PROPOSING A WRITING-INTENSIVE COURSE

Information about the person submitting the proposal:

Your name: Carolyn Nicholson, Associate Dean, SOBA

Phone: x7499, cell: 386-822-9320

Email: cynichol@stetson.edu

Department: acting in capacity as Associate Dean

College: School of Business Administration

Information about the course:

Course Title: Professional Communication

Course Number: BN 205

Course description (Bulletin copy is fine):

**Professional Communication (1 Unit).** This course develops students' written and oral communication skills for the professional environment. Students will use supporting technology to improve writing mechanics, develop various forms of written assignments applicable to the business disciplines, evaluate research sources, and write a topical research paper. Students will also be required to make presentations, develop supporting materials for presentation effectiveness, communicate in small groups, and participate in feedback sessions. Prerequisite: MIS 100.

Has this course been offered before?

XYes, but not as a Writing Intensive course

☐No

Is this course a Gen Ed course?

☐Yes, carrying the ___ designation

XNo
Has this course been approved by the relevant curriculum committees in your College/School?

X Yes

☐ No

Curricular Information:

1.) How many students will typically enroll in this course? If the ratio between the students enrolled in the course and the instructor(s) charged with providing feedback is greater than 20:1, please explain.

Once we get WI designation, we will hold enrollments to a maximum of 20. We cap at 18 during registration.

2.) How does this course’s WI emphasis support the academic and programmatic goals of the University or College/School curriculum?

Business writing style is different from the prose style the students learn in their other writing courses (e.g., ENGL 101). BN205 is designed to be approximately 70% written and 30% oral communication. Students learn the structure and conventions of business reports. In particular, they learn case analysis method, which is comprised of both research and writing. Students are expected to learn how to convey quantitative data appropriately in various formats.

3.) After consultation with the Department Chair or Program Director, please explain how this course enhances or complements the regular curricular offerings of the department or program and how the course will be scheduled to avoid conflicts with other course offerings and rotations.

This course is offered every semester in multiple sections. All SOBA students are required to successfully complete the course. The course, and its instruction, are the purview of the Management Department in SOBA.
Please answer each of the following.

1.) What are the writing-related learning goals for students in this course? What do students typically know about writing (or what can they typically do with writing) before they come to this class, and what do you expect them to learn over the course of the semester?

We expect students to take BN205 after their first year courses in both English and FSEM. They have basic writing skills, which are refined and honed to the kinds of problems we see in business.

Over the course of the semester, students will learn the following general topics. The course is not standardized and each instructor has his/her own pedagogies. The course is supervised by the chair of the Management Department. The basic areas of focus include:

- Business letter writing
- Formal business reports
- Reporting quantitative data
- Business case analysis (which is also a reasoning/decision task)

Below is a list of learning goals for the course that is pretty typical.

1. Demonstrate professional interpersonal skills and respect for others
2. Adhere to accepted academic and professional business protocols for written and oral communication skills
3. Communicate effectively in various formats: one-to-one, small groups, large audiences
4. Organize, structure, write, and edit routine business documentation, correspondence, presentations, papers, and reports appropriate to the professional environment
5. Use supporting technology to improve writing mechanics
6. Give and receive peer feedback to enhance writing and presenting skills
7. Design, develop, and deliver presentations from inception through evaluation
8. Evaluate research sources required for academic research papers and business reports
9. Learn to compile materials relevant for a professional STETSON portfolio

2.) How is information literacy incorporated in this course? (In other words, in what ways will students be finding, evaluating, and incorporating outside source material into their written texts.)

Students are expected to write formal papers using outside resources, including newspaper reports of business dealings, published corporate annual reports, third-party evaluations of business practices (such as Dow Jones reports), as well as reports from trade associations.

3.) How much will students' written assignments count toward the final grade?

60-70%, with presentations and class participation comprising the remainder. This course includes both examples of writing to learn (essay exams and journals), as well as formal business writing output for professional training. A formal research paper, with drafts and feedback is included in the course.
4.) How is revision incorporated into writing assignments? How will feedback be given, and which assignments will include required revisions?

Feedback on journals, feedback on multiple stages of research paper development, feedback on reports assigned. Revision is most often used in the research paper assignments, journals, and letters. Feedback takes multiple forms. Some feedback is formal written notes from the instructor; however, students also learn to self-critique and breakout sessions allow students to critique each other's work — which then leads to a better revised document.

**Approvals:**

- Writing Program Director
- Chair of the Department
- Curriculum Committee of (circle one) A&S Business Music
- University General Education Committee, as necessary
- UCCAP