

TWC347 75699 Written Communication for Managers (online), Syllabus, 2022 Fall, v. 2.0, 2022H18-L2 (L10); Leon F. Kenman, Ph.D., Faculty Associate, ASU-E

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1. Course Description--Business Communication

TWC347 introduces strategies, formats, and techniques of presenting information to business and other workplace audiences with an emphasis on professional writing situations and audiences; genres and formats; impeccable mechanics and organization; crisp focus on audience; and appropriate tone and style; no jargon or clichés. You'll articulate the skills, abilities, and knowledge that you'll learn in this course.

On completion of this course, you'll be able to compose in a variety of common business genres using appropriate formatting and organization; compose in a tone and style that is clear, concise, and complete--appropriate for your audience and its purpose; compose using style and design, including text and visuals, appropriate for the audience and purpose; find, summarize, analyze, and use information from appropriate primary and secondary sources to accomplish a purpose; understand and apply ethical uses of information including proper APA or MLA documentation, copyright and intellectual property, ownership of information, and privacy. Proofread, edit, and revise to ensure correct syntax, morphology, spelling, and punctuation. A misspelled word flagged by the spell checker may result in an **F** on an assignment.

This syllabus may be modified during the semester. I'll give you extra credit for corrections (except for the formatting of the table of contents, which is under construction) to errors here: first person gets the prize; also errors elsewhere. Capitalized acronyms, like INTRO, are listed on Our **indispensable Comment Sheet**.

1.1 Texts

Required: Mary Munter and Lynn Hamilton (2014), *Guide to Managerial Communication: Effective Business Writing and Speaking*, (GMC) **Tenth Edition**, Boston: Pearson. ISB# 13: 978-0-13-297133-1. In addition to assigned pages and the table of contents, use the index extensively to find information. Acronymic referent: GMC.

Required: Gerald J. Alred, Charles T. Brusaw, & Walter E. Oliu (2017), *The Business Writer's Companion*, (BWC) **Eighth Edition**. Boston; New York: Bedford/St. Martin's; <Macmillan Learning.com>. ISB# 978-1-319-04476-3. In addition to assigned pages and the table of contents, use the index extensively to find information.

Students must purchase the texts immediately in order to complete the assignments. Older editions might (not) work. Any format or condition, though, is fine: new, used, paper, hard, electronic, or shared.

1.2 Assignments and Grading

In our course, you'll compose documents for a variety of audiences and purposes. Your writing must be professional and consist of proper sense of audience (AUD), pleasant tone and style (T&S), complete but not excessive content (CONT), impeccable mechanics (MECH), and organization (ORG)--three-paragraph minimum of connected prose: INTRODUCTION, BODY, and END: short-long-short: Letters (LF), memos (MF), and a report: no simple notes or lazy musings. All papers **must appear real**. Grading gets progressively more stringent; it's based on your handling of the five areas. Familiarize yourself with them discussed in our **crucial Comment Sheet**, handbook, and textbook. **Misspellings (SP!)** flagged by the spell checker result in a **D**, or **F**, grade, and they look bad.

Key to creating excellent documents is **diligent editing** of your writing, a process involving going over your creation to improve it. Dormant time is a factor, so you must lay a paper aside for some time; then, picking it up later, you'll be more aware of mistakes. Some psychological factor is at play. Remember coming across a paper you wrote years ago and realizing how bad it was? You'll have to do a lot of the work yourself as I don't mark every error; my intent is to teach you to find yours. Some papers **may be rewritten**: to get a higher grade than on the original, **you must correct all (indicated) errors**.

This syllabus dates the entire semester's set of assignments, which **must be done in order**, each building on the previous one. Asking me for help a few hours before one is due is batty. Give yourself enough time (days, weeks) to get answers from me so that you'll be fully equipped to prepare each assignment.

Throughout the semester, you will role-play as the leader of your own company and compose documents for a variety of scenarios related to communicating with employees, colleagues, customers, and other external stakeholders. Other roles, too.

Keep graded copies of all your assignments so that you have them available for eventualities. Also, chart your improvement. I only post assignment grades on **Canvas**, which **doesn't calculate** the course grade properly, for which **I use MS-Excel**.

This course has four units representing typical business genres and writing situations: basic, podcast, proposal, report. We may also engage in discussions as well as peer reviews and revisions. In order to streamline my feedback on your assignments and discussion in this syllabus, I use abbreviations, which are listed on **Our Comment Sheet**; **regular use of this Sheet is necessary for success in this course.**

Bonuses and Rewrites: The first student who finds an error on any of my course documents (excluding our syllabus's ToC) gets a bonus worth 40 grade points.

In addition to the rewrite assignments, an optional one may be assigned toward the end of the semester, time permitting. To improve your grade, time and concentration are necessary. You must correct all errors I indicate. If you can't do it on your own, get help from me or the writing tutors.

1.3 Grading Weights and Scale

Weights (shown at each assignment: 1w = 100 points, 2w = 200 points, etc.)

Short: Letter, memo	1w-3w
Long: Report	4w
Class participation (relevant comments)	varies
Bonus	40 points

Your calculated course grade will be based on the above weights and grades for each assignment.

After the first, a late assignment won't routinely be accepted for full credit except with a documented medical or other emergency. With permission, a late assignment may be accepted but penalized. **Work with the Help Desk (+1-480/965-6500, x14) if you experience difficulty with Canvas; and plan for possible technical problems**, which have occurred in previous semesters.

Grading Scale: 97-100 A+ 87-89 B+ 75-79 C+ 0-59 E (fail)
93- 96 A 83-86 B 70-74 C EN (minimal or no writing)
90- 92 A- 80-82 B- 60-69 D (pass) EU (didn't complete)
I Incomplete

1.4 Writing Assistance

The University Academic Success Programs (UASP) in the library building on the Polytechnic Campus offers assistance to ASU Poly. Sundays in Century Hall. Help is also available on other campuses. Writing assistance is available at *any* stage of the writing process: brainstorming, drafting, editing and revising. Tutors can help students with questions about idea development, paragraph organization, diction, citations, research, grammar, sentence structure, and more. They should show you how, not do it for you.

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Writing tutors work by appointment, scheduled by calling +1-480/727-1452. Drop-ins sometimes maybe; online writing conferences are available upon request through Canvas. For more information, go to <StudentSuccess.ASU.edu>.

1.5 Course Policies

Email and Online Etiquette

Use your ASU accounts for all email correspondence for this course. Canvas messaging is buggy. Your email messages (and all communication) should be written in a professional style and tone. You should consider communicating with your instructor to be the equivalent of communicating with a supervisor at work and with other students as the equivalent of co-workers and colleagues. When you ask me a question that I consider relevant to all students, I'll copy your classmates in my answer.

TWC347 isn't a lecture course. The success of the class depends on the active engagement of everyone in class activities: you must complete all readings and papers.

Assignment Submission

Written assignments are due in Canvas by 11:59 PM MST on the due dates.

You must submit assignments **by the deadline**, i.e. the due date, to receive full credit. Anticipate and plan for technical problems with the network and with your own computer. Create a Plan B in case of problems: there are computer labs on all four ASU campuses and workstations in all of the libraries. Public libraries also have workstations. Make backup copies of your assignments, and keep copies of all email to and from me.

Write in MS-Word. No Google. No text boxes (NTB) or cute formatting so I can edit your work: SS, LF or MF or RF, ORG. Use a 12-point font. Upload your files to Canvas. If you use something else and I can access it wholly, fine; **otherwise, disaster**. If you submit more than one version of an assignment, I look at only the most recent. **Copy me** on all documents not addressed to me.

If you have any questions about how or when to cite sources in your assignments, please ask me or work with a tutor in the UASP. Basically, if an idea doesn't originate in your head, you must document it.

Academic Integrity: As a student, you are expected to complete your own work and write your own assignments. The use of any and all **sources** other than your own head must be properly **cited** and documented. You may communicate with anyone, including me, but what goes down on paper must be from you unless you specify exactly and completely where that idea comes from. A **violation may result in an F** for the assignment and perhaps in the course. Some papers are checked for plagiarism.

You must read and understand your rights, responsibilities and obligations under ASU's Student Academic Integrity Policy. <<http://provost.ASU.edu/academicintegrity>>.

Students with Special Needs

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) at ASU Polytechnic located in Student Affairs Quad #4 or call +1-480/727-1039. TTY: +1-480/727-1009. Eligibility and documentation policies are online at <<http://www.asu.edu/studentaffairs/ed/drc/>>

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the DRC to the class instructor verifying the need for an accommodation and the type that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (before the beginning of the semester) to ensure that appropriate accommodations can be provided. It is the student's responsibility to first contact the DRC.

2. Introduction and Assignments

Over the next few days, preview our textbook and handbook. Become familiar with their tables of contents, the chapter titles, and the main points of each chapter. The indexes point to troves of information.

2.1 Introduction

Congratulations! You're the owner of a company. Fantastic if it's real. Your discussions should be as **realistic** and complete as possible, and deal with real business situations.

You'll role-play as the owner of a new start-up company. While it involves many issues, this is a writing course, and so we are going to concentrate on the writing and communication that you may be expected (or want) to do as a manager or owner. The assignments for this course reflect a variety of situations commonly encountered in the business environment. You'll write correspondence, announcements, policies and procedures, a proposal, and a report. You may also participate in manager roundtables which are designed to give you experience leading discussions as well as to engage you in the types of issues you might encounter as a manager.

So, what does your company do? You decide. All decisions about your company will be yours as you complete your assignments: company name, location, number of employees, etc.; however, keep your business small and simple. Use your stationery with letterhead (LH) for all written assignments in this course.

2.2 Assignments

NB: Assignments ##12 and 13 take a lot of planning. Start formulating your ideas for your report early in the semester--within the next few weeks.

All assignments are due on Saturdays except maybe for the optional #14.

Unit 1: Basic Correspondence

Short Exercise-#1: Branding your company (1w) Letters, Memos, and Branding

Your first task will be to name your new company. Because it may influence your image, your marketability, and the design of your logo and stationery, you should give the name careful thought. Generally, the simpler, the better. Clarity is paramount.

To build an identity, create an original logo and the letterhead (LH) to be used in company stationery. These features are important because they project your company's image to your customers and to internal and other external stakeholders. The image you project through your company name and branding impacts your credibility, so give careful thought to how you want others to perceive you and the company you own.

Submit sample stationery with your company name, contact information, and logo. For that single document, compose a **one-page, SS, 3-¶** minimum, explanation **in letter format (LF)** to me why you selected the design for your logo and LH. State how you believe it projects the image you want. Include RA and CI. **Letter formats** are on pp. 73, 92-3, and 96 of *BWC*. **Memos** are on pp. 100-2 and 114.

For this and other assignments, use your company's stationery when appropriate.

#1 Due Sa., Aug. 20 1w, Branding letter *(100)

Part 1: Memos (2w)

Research Write a memo to your employees (copying me) announcing that you've decided to implement instant messaging for internal communication using Skype (or some other program) so that employees can communicate more quickly and easily with one another. Include the research described in the following paragraph. Create **one document**, not two; one or two pages; 300-400 words. **Use #1's LH.**

Research Skype (or a competitor): what it is and how it is used by businesses for communication. Submit the relevant essentials of your research from, in addition to Skype Communications, at least two different objective sources (not <Skype.com>), cited (in-text or FN and reference list) using APA or MLA style. One source should be supportive and another, critical. Wikipedia is fine for getting oriented, but it isn't always a valid source. This assignment is a general observation and is one document.

#2 Due Sa., Aug. 27 2w, A memo describing (not implementing) Skype **(300)

Memo (2w) On your company's letterhead (LH), compose a short (250-350 words) memo to your employees (copying me) announcing the implementation of Skype. Determine

carefully what they need to know about the implementation and Skype. Warn them against personal use. Read *BWC* (pp. xxix, 3-4, and 133) and *GMC* (I-II "Audience Strategy") especially "Secondary Audience" on p. 11 on audience (primary and secondary) analysis to help you anticipate and address potential questions and reactions from employees and from other readers. Don't mix assignments #2 and #3. Don't repeat research for #2. Copy me. #3 is relatively simple compared to #2.

#3 **Due Sa., Sep. 3** 2w, A memo implementing (not describing) Skype *(500)

Part 2 : Letters (4w)

NEG letter (1w)

Maintaining Integrity

Ecologic Hygienics (EH) had been effectually cleaning your offices of Progressive Performances (PP), a think tank, for over four years until a few months ago when service deteriorated. Cleaning became spotty, dangerous chemicals were left outside the storeroom, and last Friday the building wasn't locked, leaving it vulnerable to robbery and vandalism until the researchers returned to their offices Monday morning. Three times in as many months, you wrote Mylo Chist, owner of EH, to complain, but to no avail. So, you've decided to not renew your cleaning contract when it expires at the end of next month.

On new, appropriate PP stationery, not the letterhead you created at the start of this semester, write to Mr. Chist stating and explaining your decision. Read through the discussion on negative messages on pages 80-83 in *BWC*, and on pages 19-21 and 23 in *GMC*. Use the direct pattern; eschew buffers. Supply RA and AA. Copy me.

As this is a negative letter, be especially careful to use only facts, not opinion. Be clear, straightforward, succinct, and pleasant; but don't sugarcoat. C. 250-300 words.

Adapted from Bovée and Thill's *Business Communication Today*, 11-44

#4 **Due Sa., Sep. 10** 1w, **NEG Letter** *(600)

Rewrite of #4 (2w): Good writers edit well: Rewrite your letter of #4. Eliminate all errors: First, correct each mistake that I pointed out. Then, look for similar mistakes that I didn't indicate and correct those. Then, look for other mistakes that I missed. Finally, proof your rewrite to make sure it's perfect. You must correct every mistake I pointed out in order to improve the paper and get a better grade. Do not write a new letter. KOD, DMUC

#5 **Due Sa., Sep. 17** 2w, **Rewrite of #4.** ** (800)

Response Letter (2w): As a responsible employee of Ecologic Hygienics (EH), on new, appropriate stationery, answer your letter for #5. Do your best to convince the owner of Progressive Performances (PP) that your company can again provide professional, reliable, and thorough cleaning. Be especially careful to keep your tone subdued and to appeal to PP's requirements and allay its misgivings about EH. A persuasive letter, such as this, is similar to negative ones in that it deals with facts; eschew opinion. No hype.

#6 **Due Sa., Sep. 24** 2w, **Response letter** **(1,000)

Part 3: Email (1w)

Driving to work this morning, you hear a radio report that the University Medical Center is concerned about dangerously low supplies of blood and is appealing for donors. When you reach your office, you decide to hold a blood drive and to persuade your employees and their families to become donors.

Email: Email format is basically a memo's. Compose a message to your employees. Address your **email** to your employees, and copy me. SOU of news about shortage

#7 **Due Sa., Oct. 1** 1w, **Email re blood drive** *(1,100)

Unit 2: Podcasting (1w)

Having started a new business, you decided to keep employees well informed about the way things were going. Email was a good idea initially, but you soon saw it got lost in the glut of messages employees were receiving and responding to. Podcasting seemed like a good alternative. Not only could employees listen whenever they had time, using a podcast and speaking to your employees seemed more personal. The podcasts have turned out to be popular. In your weekly messages, employees enjoy the conversational tone and appreciate the way you've kept them up-to-date on company status and plans.

GMC (pp. 100-1) discusses webcasts, which I construe as super podcasts.

It's time for your podcast. Today, you're going to announce last quarter's **sales results** of your product. Determine what you want to communicate to your employees: did you do well, better than expected, worse? Is there information you want to communicate other than just the numbers? Plan effectively: what do employees need to know? Its main purpose is to follow up and substantiate the use of **Skype** in your business.

Read it out loud a few times. Submit to your employees a copy of your podcast (c. 400 words), which spoken should last a couple minutes. Memo format. No audio.

Read your podcast a couple times **OUT LOUD** before submitting it.

#8 **Due Sa., Oct. 15** 1w, **Podcast** *(1,200)

Unit 3: Training Proposal (7w)

Proposal (2w)

In the morning mail, you receive a **letter** from the Arizona Department of Commerce. As you've been contributing to the State's Job Training Fund, it reads that you're eligible to apply for a \$7,500 grant to help pay for the delivery of customized job-related training. You consider ways you could use the money to provide training for your employees.

In particular, you'd like to train employees in effective business communication using new technologies. Your introduction of **Skype** (or another program) was, you think, a success. But problems have occurred: some employees communicate in a **tone** more appropriate in social situations than business settings, while others use work time to IM friends. The grant from Department of Commerce is an opportunity to do some training.

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Submit your application as a two-page, mildly persuasive **letter** (300-500 words, one document) addressed to Arizona Department of Commerce; 1700 W. Washington Street; Executive Tower, #600; Phoenix, Arizona 85007, copying me. In your letter, you must

Describe your training program and its significance and importance for your employees and for your company's success. Commerce is specifically interested in training that raises employees' skill levels, so this section of your application should persuade it that the training you've developed increases their skills in a way that benefits both it and your company. Read *GMC* pp. 15-7 and *BWC* pp. 20-2 about persuasive messages.

Include a concise, **tabulated, line-item budget** that outlines how you'd use the grant funds. It should contain a clear list of costs and supporting details. **Eligible costs** include training materials, training supplies, facility rental, course design, development, trainer wages (for course delivery only), and equipment used only for training. **Ineligible costs** include travel, full-time salary for trainers, food and beverages, and training that is developed externally (conferences, seminars). INTROb, SOU

#9 **Due Sa., Oct. 22** 2w, **Training-proposal letter** **(1,400)

Self-Review (2w) Having completed the first draft of your grant proposal, thoughtfully edit it so that you eliminate all the errors I pointed out and any others you find. Follow my comments for direction, making sure you understand each mistake. Use your talent to perfect the letter with help, as needed, from *BWC*, *GMC*, the tutors in the UASP, and me. You have the opportunity to develop a truly top-notch BC document.

Revise your training-proposal letter of #9, correcting all errors--indicated and not. Submit the edited, rewritten letter via Canvas. Don't compose a new letter. KOD DMUC
#10 **Due Sa., Oct. 29** 2w, **Edited rewrite of training proposal** **(1,600)

Final proposal (**3w**): Using comments on your previous version (#10), revise your proposal; submit the final copy--with no (repeated) errors, or your grade won't improve. KOD
#11 **Due Sa., Nov. 5** 3w, **Final version of training-proposal letter** *** (1,900)

Unit 4: Report (5w)

Congratulations! Your first year of business is over, and you have one last task to complete to wrap up the year: your annual report.

Memo (1w) #12 Write a short memo **to me**, announcing and briefly delineating your upcoming report: SPEC CONT See #13 for details. This isn't your report, but a memo telling me about it. It is the core of the report. MF, logo, RA, 3-¶

#12 **Due Sa., Nov. 12** 1w, **Memo describing your report** *(2,000)

Report (4w) Compose the narrative sections of an annual report. At minimum, it includes

- (a) A TP (*BWC* p. 186): provide LH, TI, AUTH, AUDs, LOC, date
- (b) A separate letter from the CEO or president, a type of cover letter

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(c) In the report proper, appropriate, relevant information based on analyses of annual reports in our textbooks and elsewhere: e.g. Amica Insurance's annual report <Amica.com>, but shorter.

CONT (6 items): Include Skype communications, the training program, the blood drive, a brief recap of finances, and your product or service. A look to the future. relevant material that you've presented during the semester.

Graphics: Unnecessary, but if you use them, do so sparingly. INTROb, CAPT Address your report to your stakeholders, and copy me. AUD

No executive summary, abstract, or conclusion: Provide ENDS for letter and RPT.

(d) (1) a TP, (2) a CEO letter (ORG), and (3) a short, informal report (ORG).

Consider style and organization of your approximately four-page, 900-1,200-word annual report. SS It should be visually appealing, clear, well formatted, and error free. Put the report into one file. This assignment is plagiarize-checked.

#13 **Due Sa., Nov. 19** **4w, The annual report in MS-Word: NTB.** ****(2,400)

(If time allows, one optional rewriting (not RPT) will be assigned. Put in its Canvas #14 slot. KOD

#14 Due Sa., Nov26? Tell me when you submit and which assignment you perfected. I will also replace your lowest grade (not the RPT's) with your highest. !!!!!!!

Fun Dates

Session C (15 weeks)

Classes start Aug. 10, W

Labor Day, Sep. 5, M

Fall Break, Oct. 8-14, Sa-Tu

Veterans' Day, Nov. 11, F

Thanksgiving, Nov. 24-5, Th-F

Last Class Day, Dec. 2, F

(Exams, NA)

Grades due Dec. 5-12, M-M

This course is offered by the College of Integrative Sciences and Arts. For more information, visit our website: <CISA.ASU.edu>. If you have questions, please ask.

Arizona State University Polytechnic

Interdisciplinary Humanities & Communication

7001 E. Williams Field Road; Mesa, Arizona 85212

Help! +1-480/965-6500 (2-2-3), 855/278-5080; Turn It In: 866/816-5046

Writing tutors: +1-480/727-1452-E, +1-602/543-6115-W (UASP); <Canvas.ASU.edu>

All parts of this syllabus are subject to change, especially before the start of our semester.

N.B. Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.