I. Locator Information:
Instructor: Felicia R. Crittenden, MPW
Office Location: N/A
Semester Credit Hours: 3
Office Phone: N/A
Email Address: fcritten@uncfsu.edu
Office Hours: 6:30pm-8:30pm MWTh*

*Please note that my office hours will be held online, as all of the courses I teach this spring are online. During online office hours, you can call, email, or text me, and you are assured to receive a response in the order your message was received, as soon as possible.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description from University Catalog: This course explores the principles of effective writing in business and administration with special focus on the elements of mechanics, organization, technical style, and documentation. Students will learn various forms of writing commonly used in business communications, such as business letters, memoranda, reports and proposals. The course emphasizes clarity, conciseness, organization, format, style, tone, and correctness.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

You can obtain this textbook through the university bookstore (http://www.uncfsu.edu/bookstore/)

V. Student Learning Outcomes
Students who pass this course will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss ethical issues related to business writing practices.</td>
<td>Case Study/Researched Report</td>
</tr>
<tr>
<td>Employ editing techniques to improve a text’s readability and appropriateness for its intended readers.</td>
<td>Correspondence; Case Study/Researched Report; Recommendation Report/Proposal</td>
</tr>
<tr>
<td>Use a style manual for citation suitable for business writing, such as Chicago.</td>
<td>Case Study/Researched Report &amp; Recommendation Report/Proposal; Exercises Chapter 6</td>
</tr>
<tr>
<td>Write business-style documents, such as memoranda, reports and proposals, applying principles of effective writing in business and</td>
<td>Correspondence; Case Study/Researched Report &amp; Recommendation Report/Proposal</td>
</tr>
</tbody>
</table>
VI. General Requirements & Hybrid Course Protocols

A. Academic Integrity and Student Honor: All students are expected to do their own work with no unauthorized assistance. In short, no one but you can write portions of your writing for this course; this includes family and community members. If you have questions about what constitutes unauthorized assistance, check with me before obtaining assistance. Here are the guidelines: All ideas or words you obtain through sources other than yourself, me, Smarthinking e-structors, or writing tutors in the lab in Chick 216C, must be clearly and appropriately attributed to those sources in your papers.

Academic Integrity generally means students earn credit for each of their classes. While my assumption is always that students intend to uphold the highest standards of academic ethics, there are several ways students can violate academic integrity, including cheating, plagiarism, fabrication, and facilitation. Some of these may be unclear, so I endeavor to explain them here to avoid any potential confusion. You should be aware of the definitions and consequences of those violations so that you are certain to avoid them in all of your classes.

IMPORTANT DEFINITIONS

Cheating is taking someone else’s answers, as on homework or tests.

Facilitation is the giving of answers or any other assistance given to someone else when s/he should be finding her/his own answers; those who facilitate cheating or plagiarism are as guilty of violating academic integrity as those who take the answers/assistance.

Fabrication is delivering false results of experiments or studies.

Plagiarism is the unacknowledged use of someone else’s ideas and/or words. As a teacher of writing, I find it useful to distinguish between plagiarism (deliberate outright theft) and misuse of sources, which includes errors in citation that may amount to plagiarism but arise from lack of knowledge and/or skill. Misuse of sources includes poor skills in or attention to quotation, paraphrasing, summary and/or citation. Copying an entire document or significant portion thereof, removing the author’s name, and claiming the work as your own=plagiarism; in such a case, the plagiarist knows s/he has not done the writing her- or himself.

For contrast, the following are examples of misuse of sources:

- Failing to paraphrase properly, which means taking a brief portion of someone else’s work word for word rather than putting it in your own words OR
- Failing to provide properly formatted in-text and Works Cited for ALL USES OF ALL SOURCES, including direct quotation, paraphrase and summary and including all sources whether published or private communication such as email or interview OR
- Failing to signal when a quotation ends, thereby confusing another author’s words with your own.
- SELF-PLAGIARISM is re-using your own work that has already earned credit at any institution to earn additional credit. The bottom line is that every class should move you forward by requiring you to learn new skills and knowledge; you cannot re-purpose a paper written for another class without permission from both instructors.

For an alternative professional academic definition of plagiarism and misuse of sources, please refer to the statement from the Writing Program Administrators Council online:

RESOURCES FOR USING SOURCES PROPERLY

Turnitin/Originality Reports: Each paper will be turned in through the Assignments section of our Blackboard site. Use the view/complete link to submit your document. After a few minutes, you will be able to return to the view/complete link and, instead of submitting your work, you will be able to see your Originality Report. The software that generates this report compares your paper with
- All documents previously submitted to the software anywhere in the world;
- Documents available through the ProQuest set of databases;
- Google, including Google archives.
I will set the report so that all quoted materials and all bibliographic materials do not affect the Originality Report. If your document has areas highlighted, that means you MUST fix a problem so that you are either paraphrasing properly (reorganizing and rewording the passage) OR quoting properly.

If you are uncertain about any issue related to citation, OR if you believe your originality report is inaccurate, post a question on the Q&A section of our Bb site OR contact me by phone or email to resolve your question.

PENALTIES FOR USING SOURCES IMPROPERLY

If your work is found to contain plagiarism or misuse of sources, you will receive a grade of 0. At the first instance of plagiarism/misuse of sources, you will be shown the patterns of errors in your work that require alteration and allowed to resubmit within three business days. If you do not redo the work adequately, your grade for that project will remain a 0/F. If you do resubmit the work and the citations are found to be acceptable through revision, the graded work will receive a deduction of 15% as a penalty for the original problem with sources.

Finally, you should also know that you cannot “reuse” a paper you have already used to earn course credit. You have been given credit for that work; you should do new work to earn new/more credit for your courses. If you are strongly motivated to revise a paper previously submitted for another class for this course, you must first obtain in writing (email OK) permission to reuse/revise the paper from your other instructor AND from me.

B. Online Resources and Protocols: Half of our course contact hours—the time spent in class—will be conducted through online resources, such as Blackboard Discussion Board and Peer Review tools, and through email. This work is NOT homework; it is class time. The following protocols will help this online portion of our course go more smoothly:

- Peer review is an integral part of this course. For peer review to work to help students improve their documents, all participants must be willing to give and receive constructive feedback on their documents in a timely fashion. Any student who routinely fails to return peer review feedback that is timely, constructive, and/or thorough will become ineligible for peer review and will receive a grade of 0 for that portion of the grade for the course.

- Consider all of your posts and email messages as professional writing—a chance to practice the principles of the course.
  - Include subject headings for all messages, even those sent via phone, so that class participants can organize and prioritize their correspondence.
  - Use greetings (Dear..., Hello,) for all FIRST messages in a series/conversation. Replies may be less formal—you do not always need to include a greeting or signature block.
  - Sign your messages.
  - Write clearly and courteously. Use effective punctuation and correct spelling.
  - Do not use all capital letters for anything. If an email is high importance, signal that with a flag.
  - Make an effort to write correctly, with capital letters and commas and so on, even from your phone.
  - Check your email at least twice per day to see what classmates and I may have sent you.
  - Be patient, especially over the weekend, for responses.
  - Do not assume your messages will be confidential; do not say or write anything you would not be comfortable discussing at a hearing or seeing posted online for the world to view.
• **Save your work carefully.**
  - I recommend setting your computer so that your files are automatically backed-up every three minutes. This way, if there is a power outage or program crash, more of your work is likely to be retrievable.
  - Save your work in multiple formats. For example, in addition to saving your work to a flash/jump drive, also email the work to yourself and/or save to a cloud drive and/or use your university T or Z drive to save work.
  - Late penalties apply to badly saved work. Everyone knows that computers are not always reliable; knowing this, it is your responsibility to use the guidelines above to save your work. “The computer ate my homework” is not a legitimate professional excuse for failing to have work turned in by a deadline.

### VII. Evaluation Criteria

A. Assignments and percent of final grade for each:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Collaboration (Discussion Boards, Wikis, etc)</td>
<td>10</td>
</tr>
<tr>
<td>Research and APA Formatting Exercises (Chapter 6)</td>
<td>5</td>
</tr>
<tr>
<td>Correspondence (10 @5% each)</td>
<td>50%</td>
</tr>
</tbody>
</table>
  - Chapter 3, Ex. 6
  - Chapter 8, Ex. 1
  - Chapter 8, Ex. 5
  - Chapter 8, Research Project 1
  - Chapter 8, Collaborative Project 1 (done as individuals)
  - Chapter 9, Ex. 1
  - Chapter 9, Ex. 3
  - Chapter 9, Ex. 5
  - Chapter 9, Ex. 9
  - Chapter 9, Ex. 10
| Case Study/Researched Report—including peer workshop | 15      |
| Formal Recommendation Report—including peer workshop | 20      |

**Total** 100%

B. Each project will be accompanied by a rubric that will explain how the project will be assessed. We will use the grading scale set out in the University catalog:

- 90-100  A
- 80-89   B
- 70-79   C
- 60-69   D
- 59 and under   F

C. In addition to a printed copy of work due on specified due dates, reports and other researched materials will be turned in through Blackboard view/complete links. Blackboard software will generate an “Originality Report.” After you submit your work, you should be able to return and VIEW your originality report within a few minutes. If you choose to submit work earlier than the day it is due, you can view your originality reports and make changes if needed prior to final submission.

D. Because papers for this class must be graded by a person, and not a machine, expect to receive your grades no sooner than two days after submitting your work, and up to one week after your work was submitted, depending on the length of the assignment. When all students’ work has been graded, I will send an announcement through Blackboard, which will appear when you log into our course site AND will go to your designated email account.

### VIII. Academic Support Resources

Students MAY use Smarthinking online tutoring and/or the university writing lab to receive feedback and suggestions for improvement for any of their written work for this course.

The writing lab on campus features undergraduate and professional tutors who can help you with any stage of your project, from gathering ideas and doing research to proofreading and citing sources. I will provide updated information about the lab, its location, hours and services, as soon as this information is available.
Smarthinking allows you to submit a description of your assignment and your current draft via Blackboard. After you submit your draft, an “e-structor” will review your work & send you detailed comments. If you have trouble using Smarthinking, contact ITS for assistance.

To use Smarthinking,
1) Go to the Course Tools section of our Blackboard course site, scroll down to the bottom and select Smarthinking link. (You must enable pop-ups on your computer prior to using Smarthinking.)
2) When the pop-up appears, choose “submit your writing” and, in the drop-down menu, choose “essay center.”
3) Fill in all required/red sections of the form that appears. Near the bottom of the screen, Smarthinking will ask whether you want the “first available” tutor or another tutor. Choose “first available” OR “business writing” if your native language is English; choose “ESL Specialist” if your native language is not English.
4) Upload your writing by clicking the “upload writing” box and finding your file. Note that Smarthinking will accept all file types that I will (.doc, .docx, .rtf, and .txt).
5) Click “submit” button, bottom of page.
6) Expect to get feedback from the Smarthinking tutor in about 24 hours. To obtain the feedback, login to Blackboard/Smarthinking. When the first pop-up screen appears, scroll down to click on “inbox” and retrieve your message from the tutor.

For information about the campus writing lab, go to http://www.uncfsu.edu/learningcenter/writingcenter/index.htm (The writing lab is also one of the external links on our course Blackboard site.)

IX. Policy on Late Work
- Late papers turned in up to 72 hours after they are due will be accepted with a 25% reduction of possible points. Blackboard will flag your paper as late but allow you to submit.
- Papers will not be accepted more than 72 hours late. A grade of 0 will be entered for all papers submitted more than 72 hours late unless evidence of a university-approved “absence” is submitted.

XI. Course Outline and Assignment Schedule

<table>
<thead>
<tr>
<th>Week One</th>
<th>Concepts and Goals</th>
<th>Activities/Assignments:</th>
</tr>
</thead>
</table>
| 8/18-8/22 | - Introduction to Course  
- Audience, Scope, Medium | - Obtain the textbook and make sure you can access our course Blackboard site  
- If you have questions about the syllabus and/or course policies or procedures, post those questions to the Discussion Board Q&A Forum on Syllabus  
- Read Chapter 1 Assessing Audience, Purpose and Medium: A Case Study, and respond to the Discussion Board on Chapter 1 in Blackboard |
<table>
<thead>
<tr>
<th>Week Two 8/23-8/29</th>
<th>Concepts and Skills</th>
<th>Activities/Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Patterns of Organization, Openings and Closings for Business Correspondence</td>
<td>• Read Chapter 2; take notes on organizational patterns</td>
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<tr>
<td></td>
<td>• Formatting Correspondence (letters, memoranda, email)</td>
<td>• Read p. 88-91 from Chapter 3, including examples from documents; participate in Discussion Board Exercises 1 &amp; 2 from Chapter 3</td>
</tr>
<tr>
<td></td>
<td>• Direct Pattern of Organization</td>
<td>• Read Ch. 8 p. 273-312; focus and take notes on openings/closings (review), direct pattern of organization, and FORMATTING for letters, memos, and email</td>
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<td></td>
<td></td>
<td>• Participate in Discussion Board Exercises from Chapters 2 &amp; 3</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Week Three 8/30-9/5</th>
<th>Concepts and Skills: Editing Business Writing</th>
<th>Activities/Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Read Chapter 4 and participate in the Discussion Boards for Exercises</td>
<td>• DB participation ends at 11:59pm on 9/5.</td>
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<td>• Check the board when notified by announcement, if applicable, to view my final comments on the threads.</td>
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<thead>
<tr>
<th>Week Four 9/6-9/12</th>
<th>Concepts and Skills</th>
<th>Activities/Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Research Skills: Incorporating and Citing Sources</td>
<td>• Read Chapter 6 in the textbook</td>
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<td></td>
<td>• Participate in the Discussion Board on paraphrasing</td>
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<td></td>
<td></td>
<td>• Listen to/watch video on ways to store/cite sources in APA style</td>
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<td></td>
<td>• Do Ex. 2, 3, and 5 from Chapter 6, p. 214-215</td>
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<tr>
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<td></td>
<td>• Submit Ch. 6 Exercises 2,3, and 5 to the link in the Week Three Unit in Blackboard by 9/12 at 11:59pm EST</td>
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<tr>
<td>Week Five 9/13-9/19</td>
<td>Concepts and Skills: Correspondence</td>
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<tr>
<td><strong>• Draft a response to Chapter 3, Ex. 6, p. 95. Make sure you format the letter appropriately with letterhead, single-spacing within paragraphs, etc. Use the opening and closing strategies in the book. CHOOSE a pattern of organization from Chapter 2 for the body of the memo (descending order of importance, general to specific, or other).</strong></td>
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<tr>
<td><strong>• Research and draft a response to Ch. 8, Ex. 1, p. 308-9, in MEMO format; use the direct pattern of organization; consider that sentences may not be as effective as tables or other visuals for communicating the necessary information</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Six 9/20-9/26</th>
<th>Concepts and Skills: Research and Correspondence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• Draft a response to Ch. 8, Ex. 5, p. 309-310; use MEMO format; note that the prompt says you should “detail” proper IM etiquette (base this proper IM etiquette on information in Chapter 8, p. 291-298); also consider your audience, per chapter 1: be clear and firm, but not hostile. Make sure you respond to the prompt’s specific guidelines.</strong></td>
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</tr>
<tr>
<td><strong>• We will be researching collaboratively for Research Project 1, p. 312, in Chapter 8, on courtesy titles for women (such as Ms. and Miss). Post a good source (link or pdf or other) to the Discussion Board. In your DB post, practice writing a cover letter, in which you explain why the source you are providing will be valuable to your peers. I will provide a sample.</strong></td>
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</tr>
<tr>
<td><strong>• USE the collaboratively generated research from the DB to draft a MEMO written by you as an individual. Research should be appropriately incorporated and cited in APA format. Make sure your memo responds to the prompt (Research Project 1 on p. 312 in Ch. 8); provide a strong opening, closing, and pattern of organization.</strong></td>
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</tbody>
</table>

This week’s correspondence is due to the view/complete link in the Week Five Unit in Bb by 11:59pm EST on 9/19

This week’s correspondence is due to the view/complete link in the Week Six Unit in Bb by 11:59pm EST on 9/26
| Week Seven 9/27-10/3 | Concepts and Strategies:  
- Routine and Positive messages  
- Negative and Sensitive Messages | Activities/Assignments:  
- Read Ch. 9, p. 313-336, taking note of patterns of organization for different types of messages (routine, negative, etc.)  
- Write a response to Ex. 1 in Ch. 9, p. 344 (Cover Letter for business writing document). Note that you will need to locate and read an actual document about professional communication in order to do this project properly, as your cover letter will need to indicate specifically why the document is useful, who wrote it, etc. I strongly recommend using the Chesnutt Library databases (Business Source, for example) to locate an article and find a permanent link you can send. Use the specific guidelines for organizing cover letters in the textbook, but instead of attaching a document, include a permanent link to the document. Finally, format the document as a business letter, not a memo or email.  
- Write an INDIVIDUAL response to Ch. 8, Collaborative Classroom Project #1, p. 310-311; use an appropriate pattern. NOTE that the prompt should say “Shipping will be $12.95 for orders **under** $300 and will increase by $3 for each additional $100 worth of product.” Use the organizational pattern for a negative/sensitive message (indirect).  
- Write a response to the prompt in Ch. 9, Ex. 3, p. 345. SELECT what you think is an appropriate pattern of organization (direct/indirect) for this message based on the required content: is it routine, positive, sensitive, or negative? | This week’s correspondence (3 documents) is due to the view/complete link in the Week Seven Unit in Bb by 11:59pm EST on 10/3 |
| Week Eight  
10/4-10/10  
(MIDTERM) | Correspondence:  
Routine/Positive  
and  
Sensitive/Negative  
Messages, cont. | Activities/Assignments | This week’s  
correspondence is due to  
the view/complete link in  
the Week Eight  
(MIDTERM) Unit in Bb by  
11:59pm EST on 10/10 |
|---|---|---|---|
|  |  | • Participate in the DB to  
discuss the prompts for this  
week’s correspondence with  
peers and instructor  
• Ch. 9, Ex. 5, p. 345  
• Chapter 9, Ex. 9  
• Chapter 9, Ex. 10  
• For each of the three  
documents this week, select  
what you think is an  
appropriate pattern of  
organization based on the  
relationship between the  
parties (you as message  
sender and the recipient),  
and the different patterns of  
organization for each type  
of message.  
• Remember for each  
message that you may not  
need to use all aspects of  
the prompt—some things  
might more sensitively be  
omitted. Do not omit so  
much as to be unclear what  
the message is, however. |  |  |
| Weeks Nine-  
Ten 10/11-  
10/24 | We will research, draft,  
review, and revise an  
Informal Report; please  
see the assignment sheet  
in this unit online | Activities/Assignments |  |
|  |  | • Read Chapter 10, focusing  
on the formatting and  
content of short reports  
• Participate in the Short  
Report Discussion Board to  
discuss the model  
documents in Ch. 10  
• Post your draft to the Short  
Report Discussion Board  
Forum for peer review by  
11:59 pm on Saturday  
10/17.  
• Read and review two peers’  
documents through  
Discussion Board by  
11:59pm EST on Tuesday  
10/20.  
• Revise, edit, and proofread  
your own report to turn in  
by 11:59EST on Thursday  
10/22. |  |  |
<table>
<thead>
<tr>
<th>Weeks Eleven-Fourteen 10/25-11/21</th>
<th>We will collaboratively research, then individually draft, review, and revise a Formal Report using the prompt in Ch. 11, Research Project 1, with changes posted in Blackboard. Be sure to read instructions on Bb thoroughly and post any questions to the DB for this project.</th>
<th>Activities/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Read Chapter 11</td>
<td>• Post to the Discussion Board threads to research the various aspects of the assigned investigative report by 11:59pm EST on 10/31</td>
</tr>
<tr>
<td></td>
<td>• Draft the report in the order recommended through Blackboard</td>
<td>• Draft the report in the order recommended through Blackboard</td>
</tr>
<tr>
<td></td>
<td>• Post your draft to Discussion Board Formal Investigative Report by 11:59pm EST on Friday 11/6</td>
<td>• Post your draft to Discussion Board Formal Investigative Report by 11:59pm EST on Friday 11/6</td>
</tr>
<tr>
<td></td>
<td>• Review TWO peers’ work by 11:59pm EST on Tuesday 11/10</td>
<td>• Review TWO peers’ work by 11:59pm EST on Tuesday 11/10</td>
</tr>
<tr>
<td></td>
<td>• Recommended but not required: submit your draft to Smarthinking or take the draft to the writing lab on campus for tutor feedback at least two days before the final due date</td>
<td>• Recommended but not required: submit your draft to Smarthinking or take the draft to the writing lab on campus for tutor feedback at least two days before the final due date</td>
</tr>
</tbody>
</table>

**DUE by 11:59pm EST on Thursday 11/19:** Final Project/Formal Recommendation Report