involved in many workplace communication activities. Finally, the instructor should look for opportunities for students to work in electronic collaborative environments, such as in online meeting environments, shared editing spaces, or wikis.

Resume and Letter of Application
- Business letter formats and conventions
- The relationship between document design and content
- Analyzing audience and writing from the reader’s perspective
- Delivering information efficiently and effectively

Persuasive Correspondence
- Business letter formats and conventions
- The particular use of persuasion in a workplace setting
- Communicating to readers outside the organization
- Audience analysis and expectations
- The role of effective communication in maintaining a positive relationship between client/customer and business

Recommendation Report
- Gathering, sorting, analyzing, and making information usable
- Empowering decision makers to make the best decisions possible
- Exploring the role of effective communication within an organization
- Exploring the ethical and social responsibility dimensions of handling, managing, and interpreting information
- Short report formats—producing documents that can be read by a variety of workplace readers for different purposes
- Audience analysis and expectations

Email
- Learning the particular challenges of communicating through an electronic medium
- Learning the rhetorical and design strategies of effective email communication
- Audience analysis and expectations
- Message design and layout strategies unique to email
- Exploring the ethical dimensions of electronic communication both within and outside of an organization

Proposal
- Document design and conventions
- Learning and applying the methods of persuasion appropriate to the workplace
- Learning and applying basic research and source documentation skills
- Audience analysis and expectations
- Learn the different types of proposals and their uses
Analytical Business Report
Gathering, sorting, analyzing, and making usable information
Designing larger documents that can be read selectively, efficiently, and by different readers for different purposes
Learning to use conventional features of large documents, such as table of contents, executive summary, appendices, and glossary
Learning and applying basic research and source documentation skills
Learning when and how to incorporate graphics, charts, and tables to facilitate the accessibility of information
Learning how to write effective descriptions of information in graphics, charts, and tables

GENERAL EVALUATION AND GRADING
Major assignments may include portfolios consisting of revisions, peer reviews, reflections, and other related writing, homework, or exercises. Late or incomplete portfolios will reduce the final grade of the major assignments. Below are general descriptions of the grade categories. Specific expectations will be given for each assignment.

A = Demonstrates mastery of rhetorical and design strategies; no or very minor distractions.
B = Demonstrates effective rhetorical and design strategies; minor distractions.
C = Demonstrates awareness of rhetorical and design strategies. Gets the job done, but fails to demonstrate insightful use of the strategies or mastery of the language. Contains a few easily reversible distractions.
D = Lacks effective rhetorical or design strategies; distractions get in the way of using the document.
F = Contains ineffective rhetorical or design strategies that prevent effective use of the document, or doesn’t meet the instructor specific expectations for Edited Standard Written English.

BIBLIOGRAPHY