



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

WRITING PROGRAMME WRIT 202: WRITING FOR BUSINESS 20 POINTS

TRIMESTER 3 2014

Important dates

Trimester dates: 17 November 2014 to 22 February 2015

Teaching dates: 1 December 2014 – 09 February 2015

Mid-trimester/Xmas break: 22 December 2014 to 11 January 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

CRN11062 Monday and Wednesday 2.10pm – 5pm in Kirk 104

CRN15447 Tuesday and Thursday 2.10pm – 5pm in Kirk 104

Names and contact details

Course Coordinator

Dr Derek Wallace

Office: Von Zedlitz 319

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Office Hours: Monday 12pm – 2pm

Course Administrator

Dayna Taramai

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Email: Dayna.Taramai@vuw.ac.nz

Phone: 04 463 5255

Office Hours: Monday – Friday, 9am – 4.14pm

Communication of additional information

Additional information will be communicated through Blackboard and/or email:

www.blackboard.vuw.ac.nz

Prescription

WRIT 202 focuses on the knowledge needed to produce effective documents in business and government. The course provides training in areas of writing in the professions, and explores genres such as investigative reports, proposals, and journalistic feature articles.

Course content

WRIT 202 addresses the thought processes and writing skills needed to produce high-impact, quality documents in the business, government and corporate world. The course provides practical training in areas of writing that will assist you as a student of management, business or marketing, and as a working professional from any disciplinary background. We will look at the planning and composing of such documents as investigative reports and proposals.

The course covers the writing styles and document formats currently used in international business contexts. Through guided and regular practice, it will assist you to communicate effectively in different written formats, in a variety of professional contexts, and using different styles. In particular, the course encompasses the following themes:

- analysis of the requirements for successful communication at management level
- consideration of the role of writing within the context of professional communication
- description and analysis of the different document types used in contemporary business contexts
- practical training in writing an effective document, from sentence structure and style, to formatting and design
- demonstration of the processes and conventions for planning, researching and writing proposals and investigative reports.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. compose documents to inform, analyse and persuade
2. apply skills of logical and critical analysis in reading and writing a variety of texts
3. select, analyse, and synthesise reliable sources to meet task requirements
4. understand the differences between print and digital media and make informed decisions on their use
5. communicate technical knowledge to non-specialist readers.

Teaching format

WRIT 202 is taught through a process-based, writing workshop approach. Students are expected to engage in class discussion, participate in peer and small group exercises, complete practical writing activities, and analyse a variety of texts. Regular and on-going class participation and engagement with fellow students are important aspects of the workshop approach. Some writing activities may be conducted online via Blackboard assignment tasks or discussion forums.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. complete all assignments;
2. attend all workshops unless prevented by illness, injury, bereavement, or some other circumstance that the course coordinator agrees is exceptional (see statement immediately following).

Attendance

WRIT 202 has limited entry to foster individual learning and collaborative engagement with writing processes, and attendance at all workshops is necessary to benefit from this approach. It is understood that an absence is sometimes unavoidable through illness, injury, or another unforeseen development. Whenever possible, you should alert your tutor prior to the workshop you cannot attend; if that is not possible, do so well in advance of the next workshop to ensure that you can prepare for the subsequent classes. Students who miss more than six hours of workshop contact time without satisfactory explanation will fail the mandatory course requirements. This policy might seem harsh, but WRIT 202 is not an information-based course that allows you to catch up through borrowing of notes, access to lecture handouts, reviews of workshop PowerPoints, etc. Instead, WRIT 202 revolves around writing activities, peer engagement, and group-oriented learning activities that require ongoing participation. Hence, your absences affect the learning opportunities of others in the workshop as well yourself.

Workload

The expected workload for a 20-point course is 200 hours spread over the trimester, including the mid trimester break. It is difficult to estimate the time you will spend on workshop assignments, since individuals vary markedly in their writing and reading processes and speeds. As a general guide, you should plan to use approximately 28-30 hours per week for writing, revising, reading, researching, and completing focused exercises. This applies for each of the 6 teaching weeks and during the Christmas and New Year's break. Overall, you should schedule your trimester to include:

- 36 hours attending and participating in required classes (6 weeks x 6 hours per week);
- approximately 30 hours in tasks related to textbook readings and exercises in support of assessments 1, 2, 3 and 4 outside of workshop;
- approximately 30 hours outside of workshop directed primarily towards Assignment 1 (to include library, online and database research as needed);
- approximately 30 hours outside of workshop directed primarily towards Assignment 2 (to include further research as needed);
- approximately 45 hours outside of workshop directed primarily towards Assignment 3 (to include further research as needed, an initial draft as directed in the WRIT 202 Student Guide, and a revised final draft for grading);
- approximately 30 hours outside of workshop directed primarily towards an Assignment 4 final draft for grading or preparation for the test.

Assessment

Assessment in WRIT 202 consists of three required assignments and the option of (a) one in-class test or (b) a business feature article task (student choice).

Assessment items and workload per item	Word count	%	CLO(s)	Due date
1 Workplace Communication Analysis This assesses your ability to understand the rhetorical context of a workplace writing task and assess the requirements for effective communication.	Approx. 1,100 words ($\pm 10\%$)	20%	1, 2	Workshop 5
2 Proposal This assesses your ability to analyse a problem logically and persuasively.	Approx. 1,100 words ($\pm 10\%$)	20%	1, 2, 5	Workshop 7

3	<p>Investigative Report</p> <p>This assesses your ability to select, analyse and synthesis sources of information, composing a clear and coherent document appropriate for management communication.</p>	Approx. 1,500 words ($\pm 10\%$)	35%	1, 2, 3, 5	Workshop 9 for outline & Workshop 12 for final
4	<p>In-Class test or Business Feature Article (student choice)</p> <p>The test provides an option for assessing your overall comprehension of the course content; the business feature article alternative allows you to pursue an additional competency.</p>	<p>Test option – 2 hours</p> <p>Article option – Approx. 1,000 words ($\pm 10\%$)</p>	25%	1, 2, 3, 4, 5	Workshop 10

Further details regarding course assessment criteria and assignment marking rubrics are available in Blackboard through the WRIT 202 Student Guide.

Submission and return of work

Required assignments 1-Workplace Communications Assessment, 2-Proposal, 3-Investigative Report, and the option of the Business Article for assessment 4 are **due in Blackboard prior to the start of workshop on the due dates noted, with paper copies brought to class that day**. Any assignments submitted to Blackboard after the start of class will be considered late. Assessments of assignments 1, 2 and 4 will generally be returned in class or via Blackboard/email the week following their deadlines. If you desire your assignment 3-Investigative Report to be returned to you following marking, please provide a stamped, self-addressed envelope to your workshop tutor in class during the final workshop.

Extensions and penalties

Extensions

Except in the case of medically documented illness or injury, extensions should be requested in advance of assignment deadlines. Tutors may grant extensions of up to 72 hours; the course coordinator must approve extensions longer than 72 hours.

Penalties

Late work: In line with School policy, assignments handed in after the due date will receive a substantially reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. If you require an extension for good reasons, ask your tutor or the course coordinator ahead of the date for handing in the assignment. Assignments submitted late without permission are penalised by 5% per late day, including weekends. An assignment that is more than two calendar weeks (14 days) late without an extension by the course coordinator will be assigned a grade of 'E'.

Assignment length: Submissions of less than 90% of the word count for each task will earn no credit (for example, an Assignment 1 submission of 800 words for that approximately 1,100 word task earns no points). For submissions of more than 10% over the word count, assessment will cease at that point (for example, an Assignment 1 submission of 2,400 words for that approximately 2,000 word task will not be evaluated past the first 2,200 words). The assignment title and the Bibliography or References section are not included as part of the final word count.

Set texts

Marsen, S. (2013). *Professional writing: The complete guide for business, industry and IT*, 3rd edition Basingstoke: Palgrave.

Text can be purchased at Vicbooks, see: www.vicbooks.co.nz

The book also has a website – see: www.palgrave.com/studyskills/marsen/students

Other reading material to be distributed in class or made available via Blackboard.

Recommended reading

Bazerman, C., & Paradis, J. (Eds.). (1991). *Textual dynamics of the professions*. Madison, Wis.: University of Wisconsin Press.

Peeples, T. (2003). *Professional writing and rhetoric: Readings from the field*. New York:

Longman. Alred, G.J., Brusaw, C.T., & Oliu, W.E. (2000). *The business writer's handbook*. 6th ed. New York:St Martin's Press.

Bargiela-Chiappini, F., & Nickerson, C. (Eds.). (1999). *Writing business: Genres, media and discourses*. London: Longman.

Dias, P. et al. (1999). *Worlds apart: Acting and writing in academic and workplace contexts*. Mahwah, NJ: Lawrence Erlbaum.

Dwyer, J. (1997). *The business communication handbook*, 4th ed. Sydney: Prentice- Hall.

Flower, L., & Ackerman, J. (1994). *Writers at work: Strategies for communicating in business and professional settings*. Fort Worth, TX: Harcourt Brace.

Harty, K. J. (Ed.). (1999). *Strategies for business and technical writing*, 4th ed. New York: Allyn and Bacon.

Johnson-Sheenan, R. (2002). *Writing proposals: Rhetoric for managing change*. New York: Longman.

Kirkman, J. (1992). *Good style: writing for science and technology*. London:

Spon. Kolin, P.C. (1998). *Successful writing at work*, 5th ed. Boston: Houghton Mifflin.

Kostelnick, C. & Roberts, D.D. (1998). *Designing visual language: Strategies for professional communicators*. New York: Allyn and Bacon.

Sides, C. H. (1999). *How to write and present technical information*, 3rd ed. Phoenix: Oryx Press.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

For WRIT 202, students are encouraged to take advantage of the resources available via the Purdue Online Writing Lab (OWL) for further guidance and examples regarding issues with English grammar and punctuation usage as well as citing research sources and common:

- re: grammar tips: <https://owl.english.purdue.edu/owl/section/1/5/>
- re: comma usage: <https://owl.english.purdue.edu/owl/resource/607/1/>
- re: other punctuation: <https://owl.english.purdue.edu/owl/section/1/6/>
- for APA citations: <https://owl.english.purdue.edu/owl/resource/560/1/>
- for MLA citations: <https://owl.english.purdue.edu/owl/resource/747/1/>

Students in their second year of university studies or who anticipate further academic writing tasks requiring extensive research are advised to learn how to use research citation software, e.g. Zotero or Endnote:

- Zotero (free and open-source software): <https://www.zotero.org/>
- Endnote (Vic-licensed commercial software): <http://victoria.ac.nz.libguides.com/endnote>
- Victoria Zotero and Endnote training: <http://library.victoria.ac.nz/library-v2/research-and-study-help/endnote-and-zotero-training>

Student Learning Support Service (SLSS)

Students enrolled in WRIT 202 are not entitled to use the staff of Student Learning Support for one-on-one writing instruction, as that is available from the WRIT 202 tutor. However, WRIT 202 students are encouraged to attend SLSS trouble shooting workshops on grammar and punctuation. If you are interested in more information and workshop dates, go to www.victoria.ac.nz/st_services/slss/

There are also links to study resources and *Campus Connections* (the Student Academic Service booklet) on this webpage.

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin

- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz