

## **COURSE SYLLABUS-ENG 1301.1CW**

Spring 2014

**Instructor:** Allyson Jones  
**Office Location:** HL 126  
**Office Hours:** MW 1-3 PM  
**Office Phone:** (903) 468.8725  
**Office Fax:** (903) 886.5980  
**University Email Address:** [ajones31@leomail.tamuc.edu](mailto:ajones31@leomail.tamuc.edu)

### **English: Competency 1**

#### **Purpose**

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

#### **Policies**

#### **Technology Requirements**

This is an online course and the following technological resources are required:

- Computer /Internet access and connection: high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

#### **Access and Navigation**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamucommerce.edu](mailto:helpdesk@tamucommerce.edu).

### **eCollege Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions, etc.)
- 

### **Course Concerns**

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

### **Other Questions/Concerns**

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

### **Communication and Support**

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege ([ajones31@leomail.tamuc.edu](mailto:ajones31@leomail.tamuc.edu)).

### **Course and University Procedures/Policies**

#### **Academic Honesty Policy**

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

#### **Dropping the Class**

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three year, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

#### **Incompletes**

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

### Student Withdrawal

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the Academic Calendar as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

### Instructor Withdrawal

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### Office of Student Disability Resources and Services

Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamuc.edu  
[Student Disability Resources & Services](#)

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See [Code of Student Conduct](#) from Student Guide Handbook)

### Course Home

**Course Objective:** To introduce students to standards of college level composition including standards of organization and mechanics, audience-appropriate rhetoric, collaborative and individual composition and revision.

This course provides an introduction to English composition with a focus on writing thorough, contextually appropriate essay-driven pieces using conventions of standard American edited English. You explore persuasive, informative, proposal and position writing and build your knowledge of conventions of English composition to address the needs of each of these areas. Throughout the course, you employ a variety of readings, multimedia materials, short presentations, individual exercises, and collaborative conversations to build toward essay-based assignments and toward the development of their writing. In addition to these learning activities, you study the process of both pre-writing and drafting; and are asked to plan, write, and then revise assignments. You work collaboratively in discussion and development of writing skills and strategies, and in the process of revision.

Content	Description	Notes
Syllabus	For the first learning outcome on American edited English, you complete two readings, view two videos, view a presentation, participate in a discussion, view an	You have maximum responsibility for your learning and involvement in the course.

	<p>animation, and write a business proposal/plan.</p> <p>For the second learning outcome on organizational strategies, you complete a reading, view a video, view a presentation, participate in a discussion, revise your assignment from Learning Outcome 1, and write a project proposal.</p> <p>For the third learning outcome on appropriate writing styles, you complete a reading, participate in a discussion, view an animation, and write an essay.</p>	<p>It is important that you review the syllabus and keep up with the course materials and deadlines.</p>
--	---	--

### Pretest

The Pretest for this English course assesses your knowledge of American edited English, organizational strategies, and appropriate writing style. The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

### Learning Outcome 1: American Edited English

**Learning Outcome:** Apply knowledge of standard American edited English in written communication.

During the first learning outcome, you study the conventions of essayistic writing including the determination of audience and best approaches to pre-writing. You learn to plan illustrative and detail-oriented paragraphs and essays while working on developing comprehensive thesis statements. You are instructed in conventions of standard American edited English and the need for clarity and uniformity in rhetoric. In the discussion section, you collaboratively determine strategies in planning an essay. You then complete an assignment in which you develop a business plan/proposal using persuasive essay strategies discussed throughout the learning outcome. In another assignment, you compose two drafts, allowing you to experience editing per your instructor's evaluation. Modeling of further revision and self-evaluation techniques are covered in Learning Outcome 2, where you submit a second, revised draft of this assignment.

Content	Description	Notes
Reading 1.1	Bovee, C. & Thill, J.V. (2012). <i>Business communication today</i> (11th, ed., pp. 1-29, 369-393). Upper Saddle River, NJ: Prentice Hall.	Read these two short chapters for an introduction to writing, with an emphasis on writing for business communication purposes. In Chapter 1, you are introduced to the fundamental needs of effective writing. In Chapter 13, you are introduced to writing business plans and proposals (descriptive essay writing), which are applied in this learning outcome's assignment.
Multimedia 1.1	Writing Before You Write: Planning an Essay	Watch this video for examples of how to effectively plan an essay using pre-writing and thesis development techniques as well as how to narrow the topic to craft a

		focused piece of writing.
Presentation 1.1	Presentation : Introduction to Essays	Review this presentation for a summary of and instruction in ways to craft clearly planned essays. It also helps with composing individual essay elements.
Discussion 1.1	Is My Writing Working For Me?	Participate in this discussion to explore the different writing needs you encounter throughout this course and, further, in developing effective business communication.
Exercise 1.1	Painting a Picture in Words: Describing	Complete this exercise to practice your skills in developing paragraphs that describe. This is vital to composing business proposals and business-plan overviews, which will be explored later in this learning outcome.
Assignment 1.1	Writing a Proposal and Plan	Complete this assignment to apply composition techniques discussed in Learning Outcome 1. By writing a business plan/proposal, you demonstrate your ability to apply critical thinking and composition techniques to a specific, business related setting.

### Learning Outcome 2: Organizational Strategies

**Learning Outcome:** Apply effective organizational strategies for both individual and collaborative writing.

This learning outcome introduces revision techniques as well as the composition of persuasive essays. Here, you work on revising your essays from Learning Outcome 1 to improve and edit your writing. You also work toward collaborative, persuasive writing in the essay assignment, where you work as a team to compose a civic improvement project proposal divided into roles of illustration, application, counterargument, and establishment of contingency/plan for implementation. The goal in this learning outcome is to establish you in collaborative roles and to illustrate and instruct strategies for revision and improvement.

Content	Description	Notes
Reading 2.1	Faigley, L. (2012). <i>Writing: A guide for college and beyond</i> (3 <sup>rd</sup> ed., pp. 51-56, 277-328). Upper Saddle River, NJ: Longman.	Read this chapter for strategies to help you edit and revise your paper. These skills help improve this course's first written assignment. In the second part of the reading, you read about causal arguments, arguments that can be used to explain the reason for things and, in conjunction with proposals, which you've learned about in Learning Outcome 1, can be used to craft more in-depth project descriptions and

		need-based analyses.
Multimedia 2.1	Standard English for Revision	Watch this video, to be used in conjunction with your revision of your work from the first learning outcome, for guidelines as to standard and non-standard English in order to clarify your writing and ensure its appropriateness in written discourse.
Presentation 2.1	Presentation: Clarity and Style in Writing	Review this short presentation to help narrow, focus, and give clarity to your writing.
Discussion 2.1	Planning Group Writing	Participate in this discussion to fine tune the group dynamic before the assignment. Here, you work collaboratively as a team and develop a unified, multi-part essay. This helps show you how to effectively distribute work and how to develop a consensus-based, collaboratively determined position in pre-writing settings.
Exercise 2.1	Putting Revisions Into Action	Complete this exercise to practice your skills in developing paragraphs that describe. This is vital to composing business proposals and business-plan overviews, which will be explored later in this learning outcome.
Assignment 2.1	Group Writing: Writing a Project Proposal	Complete your part of this assignment to show your mastery of pre-writing and composition in collaboration as shown in Discussion 2.1. In addition, this allows you to practice working as a team to accomplish goal-based, project-based work.

### Learning Outcome 3: Appropriate Writing Style

**Learning Outcome:** Write in a style appropriate to audience and purpose.

Employing sample essays/readings as bases, you work toward composing informative essays for your intended audience. These informative essays employ your critical thinking skills as well as allow you to explore audience-appropriate content. You also explore issues of scope and content through instructional videos.

In one exercise, you carry out the pre-writing process composing two different introductions for the same topic. Each introduction is directed to a different audience. You discuss their compositional/rhetorical choices in Discussion 3.1. In the essay assignment, you write a 5-to 7-page essay based on the pre-writing conducted in Exercise 3.1 and Discussion 3.1. In doing this, you are expanding your understanding of audience and informative strategies, which can be applied in composing varieties of literature, professional and otherwise, that address specific scope and audience-based differences. You learn how to identify appropriate language and syntax to convey the message you are trying to get across. You compose Assignment 3.1 in two drafts to allow time for revision and expansion. You revise the second draft as per instructor evaluation.

Content	Description	Notes
---------	-------------	-------

Reading 3.1	Faigley, L. (2012). <i>Writing: A guide for college and beyond</i> (3rd ed., pp. 156-194, 403-460). Upper Saddle River, NJ: Longman.	Read these two chapters to learn about position-based arguments (taking one side of an issue) and informative writing (writing to expose and present information.) These two modes of writing guide your earlier proposal and/or causal based arguments. They allow you to expand to write persuasively from a discrete vantage while also learning how to present a holistic understanding of your subject matter.
Multimedia 3.1	Persuading Your Audience	Watch this video for helpful information on how to develop and compose thorough persuasive paragraphs to hook and convince your reader of your thesis.
Presentation 3.1	Presentation: Patterns of Writing: Classification	Review this presentation for further instruction in classifying and identifying audience.
Discussion 3.1	For Whom Are You Writing?	Participate in a discussion of audience differences seen in Exercise 3.1. You should speak with your peers about significant differences in your writing structure and content for different audiences.
Exercise 3.1	Writing Effective Press Releases	Complete this exercise for practice working with an audience. By utilizing real-life business-based writing, you apply your knowledge of who you are writing for to hard, statistical facts. Here, build your ability to write based on context and your critical thinking about what sorts of changes have to be accommodated in different environments.
Assignment 3.1	Expanding Writing to Inform	Complete this assignment to work on expanding and developing audience-specific writing. By tying together skills you have learned so far in this course, you work on effectively writing a complete, multi-part, business-oriented piece of writing with direct application in management and leadership settings.

### Formatting and Citations

All written work must be formatted as follows: 12 point font, double-spaced, and 1" margins with APA citations, as appropriate.

### Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

**Discussions**

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented. To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

**Posttest**

The Posttest for this English course assesses your knowledge of American edited English, organizational strategies, and appropriate writing style. The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.

Print this page

**English: Competency 2**

**Course Objective:** Students in the BAS-Organizational Leadership program will adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes through a wide range of strategies as they write and use different writing process elements appropriately.

It is difficult to imagine a skillset that could help your career as much as effective communication. By improving your writing skills to communicate with a diverse audience and applying a variety of business-writing strategies to your work, you'll be much more likely to succeed in today's business world. Every professional can learn to write more effectively by analyzing the audience, using changing technologies, considering ethical issues, and finding reputable information. As your coworkers learn to trust your messages because you support your conclusions and recommendations with reliable information, your ideas and work will begin to stand out. Another important way to support written communication is with clear and interesting visuals. Mastering readability techniques and the visual presentation of information will help you convey ideas with ease. Even if you have no design training, you can still embrace simple concepts like consistency, restraint, and other basic principles to create memorable images.

Complete this course to explore eight aspects of communicating clearly and effectively in a business context.

Content	Description	Notes
---------	-------------	-------

Syllabus	<p>For the first Learning Outcome on Writing for Diverse Audiences, you complete a reading section, watch a video, review a slide presentation, complete an interactive simulation, participate in a discussion, and write a paper.</p> <p>For the second Learning Outcome on Strategies for Effective Communication, you complete a reading section, view two videos, review a slide presentation, complete a simulation, and write a memo.</p> <p>For the third Learning Outcome on Addressing Multiple Audiences, you complete a reading section, review a video and a slide presentation, complete an exercise, participate in a discussion, and revise three sentences.</p> <p>For the fourth Learning Outcome on Ethical Communication Responsibilities, you complete a reading section, review a video and a slide presentation, complete a simulation, participate in a discussion, and write an essay.</p> <p>For the fifth Learning Outcome on Business-related Writing Context, you complete a reading section, review two videos and one slide presentation, complete a simulation, and write a proposal.</p> <p>For the sixth Learning Outcome on Library Research, you complete a reading section, review a slide presentation, complete a simulation, conduct research, and write a paper.</p> <p>For the seventh Learning Outcome on Multimedia Materials, you complete one reading section, review three videos and one slide presentation, complete a simulation, participate in a discussion, and create a slide presentation.</p> <p>For the eighth Learning Outcome on Designing Documents, you complete a reading section, review a video and a slide presentation, complete a simulation, and redesign a document.</p>	<p>You have maximum responsibility for your learning and involvement in the course. It is important that you review the syllabus and keep up with the course materials and deadlines.</p>
----------	---	---

**Pretest**

The Pretest for this English course assesses your knowledge of Writing for Diverse Audiences, Strategies for Effective Communication, Addressing Multiple Audiences, Ethical Communication Responsibilities, Business-related Writing Context, Library Research, Multimedia Materials, and Designing Documents. The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

### Learning Outcome 1: Writing for Diverse Audiences

**Learning Outcome:** Recognize, analyze, and accommodate diverse audiences.

Have you ever written an email that was misunderstood? Perhaps the receiver didn't get your tone, or perhaps you used phrasing that was unfamiliar to your reader. Writing for diverse audiences and engaging in collaborative communication can be challenging, but it also provides great opportunities. To meet the challenge, it helps to explore modes of listening, to pay attention to nonverbal communication, and to use communication technology effectively. In this section, you will learn to recognize and accommodate diverse audiences with your writing by considering diverse mindsets and expectations. To accomplish this, you will watch a video, review a presentation, complete a simulation, participate in a discussion, and analyze an intercultural communication blunder.

Content	Description	Notes
Reading 1.1	Bovée, C.L., & Thill, J.V. (2012). <i>Business communication today</i> (11th ed., pp. 60-62, 65-73, 77-84). Upper Saddle River, NJ: Prentice Hall.	Have you ever thought about the importance of effective communication to your career? What communication skills do you think employers might expect you to have? Read these sections for an overview of the opportunities of intercultural communication, the importance of recognizing cultural variations, four general guidelines for adapting to any business culture, and seven steps you can take to improve your intercultural communication skills. As you read, think about guidelines for recognizing and accommodating diverse audiences.
Multimedia 1.1	Video: Achieving Success through Effective Communication	Watch the video for an introduction to how to recognize and accommodate diverse audiences when communicating in a business context.

Presentation 1.1	<i>Business Communication Today</i> , Chapter 1 Slide Presentation	Review this presentation for an overview of communication models, audience mindset, and employer expectations for writing.
Discussion 1.1	Miscommunication	Participate in this discussion topic in order to better your understanding of analyzing and accommodating diverse audiences. Discuss a miscommunication you've recently had with a co-worker, supervisor, classmate, teacher, friend, or family member. What idea were you trying to share? How did you encode and transmit it? Did the receiver get the message? Did the receiver correctly decode the message? How do you know?
Exercise 1.1	Simulation: Interpersonal Communication and Teamwork	Complete this simulation for practice working in teams to accomplish a writing task.
Assignment 1.1	Intercultural Communication Blunder Analysis	Find a business document online that you believe commits an intercultural communication blunder by failing to consider the needs of at least some of its target readers. For example, a website might use slang or idiomatic language that could confuse some readers, or it might use language that offends some readers. In a summary page, share the text you found and explain why you think it does not succeed as effective intercultural communication. Be sure to include a link back to the original material.

**Learning Outcome 2: Strategies for Effective Communication**

**Learning Outcome:** Demonstrate a variety of strategies for effective communication in a business setting.

Some people have called Steve Jobs, founder of Apple, the ultimate business communicator. He kept his messages simple, let his passion for his products shine through, and used images to paint a picture of what he wanted to say. Jobs didn't rely on technical jargon; rather, he sought to communicate like a regular person showing a friend why a new idea mattered.

In this section, you delve into a variety of strategies for effective communication in a business setting. As you learn about planning your message, adapting to your audience, and organizing your information, remember the beauty of a simple, straight-forward message delivered with passion.

Content	Description	Notes
Reading 2.1	Bovée, C.L., & Thill, J.V. (2012). <i>Business communication today</i> (11 <sup>th</sup> ed., pp. 85-113). Upper Saddle River, NJ: Prentice Hall.	Read this chapter for an overview of effective communication strategies in a business setting. You read about planning your message to define your purpose and better understand your audience and analyzing a communication situation. You explore information-gathering techniques, factors to consider when choosing a message medium, and tasks involved in organizing a message.
Multimedia 2.1	Writing Business Messages and Crafting Messages for Electronic Media	One important strategy for business writing is setting the correct tone. Another is giving yourself the best environment for writing by removing distractions such as cellphones or IM alerts. Watch this video for an overview of how to write business messages that are politically correct and clear to avoid offending potential clients or collaborators. The subjects also discuss strategies including creating an outline and using an editing program before sending an email. One strategy for effective business communication is to reach new consumers via social media. Watch this video for an overview of how to adapt a business message to different types of electronic media.
Presentation 2.1	<i>Business Communication Today</i> , Chapter 4 Slide Presentation	Review this presentation to learn more about gathering information,

		selecting the right medium, and organizing your information to communicate more effectively in a business setting.
Exercise 2.1	Simulation: Crafting Messages for Electronic Media	Complete this simulation to work through a challenge as a social media manager for a food company.
Assignment 2.1	Public Relations Response Memo	Imagine you are in the PR department of a hotel. You read a letter in a local newspaper from an unhappy guest. You need to respond to his publicized criticism. What audiences will you need to consider in your response? What medium or media should you choose? If the letter had been published in a travel publication widely read by travel agents and travelers, how might your course of action have differed? In a memo to your general manager, explain how you will respond.

### Learning Outcome 3: Addressing Multiple Audiences

**Learning Outcome:** Demonstrate the ability to address multiple audiences.

Business communication must often address multiple audiences. Whether the message in question is directed to clients, employees, or potential partners, there is almost no doubt your audience will be diverse and cross-generational. Learning to be aware of issues surrounding cultural competency will make you a much better writer and overall communicator. In this section, you watch a video, review a presentation, complete a simulation, participate in a discussion, and edit social media messages for non-native English speakers.

Content	Description	Notes
Reading 3.1	Bovée, C.L., & Thill, J.V. (2012). <i>Business communication today</i> (11 <sup>th</sup> ed., pp. 174-280). Upper Saddle River, NJ: Prentice Hall.	Taking your business message and communicating it across more than one audience can be a challenge. Read these chapters for an overview of strategies for addressing multiple audiences in a variety of media and in a variety of situations. Learn how to craft effective routine messages as well as the direct and indirect

		approach for negative news.
Multimedia 3.1	Video: Communicating in a World of Diversity: Hewlett-Packard	Watch this video for an overview of how Hewlett-Packard approaches techniques and theories of intercultural communication in the real world.
Presentation 3.1	<i>Business Communication Today</i> , Chapter 3 Slide Presentation	Review this presentation for an overview of how to develop cultural competency, understanding opportunities and challenges in addressing multiple audiences, and improving intercultural communication.
Discussion 3.1	Recognizing Cultural Variations	Review the definitions of the generations on page 69. Based on your year of birth, in which generation do you belong? Do you feel a part of this generation? Why or why not? If you were born outside the United States, do the generational boundaries seem accurate to you? Now consider the biases that you might have regarding other generations. Identify several of your generational biases that could create friction in the workplace. Summarize your responses to these questions in a post on your class discussion board.
Exercise 3.1	Simulation: Routine Messages	Complete this exercise to practice crafting routine messages in a business setting. Completing this task will give you valuable experience communicating across multiple audiences.
Assignment 3.1	Company Facebook Pages Analysis	Completing this assignment will demonstrate your ability to

		<p>communication effectively to multiple audiences.</p> <p>Review the Facebook pages of five companies, looking for words and phrases that might be confusing to a non-native speaker of English.</p> <p>Choose three sentences, headlines, company slogans, or other pieces of text that contain potentially confusing words and rewrite them to minimize the chances of misinterpretation. As much as possible, try to retain the tone of the original. Use Google Docs to compile the original selections and your revised versions.</p>
--	--	---

**Learning Outcome 4: Ethical Communication Responsibilities**

**Learning Outcome:** Analyze the ethical responsibilities involved in communication.

Have you ever thought about issues surrounding ethical communication? Consider the world of advertising. What responsibilities do advertisers have to consumers? Have you ever encountered a misleading ad that made you annoyed or angry? Have you ever signed a contract for a gym membership or subscription service that you felt was less than forthcoming with pertinent details?

Ethical communication is particularly relevant when it comes to crafting persuasive messages. In this section, you explore ethical issues related to business communication, such as information disclosure, knowledge gap, coercion, rational persuasion, and manipulation. You watch a video about the techniques involved in creating persuasive messages. You complete a simulation in which you write a persuasive memo and participate in a discussion about the difference between an ethical dilemma and an ethical lapse and transparency in communication. Finally, complete a compare and contrast paper about real-world "Codes of Conduct" to analyze this issue.

Content	Description	Notes
Reading 4.1	<p>Arnold, D.G., Beauchamp, T. L. &amp; Bowie, N. L. (2014). <i>Ethical theory and business</i> (9<sup>th</sup> ed., pp. 254-328). Boston, MA: Pearson.</p> <p>Chapter 5, "Marketing and the Disclosure of Information"</p>	<p>Some common ethical issues in business communication include withholding information from consumers, distorting data, and using news releases to promote products. There is often a "knowledge gap" between consumers and marketers, and part of being ethical business communicators involves bridging that gap. Read this chapter for an overview of these and other ethical issues involved in marketing communication and the disclosure of information in a</p>

		business context.
Multimedia 4.1	Video: Writing Persuasive Messages: MELT	Watch this video to learn how to conduct ethical, persuasive communication and leverage trust.
Presentation 4.1	Ethical Theory and Business, 9/E Chapter 5 Slide Presentation	Review this slide presentation for an overview of topics concerning ethics in marketing communication, including information disclosure, knowledge gap, coercion, rational persuasion, manipulation, minimal information rule, and other terms regarding ethical communication.
Discussion 4.1	The Meaning of Ethical Terms	Participate in this discussion topic in order to better your understanding of the issues and terms involved in ethical communication.
Exercise 4.1	Simulation: Persuasive Messages	In this simulation exercise, you write a persuasive memo.
Assignment 4.1	Code of Ethics research paper.	Complete this assignment in order to explore communication ethics in a real-world context. By analyzing two actual "Codes of Conduct," you will demonstrate your consideration and awareness of ethics in business communication.

### Learning Outcome 5: Business-Related Writing Context

**Learning Outcome:** Locate, evaluate, and incorporate information pertinent to business-related writing contexts.

The idea of creating business-related written documents such as reports, proposals, and résumés can be intimidating, but it doesn't have to be. Once you analyze your audience, think about your central message, and organize the information you wish to communicate, you'll find that business-related writing isn't much different than any other kind of writing. Clarity, flow, and logical organization are just as valued in this context as they are in any other. In this section, you view several videos, complete two simulations, and create a proposal for a local business of your choice to gain experience locating, evaluating, and incorporating information pertinent to a business-related writing context.

Content	Description	Notes
Reading 5.1	Bové, C.L., & Thill, J.V. (2012). <i>Business communication today</i> (11 <sup>th</sup> ed., pp. 399-423, 520-547). Upper Saddle River, NJ: Prentice Hall.	Read these chapters for an overview of writing reports, proposals, business websites, wikis, and résumés. As you read, discover how to adapt to your audiences when writing reports and proposals, five characteristics of effective report content, six strategies to strengthen a proposal argument, six characteristics of effective website writing, and the main tasks involved in writing your résumé.
Multimedia 5.1	Reports and Proposals	Watch the first video for an overview of how to effectively write a proposal by analyzing your audience, selecting a medium, and organizing information. The video includes the main parts of effective proposals and how to approach their creation. Watch the second video for an overview of aspects of formal reports, such as an executive summary or letter of acceptance. You'll see how formal reports and proposals are actually created and used in a real-world business organization.
Presentation 5.1	<i>Business Communication Today</i> , Chapter 14 and Chapter 18 Slide Presentations	Review these slide presentations for information on writing reports and proposals, drafting online content, collaborating on wikis, and planning and writing a résumé.
Exercise 5.1	Simulation: Business Report	Complete this simulation to gain experience with creating a quality business report by first deciding on your goal.
Assignment 5.1	Business Proposal	Complete this assignment in order to demonstrate your understanding of

		<p>business-related writing contexts. Write a business proposal. Apply what you have learned in this section by creating a business proposal for an existing small company in your community. For example, you could write a proposal for a local coffee shop proposing that it start selling mini calzones from a neighboring bakery for breakfast. Or, you could write a proposal for a community pool suggesting that it offer fitness classes for the elderly. Choose something you really care about. As you work on your proposal, strengthen your persuasive argument by demonstrating your knowledge, providing concrete information and examples, and researching the competition. You'll also want to prove your idea is feasible. Make sure the proposal itself is well-organized and readable. This means it must be free from typos, inconsistencies, and omissions.</p>
--	--	---

**Learning Outcome 6: Library Research**

**Learning Outcome:** Apply library research skills to acquire reputable sources.

In the world of business communication, it's not enough to back-up your opinions, plans, or policies with speculation or vague beliefs. You need solid data from reputable sources to plan ahead. To acquire this kind of data, you must use library research skills. Planning research, gathering information, interpreting data, and applying your findings to a problem are all essential parts of being a good business leader. In this section, you complete a simulation in which you decide on a general research strategy when it comes to selecting sources on the web, and frame a research question that will help your boss meet her goals. Conduct secondary research on a publicly traded company and write a problem-solution paper to hone your library research skills.

Content	Description	Notes
Reading 6.1	Bovée, C.L., & Thill, J.V. (2012). <i>Business communication today</i> (11 <sup>th</sup> ed., pp. 314-338). Upper Saddle River, NJ: Prentice Hall.	Read this chapter for an overview of effective practices for conducting and summarizing research, including the difference between primary and secondary research, the two main types of research. This chapter also explores the major tasks involved in

		<p>processing research search results and presenting conclusions based on research. As you read this chapter, pay special attention to pages 317-318. This section discusses questions to ask yourself as you evaluate sources, an essential step to take as you work to gather reputable sources.</p>
Presentation 6.1	<i>Business Communication Today</i> , Chapter 11 Slide Presentation	<p>Review this slide presentation for more information on planning your research, conducting library research, processing data, and applying your findings.</p>
Exercise 6.1	Business Data Simulation and Company Research	<p>Complete this simulation exercise to gain practice gathering and interpreting data in a business context. You will research the topic of analog audio. Your first task as you begin your research is to determine a general research strategy when it comes to sources. Will you look at information, unofficial blogs and smaller websites, or formal mainstream sources? Perhaps you'll decide to look at both.</p> <p>Then, select any publicly traded company and find the following information:</p> <ol style="list-style-type: none"> <li>a. Names of the company's current officers</li> <li>b. List of the company's products or services (summarized by product lines or divisions, if the company offers many products and services)</li> <li>c. Current issues in the company's industry</li> <li>d. Outlook for the company's industry as a whole</li> </ol> <p>Completing this exercise demonstrates your ability to gather useful</p>

		information for a business context.
Assignment 6.1	Problem-Solution Paper	Completing this assignment will demonstrate your understanding of research practices and give you the opportunity to apply library research skills to acquire reputable sources in service of your thesis.

### Learning Outcome 7: Multimedia Materials

**Learning Outcome:** Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate. In a world of constant advertisements and access to dazzling mobile devices, individuals are used to seeing information presented visually. Part of communicating effectively involves getting your message heard by developing verbal, visual, and multimedia materials. Gone are the days when a presentation could consist of nothing but bullet points. Using sound, images, and video in your presentations and collaborative projects helps your message break through. In this section, you learn to avoid creating bland text-only messages by watching three videos about organizing information, effectively using visuals in presentations, and the ethics of using visuals. In addition, viewing a presentation, completing a simulation, and creating a multimedia presentation with a partner solidify your ability to develop verbal, visual, and multimedia materials collaboratively.

Content	Description	Notes
Reading 7.1	Bovée, C.L., & Thill, J.V. (2012). <i>Business communication today</i> (11 <sup>th</sup> ed., pp. 468-518). Upper Saddle River, NJ: Prentice Hall.	Read these chapters for an overview of how to develop oral and online presentations and how to enhance them with visual and multimedia materials. As you read, you learn about the types of visuals commonly used in business presentations and decisions involved in choosing color, artwork, and typefaces for effective materials.
Multimedia 7.1	Effective Presentations and Enhancing Communication with Visuals	Watch the first video to learn tips for organizing presentation information, conveying main ideas, and giving effective presentations in a business context. Watch the second video for information on one company's ideas on how to use effective use of visuals in presentations. The goal is to create an emotional connection with the

		<p>audience through the use of visuals. It is vitally important to keep visuals simple. Font selection also has a subtle impact on the nature of your presentation and should be kept consistent through all of your materials.</p> <p>Watch the third video to learn some practical ways in which an actual business uses visuals for education. In addition, the video discusses ethics surrounding the use of visuals.</p>
Presentation 7.1	<i>Business Communication Today</i> , Chapter 16 and Chapter 17 Slide Presentations	Review these presentations for more information on developing a presentation, incorporating technology, and using effective visuals.
Discussion 7.1	Appealing Visual Design	Participate in this discussion topic in order to better understand how people react to design in the real world.
Exercise 7.1	Simulation: Developing Oral and Online Presentations	Complete this simulation in which you'll prepare a visual presentation with step-by-step guidance.
Assignment 7.1	Multimedia Collaborative Slide Presentation	Complete this assignment in order to demonstrate your understanding of how to develop verbal, visual, and multimedia presentations. In addition, working with a partner or small group will give you valuable practice collaborating.

**Learning Outcome 8: Designing Documents**

**Learning Outcome:** Design documents for easy reading and navigation.

In this information age, it is easy to feel as if we are being bombarded with too much data. Part of communicating effectively involves getting your message heard by following design principles such as balance, restraint, and detail. Using white space, margins, varied sentence lengths, lists, headings, and consistency in your documents helps your message-receivers. Think about how you feel when you turn a magazine page or open a report and see nothing but solid text—

it's intimidating and unwelcoming. In this section, you learn to avoid creating unwieldy and unwelcome communication by viewing a presentation about completing business messages, completing a simulation in which you communicate to new employees about a training program, and redesigning an existing document.

Content	Description	Notes
Reading 8.1	Bové, C.L., & Thill, J.V. (2012). <i>Business communication today</i> (11 <sup>th</sup> ed., pp. 144-172). Upper Saddle River, NJ: Prentice Hall.	Read this chapter for an overview of revising documents, improving clarity, and using the four principles of effective design.
Presentation 8.1	<i>Business Communication Today</i> , Chapter 6 Slide Presentations	Review this slide presentation for more information about completing business messages through effective revision, distribution, and design.
Exercise 8.1	Simulation: Communication Process	Complete this simulation exercise to gain experience communicating a training program to new employees.
Assignment 8.1	Design a Document	Complete this assignment in order to demonstrate your understanding of howto design documents for easy reading and navigation.

### Formatting and Citations

All written work must be formatted as follows: 12 point font, double-spaced, and 1" margins with APA citations, as appropriate.

### Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

### Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented. To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

### Posttest

The Posttest for this English course assesses your knowledge of Writing for Diverse Audiences, Strategies for Effective Communication, Addressing Multiple Audiences, Ethical Communication Responsibilities, Business-related Writing Context, Library Research, Multimedia Materials, and Designing Documents.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.

Print this page

### English: Competency 3

**Course Objective:** Students in the BAS-Organizational leadership program will be able to read, reflect, evaluate, and respond critically to a wide range of print and non-print texts (including literature, non-fiction, and academic discourse) to build an understanding of texts, themselves, and the cultures of the United States and the world.

In this course, you learn to apply a number of approaches to writing and critical reading to compose essays for a variety of audiences. You also study the techniques and mechanics necessary to master these modes of writing and to use them in everyday writing contexts.

Content	Description	Notes
Syllabus	<p>For the first learning outcome on Standard American Edited English, you complete two readings, view a video, view a presentation, complete a practice exercise, participate in a discussion, and write an essay.</p> <p>For the second learning outcome on Synthesis of Multiple Texts, complete one reading, view two videos, view a presentation, participate in a discussion, and write an essay.</p> <p>For the third learning outcome on Elements of Analysis, complete one reading, view an animation, view a presentation, complete two practice exercises, participate in a discussion, and write an essay.</p> <p>For the fourth learning outcome on Organization Strategies, complete one reading, view an animation, view two presentations, complete two practice exercises, and write an essay.</p>	<p>You have maximum responsibility for your learning and involvement in the course.</p> <p>It is important that you review the syllabus and keep up with the course materials and deadlines.</p>

### Pretest

The Pretest for this English course assesses your knowledge of standard American edited English, synthesis of multiple texts, elements of analysis, and organization strategies.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

### Learning Outcome 1: Standard American Edited English

**Learning Outcome:** Apply knowledge of standard American edited English in written communication.

By learning to write response/analysis essays during this learning outcome, you acquire tools to plan and craft essays. You concentrate on thesis and prewriting, which are techniques that help you begin your essay with a clear idea of its eventual scope and content. You also learn to read texts for content and respond to them appropriately.

Content	Description	Notes
Reading 1.1	Biays, J. S. & Wershoven, C. (2012). <i>Along these lines: writing paragraphs and essays</i> (6 <sup>th</sup> ed., pp. 2-37). Boston, MA: Pearson Education.  Faigley, L. (2012). <i>Writing: a guide for college and beyond</i> (3 <sup>rd</sup> ed., pp. 60-108). Upper Saddle River, NJ: Longman.	Narrowing the scope of a paper is the first and most important goal in well-communicated writing. Read this chapter from <i>Along These Lines: Writing Paragraphs and Essays</i> for an introduction to techniques that you use to plan your writing. Examine the steps to develop a thesis statement to guide your ideas. After forming a thesis, you need to expand on your ideas through analysis to effectively get your ideas across to your reader. In Chapter 6 of <i>Writing: A Guide for College and Beyond</i> , you learn how to turn these paragraphs into well executed reflection essays, which set you on the road to comprehensive analytical writing.
Multimedia 1.1	"Writing in Action: Writing to Analyze"	Analytical essays may take many forms, each with its own needs. However, at their base, these essays rely on your analytical eye. Watch this short video to learn how to write with well-developed

		analysis. This video helps you learn to overcome some of the hurdles involved in showing your mastery of a text, a report, or raw data.
Presentation 1.1	Chapter 10 Slide Presentation from Biays and Wershoven, <i>Along These Lines, Writing Paragraphs and Essays</i> , 6th Edition	A comprehensive thesis statement helps you narrow and refine your writing so you are clearly and effectively writing for your audience. Review this presentation to discover how to appropriately craft thesis statements and arguments.
Exercise 1.1	Reflection on the past. Faigley, L. (2012). <i>Writing: a guide for college and beyond</i> (3 <sup>rd</sup> ed., p. 108). Upper Saddle River, NJ: Longman.	Now that you know how to effectively analyze and think critically on a given subject, you can apply these techniques to personal experience. During this exercise, you practice those prewriting techniques you've learned by writing a personal reflection, which will help to expand and practice your analytical writing.
Discussion 1.1	How Much Detail Is Enough?	Use this discussion, and your classmates' ideas, to critically evaluate the amount of detail you use in your paragraphs. How do you determine the style and language to use for your particular audience? How do you establish the needs of a particular piece of writing?
Assignment 1.1	Reflection paper utilizing the process from Faigley, L. (2012). <i>Writing: a guide for college and beyond</i> (3 <sup>rd</sup> ed., p. 92). Upper Saddle River, NJ: Longman.	Complete this assignment to demonstrate your understanding and mastery of pre-writing and paragraph development. In 3-5 pages, you should establish your ability to communicate a personal experience in succinct, well-developed writing.

## Learning Outcome 2: Synthesis of Multiple Texts

**Learning Outcome:** Demonstrate a synthesis of multiple texts to produce a written argument.

To accurately write and respond to reading, you need to touch on and make logical connections between texts. In this learning outcome, you concentrate on formulating an argument based on textual evidence—tying together sources and ideas to construct an argument. Here, you look at strategies to read and respond to sources and apply these strategies in your writing. Further, you learn how to apply these strategies in making logical connections between works and ideas.

Content	Description	Notes
Reading 2.1	Biays, J. S. & Wershoven, C. (2012). <i>Along these lines: writing paragraphs and essays</i> (6 <sup>th</sup> ed., pp. 358-382). Boston, MA: Pearson Education.	Being a critical reader of good writing is the first step in becoming a great writer. Read Chapter 14, "Using Research to Strengthen Essays," to improve your critical reading skills. Your ability to critically assess material and make sense of it in your analysis is the basis of any comprehensive piece of writing, whether a response to literature or a year-end business report.
Multimedia 2.1	"Writing in Action: Integrating Quotations" and "Evaluating Sources"	Watch these two videos to learn how to blend texts into more effective informative and descriptive paragraphs. By finding connections between materials, you provide a clearer picture in your writing, bringing together a number of points of view and varied pieces of information.
Presentation 2.1	Chapter 10 Slide Presentation from Arlov, <i>Wordsmith: A Guide to College Writing</i> , 5th Edition	Finding connections between outside sources is a first step in crafting thesis statements for analytical and research essays. Review this presentation to examine how to integrate sources by finding connections between them. By learning to find these connections between different written sources, you are able to craft broader and more complex thesis statements, and expand your written work.
Reading 2.2	Biays, J. S. & Wershoven, C. (2012). <i>Along these lines: writing paragraphs and essays</i> (6 <sup>th</sup> ed., pp. 133-162). Boston, MA: Pearson Education.	In Chapter 6, "Comparison and Contrast," you learn how to compare and contrast works by concentrating on specific details. In this reading you learn strategies to make logical connections between different authors' ideas and to organize an essay that adequately shows these connections.
Discussion 2.1	Using Your Resources to Strengthen Your Writing	How can you, as a writer, best demonstrate your thesis and show the connections between works? How can you use counterargument or potentially conflicting information to strengthen your thesis instead? Use this discussion to ascertain ways in

		which you, as a writer, can best demonstrate your thesis throughout an essay.
Assignment 2.1	Compare and contrast essay synthesizing two sources from Arlov: "After Twenty Years I Want to See My Abusive Dad For His Money" (page 576) and "Why Chinese Parents Are Different" (Page 584) Arlov, P. (2012). <i>Wordsmith: a guide to college writing</i> (5 <sup>th</sup> ed., pp. 576, 584). Upper Saddle River, NJ: Longman.	Finding connections between authors' writing is an important step in defining and adequately addressing common lines of thought. Leadership skills are borne on this process of making adequate analytical diagnoses and weaving texts together. In this assignment, write an essay that ties together two essays about parent-child relationships, "After Twenty Years I Want to See My Abusive Dad For His Money" by Tony Kelso and "Why Chinese Parents Are Different" by Amy Chua. You are expected to use critical thinking skills as well as the logical connection skills that you have learned throughout this learning outcome to help guide your writing.

### Learning Outcome 3: Elements of Analysis

**Learning Outcome:** Apply elements of analysis to literary and/or non-literary texts.

In this Learning Outcome you learn and master tools for writing response as well as compare and contrast essays applied specifically to literary texts. You build grammar skills in correct use of tense, which directly apply to clear and accurate writing, and you discuss the different sorts of textual comparison and contrast with your peers.

Content	Description	Notes
Reading 3.1	Faigley, L. (2012). <i>Writing: a guide for college and beyond</i> (3 <sup>rd</sup> ed., pp. 60-109). Upper Saddle River, NJ: Longman.	Read Chapter 6, "Reflections," in Faigley for instruction on how to write a well-developed response to another writer's essay. By learning to respond to another person's piece of writing you are building skills that helps you to communicate your thoughts and write critically concerning literary works.
Multimedia 3.1	Essay Development - Comparing and Contrasting	Compare and contrast essays seem simple enough, but to make a complex and properly narrowed thesis that weaves the works together, you need a range of strategies and techniques. Compare and contrast writing focuses the logical connections you learned to find in the previous learning

		outcome. Now, watch this short animation about how to write a compare and contrast paper. This animation helps you to learn the key tenets of these sorts of essays and effective organizational strategies for them.
Presentation 3.1	Chapter 22 Slide Presentation from Arlov, <i>Wordsmith: A Guide to College Writing</i> , 5th Edition	Review this presentation for a better idea of the key grammatical element of tense agreement. Particularly when writing about literature, being clear with your use of tense can make all the difference between adequately illuminating your subject and leaving it in obscurity. This presentation helps to demonstrate appropriate use and how to avoid potential pitfalls.
Exercise 3.1 Exercise 3.2	Recall exercises	Being able to assess texts through comparison and contrast is important in your development as a critical thinker and expands your ability to tie ideas together in a coherent, logical way. Use these short recall exercises to build mastery of compare and contrast techniques.
Discussion 3.1	Which Writing Strategy Should I Use?	Build on the ideas discussed in the reading by discussing which settings would be best to employ different writing techniques in. You and your classmates discuss the pros and cons of different writings for different audience contexts so you can learn which to select. In which situations would you use a simpler response essay? Where would you want to build larger comparison arguments? How do

		you identify which writing strategy best fits your audience?
Assignment 3.1	Analytical Reading Response Paper to short pieces from Faigley's Chapter 6, "Reflections"	Being able to build an argument about a specific text requires close reading for details that support your thesis. This is how you convince and guide your audience with authority. Read one of the assigned sources and write an analytically based response essay on it. This demonstrates your mastery of analyzing a text as well as showing your ability to read critically for details. This also demonstrates your ability to highlight key elements and use specific examples in developing your argument.

#### Learning Outcome 4: Organization Strategies

**Learning Outcome:** Apply effective organizational strategies for individual writing.

In this learning outcome, you learn organizational strategies for a range of writing styles. You use these skills to write an argument-based essay, tying together the approaches that are examined in textbook readings and presentations, using an evidence-based approach of synthesizing texts. These skills can be applied directly to proposals, presentations, and reports by giving you the ability to write convincingly in response to materials as varied as events, statistics, and correspondence. At the close of this learning outcome, you demonstrate your ability to weave together literary texts by looking at two short stories by Edgar Allen Poe and crafting an essay about the common themes in both stories.

Content	Description	Notes
Reading 4.1	Faigley, L. (2012). <i>Writing: a guide for college and beyond</i> (3 <sup>rd</sup> ed., pp. 398-457). Upper Saddle River, NJ: Longman.	This reading helps reinforce the types of writing you have learned about so far, while also showing you how to argue one specific position based on research materials or other pieces of evidence. In order to best support an argument— whether it be in a speech, a proposal, talking points, or legal defense—these skills will be formative to your success. Read "Position Arguments" in Faigley for an overview of how to synthesize texts to create meaningful and well-documented position-based argument essays.
Multimedia 4.1	Critical Thinking: Responding to Texts and Visuals	Watch this animation to learn about the role of critical thinking in crafting your essays. The issue of using many, often very different-on-the-surface-sources, can sometimes seem daunting. This animation helps clarify when and how to use these sources and how to

		accurately assess their content.
Presentation 4.1	Chapters 8 and 9 Slide Presentations from Arlov, <i>Wordsmith: A Guide to College Writing</i> , 5th Edition	A major goal in leadership, as in writing, is to know your audience and to limit the scope of your communication to appropriate style and content to grab their attention and accurately present information. Review these two presentations, "Chapter 8: Showing and Telling" and "Chapter 9: Limiting and Ordering," to learn how to best organize and write your essay with attention paid to important details and limiting the scope and audience of your work.
Exercise 4.1 Exercise 4.2 Exercise 4.3	Recall exercises	Use this short overview and two short recall activities to refresh and retain the characteristics of essay organization that help you formulate and construct well-patterned writing. By doing this exercise, you learn some of the best organizational strategies to craft your writing to get beyond basic essay designs.
Assignment 4.1	Analyzing and Connecting Literary Texts "The Black Cat" and "The Cask of Amontillado" by Edgar Allen Poe	In this assignment, you compose a 5-to 7-page essay that finds connections between the theme of "concealment" in "The Black Cat" and "The Cask of Amontillado" by Edgar Allen Poe. Here, you demonstrate evidence-based writing by tying together these two texts and using direct examples from the stories in your writing. You also show effective uses of evidence to persuade your reader and to argue a specific textually grounded thesis throughout your essay.

### Formatting and Citations

All written work must be formatted as follows: 12 point font, double-spaced, and 1" margins with APA citations, as appropriate.

### Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

### Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented. To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

### Posttest

The Posttest for this English course assesses your knowledge of standard American edited English, synthesis of multiple texts, elements of analysis, and organization strategies.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	

Click [here](#) to view crediting information for this course.

Print this page

#### English: Competency 4

**Course Objective:** Students in the BAS-Organization Leadership program will be able to demonstrate the ability to research and produce an argumentative project that incorporates problem-solving, critical-thinking, and analytical skills.

During this course, you will learn how to adequately research, cite, and compose for research projects. You learn the range of research, its importance, and the proper way to attribute credit to your sources.

Content	Description	Notes
Syllabus	<p>For the first learning outcome on Strategies in Writing Processes, you will complete two readings, watch three short animations, view an interactive slide presentation, complete an exercise, write an informative essay, and participate in a discussion.</p> <p>For the second learning outcome on Appropriate Writing Style, you will complete two readings, watch a video, view two interactive slide presentations, complete an exercise, participate in a discussion, and write a multi-pattern essay.</p> <p>For the third learning outcome on Standard American Edited English, you will complete two readings, watch a video, view an interactive slide presentation, complete two exercises, watch a short animation, and write a piece of correspondence.</p> <p>For the fourth learning outcome on Library Research Skills, you will complete two readings, watch a video, view an interactive slide presentation, complete an exercise, participate in a discussion, and write an essay.</p> <p>For the fifth learning outcome on Style Manuals for APA</p>	<p>You have maximum responsibility for your learning and involvement in the course.</p> <p>It is important that you review the syllabus and keep up with the course materials and deadlines.</p>

	and MLA, you will complete a reading, complete an APA exercise, view an interactive presentation, complete an APA and MLA exercise, and compile an annotated bibliography.	
--	--	--

**Pretest**

The Pretest for this English course assesses your knowledge of strategies in writing processes, appropriate writing style, standard American edited English, library research skills, and style manuals for APA and MLA. The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

**Learning Outcome 1: Strategies in Writing Processes**

**Learning Outcome:** Apply effective organizational strategies for both individual and collaborative writing processes.

In this learning outcome, you will learn and polish two major skills: descriptive and informative writing and their associated strategies. By employing these two techniques, you can guide your essay and begin to make proper selections of appropriate resources, writing styles, and other essay strategies. This learning outcome helps open up your writing to crafting paragraphs with greater detail and specificity. Finally, you will compose an essay that employs these two skills, showing your ability to guide a reader to an understanding of a specific topic.

Content	Description & URL/Click Path	Notes
Reading 1.1	Arlov, P. (2012). <i>Wordsmith: A guide to college writing</i> (5 <sup>th</sup> ed., pp. 117–156). Upper Saddle River, NJ: Longman. Faigley, L. (2012). <i>Writing: A guide for college and beyond</i> (3 <sup>rd</sup> ed., pp. 156–217). Upper Saddle River, NJ: Longman.	Effective language begins with your ability to show and inform your audience with variety and magnetic details. But how do you know what to narrate and what to describe? Chapter 8 in the Arlov text helps you learn strategies for when to deploy these two methods and explain their differences.  In Chapter 8 in the Faigley text, you learn how to inform your audience. What details are necessary to give your audience a thorough understanding of your topic? This chapter helps you craft well organized writing that informs while giving your audience examples of a number of types of informative writing that can follow.
Multimedia 1.1	Organizing for Importance	Now that you've learned how to compose illustrative writing and inform your reader, the question becomes: How can you effectively organize your writing along lines of importance? Readers want to be able to locate important details. In this section, through short animations, you will learn how to organize your writing into paragraphs to effectively show this hierarchy of information, importance and specificity and transmit it to your reader.
Presentation 1.1	Summarizing Your Topic	Informing your readers with well developed details is vital to your writing. Getting started and doing the basics—summary—can provide a

		be difficult. Review this presentation for instruction in adequately summarize the contents of your writing top
Exercise 1.1	Planning Review	This exercise on planning your writing helps you learn retain the ability to construct a meaningful and useful for writing. Answer these questions to strengthen your knowledge of planning you have learned so far in this outcome.
Assignment 1.1	Informative, Descriptive Essay	The way in which you choose and narrow details will a your writing's potential impact. In this assignment, you compose a three- to five-page essay that adequately c and informs your audience on a particular issue to pra selection and specialization. You demonstrate your abi target specific details with your writing in both style an content and work to both show and tell in informing yo audience.
Discussion 1.1	Relaying Information to Your Audience	How are you able to use writing to adequately inform y audience on your subject? How can you organize your relay specific details? What strategies can you think of might lead to more in-depth and contextually concentr writing?

## Learning Outcome 2: Appropriate Writing Style

**Learning Outcome:** Write in a style appropriate to audience and purpose.

In this learning outcome, you will learn the skills to write toward a specific audience and purpose, building toward the course goal of learning to research and composing an essay on a narrowed topic. The class materials help you identify your audience and organize your essay to communicate your writing purpose.

Content	Description & URL/Click Path	Notes
Reading 2.1	Faigley, L. (2012). <i>Writing: A guide for college and beyond</i> (3 <sup>rd</sup> ed., pp. 3–17). Upper Saddle River, NJ: Longman. Biays, J. S. & Wershoven, C. (2012). <i>Along these lines: Writing paragraphs and essay</i> (6 <sup>th</sup> ed., pp. 285–357). Boston, MA: Pearson Education.	Before you can compose any piece of directed writing, to understand methods for identifying your audience a determining their needs. Use: "Thinking as a Writer" b to begin to plan your writing. In Biays and Wershoven' chapters on "Different Essay Patterns," you learn differ of writing and the ways you may employ them to guide reader and find an appropriate approach for your writt content.
Multimedia 2.1	Narrowing the Topic	Narrowing your scope so that you are addressing a spe audience starts from the planning stage until your fina This video helps to showcase ways by which you can c your ideas and limit the borders of your writing.
Presentation 2.1	Academic Writing Skills	Academic and professional writing rely on conventions often not found in more informal writing that you may Learning the formalities of these types of writing facilit

		writing that reads smoothly and shows authority in your writing. These two presentations help you utilize rhetoric and style that is appropriate to the college level and beyond.
Exercise 2.1	Formulating Audience-Specific Writing	It is important to retain an understanding of how and why you write specific arguments so you can be specific in your writing. Complete this exercise to test your knowledge of these methods and to assess any gaps in your ability to formulate audience-specific arguments/persuasive communication.
Discussion 2.1	Academic vs. Personal Writing	Tackling the differences between academic/professional and personal writing can be hard to immediately grasp and integrate into your writing. With your classmates, answer the following questions: What are the differences in composition between these two ways of writing? How can you transition from informal, personal writing to academic writing? What academic writing style can you apply to this new process?
Assignment 2.1	Multi-Pattern Essay	Now that you've learned how to heighten the level of your writing and compose numerous styles of essays for a variety of audiences, practice writing a multi-pattern essay similar to the examples in Biays and Wershoven (pages 345–357). Your essay should be three to five pages, utilizing pre-writing and revision techniques to achieve coherence, clarity, and comprehensiveness in the writing.

### Learning Outcome 3: Standard American edited English

**Learning Outcome:** Apply knowledge of standard American edited English in written communication.

During this learning outcome, you will work on grammar and sentence structure to polish your writing and best communicate your ideas to your reader. You will use class exercises and presentations to build on these skills while also learning the best ways in which to communicate your ideas to readers through transitions and consistent writing style. In the assignment for this learning outcome, you will apply these skills by writing a focused, grammatically refined piece of correspondence.

Content	Description & URL/Click Path	Notes
Reading 3.1	Arlov, P. (2012). <i>Wordsmith: A guide to college writing</i> (5 <sup>th</sup> ed., pp. 380–401). Upper Saddle River, NJ: Longman. Biays, J. S. & Wershoven, C. (2012). <i>Along these lines: Writing paragraphs and essay</i> (6 <sup>th</sup> ed., pp. 268–284). Boston, MA: Pearson Education.	Writing from a consistent point of view can be complicated when attending to differences in speaker when there are multiple subjects being addressed at once. Use Arlov's chapter "The Subject-Verb Agreement, Reference and Point of View" to help offset this potential confusion.  The lessons you learn in this learning outcome focus on your grammar and other sentence skills, but how can you apply these lessons to work you've already written? This section of Chapter 11 of Biays and Wershoven helps you with skills to revise and proofread essays for consistency and correctness.
Multimedia 3.1	Semicolons, Colons, Dashes, and Parentheses	While basic sentence structure and punctuation may be

		learning how to use semicolons, dashes, colons, and parentheses may present a challenge. However, using these punctuation marks correctly and confidently gives your writing a stylistic sophistication. Watch this short video presentation on the use of punctuation marks to give a boost to your use of punctuation.
Presentation 3.1	Coordinating Conjunctions	Bringing sentences together and applying to show associations and connections between them is a way to show complex thought in written communication and comprehensive knowledge of how sentences are coordinated. Use this presentation to get a better understanding of how to increase the complexity of your writing. Use sentences to add detail and depth to your writing.
Exercise 3.1	Transitioning	Transitioning between paragraphs can present difficulty when you work to find connections between sometimes highly different subjects. Finding the correct transition to fit the ideas of your paragraphs helps to form coherent bonds between paragraphs. Use this exercise to help formulate the proper transitions for a variety of writing scenarios. For instruction in appropriate transition use, see the related overview.
Exercise 3.2	Using Transitions	Transitioning between sentences can present difficulty when you work to find connections between your ideas. Finding the correct transition to fit the ideas connecting your sentences helps to form them into coherent paragraphs. Use this exercise to help formulate the proper transitions between sentences in a paragraph.
Multimedia 3.2	Parallel Structure	Parallel structure, making sure a paragraph maintains consistency in construction throughout, is easy to overlook, but in order to effectively write complex sentences and paragraphs, you must master this skill. Use this animation to inform your ability to construct structurally consistent sentences.
Assignment 3.1	Effective Correspondence	Write a short piece of correspondence (two to three paragraphs) to a real (or imagined) local representative on an issue affecting your community. Concentrate on making effective and grammatically consistent use of language. In your letter, provide summary information and potential solutions to the identified problem.

#### Learning Outcome 4: Library Research Skills

**Learning Outcome:** Apply library research skills to acquire reputable sources.

In this learning outcome, you will learn techniques for finding information using library resources, including search techniques to narrow your findings and further evaluation techniques for finding clear and solid research materials. You will also learn how to read scholarly writing for information and how to apply this information in your writing. At the close of this learning outcome, you will create a presentation using library research, applying the skills you have learned so far, to inform your readers of your findings.

Content	Description & URL/Click Path	Notes
Reading 4.1	Arlov, P. (2012). <i>Wordsmith: A guide to college writing</i> (5 <sup>th</sup> ed., pp. 260–271). Upper Saddle River, NJ: Longman. Faigley, L. (2012). <i>Writing: A guide for college and beyond</i> (3 <sup>rd</sup> ed., pp. 560–565). Upper Saddle River, NJ: Longman.	Starting a research paper means identifying the steps to finding materials, identifying your research question, and beginning to outline your needs. Using Arlov's five-step process you learn to complete these preliminary steps to writing a research essay. In addition to Arlov's five-step process, Faigley's methods for planning and pre-writing your research essay for a different take on starting a project.
Multimedia 4.1	Evaluating the Quality of Research Sources	It is not unusual to misinterpret the quality or content of research sources while doing research, particularly in an ever-expanding information environment. This video presentation helps you correct some of the most common mistakes made in searching and evaluating resources.
Presentation 4.1	Writing a Research Paper	Review this presentation for instruction in the steps needed to write a research paper. Pay extra attention to the end of the presentation for a reminder on how to narrow your content and also how to find appropriate resources for writing.
Exercise 4.1	Finding Relevant Sources	Complete this exercise to train yourself in finding resources that help expand your writing and inform your reader. In this exercise, you learn to find well rounded audience- and topic-appropriate research sources.
Discussion 4.1	Evaluating Sources	Participate in this discussion to get a better idea of how to evaluate sources that adequately fulfill your research goals. This discussion helps give you a better idea of resources that are best applied to your writing needs.
Assignment 4.1	Expanding Informative Essays With Research	Now that you know how to find library resources, expand your informative essay from Learning Outcome 1 to give you a more informed knowledge of your topic by using resources you find on this subject. Here, you are building on an earlier assignment to lend it a greater depth and precision.

### Learning Outcome 5: Style Manuals for APA and MLA

**Learning Outcome:** Apply the conventions of style manuals for APA and MLA, including appropriate attribution techniques.

In this learning outcome, you will learn how to effectively cite and quote your research including the style manuals for both APA (often used in business, science, medicine, and more technical writing) and MLA (often used in humanities, arts, and social science related material) to correctly attribute the research you are using in your writing. Further, you will learn how to properly apply standards of citation to a range of materials including both print and nonprint sources. Finally, the goal of this reading outcome is to also teach you about the effective use of materials and how to avoid plagiarizing research materials.

Content	Description & URL/Click Path	Notes
Reading 5.1	Faigley, L. (2012). <i>Writing: A guide for college and beyond</i> (3 <sup>rd</sup> ed., pp. 604–657). Upper Saddle River, NJ: Longman.	Using correct citation and formatting style is not only important, it is imperative for any work you plan to publish or distribute. By correctly using a style guide and citation

		you give your readers a clear idea of where you get your information from and how to find the same information they choose to. Read these two chapters from Faigley and APA citation to get a clear idea of how and when to use these two style manuals.
Exercise 5.1	Mastering APA and MLA Citation	APA citation can be difficult to master, particularly as MLA is more commonly taught and somewhat more straightforward. Search online for tutorials on both APA Style and MLA Style to help with learning this mode of formatting and as a reference tool while you make both APA-formatted and MLA-formatted documents.
Presentation 5.1	Writing for Specific Disciplines	Learning to write for specific disciplines allows you to choose focused and subject-appropriate formatting and content. Formatting helps to guide the way you use your content and the strategies you select to write for a specific audience and purpose. Use this presentation to learn the basics of formatting style while also reviewing the nuances of discipline-centered writing.
Exercise 5.2	Citation Practice	Complete this exercise to practice citing a variety of materials with both APA and MLA style guides. By working with both guides, you become better acquainted with the needs and details, which differ strongly between the two.
Assignment 5.1	Compiling an Annotated Bibliography	In this assignment, you build an annotated bibliography that describes and evaluates the sources you used in Assignment 4.1. By writing a sample annotated bibliography, you use organizational and composition skills as well as employ correct citation methods.

### Formatting and Citations

All written work must be formatted as follows: 12 point font, double-spaced, and 1" margins with APA citations, as appropriate.

### Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

### Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented. To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

### Posttest

The Posttest for this English course assesses your knowledge of strategies in writing processes, appropriate writing style, standard American edited English, library research skills, and style manuals for APA and MLA. The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency.

If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

<b>Content</b>	<b>Description</b>	<b>Time</b>	<b>Value</b>	<b>Notes</b>
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	