Course Policies and Syllabus
GEB 3213 Business Writing 502Z/504Z

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Department Homepage: https://www.daytonastate.edu/sbs/
Faculty Web Page: https://daytonastate.edu/sbs/about_us.html

Course Description: This course emphasizes the basics of business writing while reviewing the various kinds of written business correspondence. Students are expected to integrate business decision-making and analytical thinking skills into the content. Students must be able to determine solutions to problem-based exercises. PR: ENC 1101 or equivalent; junior level status or permission of the chair is required. (This course number was formerly GEB 3212). FA, SP, SU.

Minimum Technical Requirements
Students enrolled in this course must be able to:
- Use all required features of Falcon Online such as Discussion Boards, News, and Assignments
- Send and receive attachments by e-mail
- Create and submit files using Microsoft Word processing or Excel spreadsheet programs
- Create, edit, and present using programs such as PowerPoint or Prezi

Student Learning Outcomes: Upon completion of this course, the student will be able to:
- Recognize and illustrate how business writing affects business outcomes.
- Draft workplace-appropriate documents in accordance with the Plain Language Movement
- Master the basic features of business writing genres including letters, reports, proposals, and memoranda
- Prepare and deliver effective media and technology based presentations.
- Write collaboratively in a team
- Select and/or create reader-centered information graphics and visually appealing page designs
- Demonstrate the strengths and weakness of communicating using different mediums (electronic, telephone, fax, letter)
- Integrate concepts from other BAS courses

Class Format: This is a fully online accelerated course with no required seat time. Please access the course through Falcon Online at http://www.daytonastate.edu/falcononline.

Required Textbook(s) and/or Materials:
Either can be purchased through the College Bookstore at [http://www.DaytonaStateShop.com](http://www.DaytonaStateShop.com).

**Equipment and Supplies:** You will need Internet access for this course as well as knowledge of PowerPoint, Word, Falcon Online, and LiveText. A flash drive or access to an internet storing site (Google Docs, Assignments, etc) is required.

**Classroom Policies**

**Disclaimer:** Teaching policies and regulations for this course are not open for discussion or negotiation. This syllabus has been constructed to be as complete as possible but is by no means a binding document. I reserve the right to alter policies, procedures, and the syllabus as needed. Please utilize the website regularly as any changes to the syllabus will be posted there.

**How to proceed through the course:** Following the course schedule at the end of the syllabus is essential. As you plan the term, keep in mind that when taking a typical 3 credit hour course, students should plan to spend at least 9 hours per week doing coursework and studying for that course regardless of the mode of delivery (online, hybrid, face-to-face).

**Handling of assignments:** This course is organized by weeks. Assignments for each week are due **Tuesdays at 11:59 pm** unless otherwise noted (dates are on the course schedule). As in all professional writing, the due date is the deadline for the completed, finished document.

**Communication:** Consider me your supervisor this semester and dialogue with me in an “upward” communication manner (see Chapter 1). Your writing to me should be formal and professional. In turn, I will give you the constructive feedback that a supervisor would to help you improve your writing throughout the term. I expect you to log in to Falcon Online and your college email regularly. I will send announcements and information using this feature. You can expect me to respond to emails and voice mails within 3 business days. You can expect me to grade your assignments within 2 weeks after they are submitted. Since this course is offered online, you must login to Falcon Online every 48 hours to check email, discussion posts, and Announcements. Be sure to post in the discussion boards as required on the course schedule.

**Interaction:** Your classmates are professional colleagues in the academic setting. I require that you treat one another respectfully. In an online environment, this means carefully considering how your language and tone will be understood by the reader. This class is a space for discussion of ideas and we will not always agree with one another. Even so, we must disagree respectfully.

**Attendance Policy:** In an online course your attendance is gauged by your active involvement in the course. You are required to login and complete your first assignment within 48 hours of the course start date for attendance verification purposes. Lack of timely participation may result in being dropped from the course. **Students who stop attending this class will be withdrawn from the class and receive a final grade of W1 (Withdrawn).** Attendance includes participating in online or face-to-face environments as required.

**Late Work/Make-up Work and Exams:** If you miss an assignment deadline, I will accept it up to one week late for no more than half credit (that means a 20-point assignment that is late—even by one
minute—and perfect can only receive 10 points). All late work must be submitted via email to meghan.griffin@daytonastate.edu. **I do not offer make up work or make up exams** except in the case of documented medical emergencies. As in the workplace, timeliness is an essential indicator of performance. Plan ahead, manage your schedule wisely, and submit early to avoid last-minute technology glitches. Timeliness is **essential** in professional communication.

**Assignment Types:**

- **Weekly Activities in Falcon Online:** Each week, you will have different types of assignments to complete: traditional homework that you draft and submit via the “assignments” folder, discussion board postings, and/or quizzes (specifics including due dates are listed on the Course Schedule). Each assignment in the course is designed to build upon (or prepare you for) the larger assignments due later in the term.

- **Extra Credit McGraw-Hill Composition 3.0 Adaptive Assignment:** McGraw-Hill provides an adaptive learning assignment, Composition 3.0, which allows you to test what you already know about the textbook’s content (Tune-In), provides you with the information that you need to learn more about (Focus), and allows you to practice what you’ve just learned (Practice). The software is adaptive, meaning each student could get different questions and learning material based on what you already know. Modules will cover topics like: (1) the Writing Process, (2) Grammar, (3) Punctuation, and (4) Style and Word Choice. The completion of this adaptive assignment will be worth 100 points, (your score will be converted into a percentage to earn 10% of the point value of this towards your Course Reflection Memo grade) in the course. For example, if you complete all modules and earn the full 100 points, you will earn 10% = 10 points which will be added to your Course Reflection Memo grade (which is worth 15% of your final score in the class). So, 10 points towards 15% of your final score CAN make a huge different in a borderline grade. Likewise, if you only finish 60% of the modules, you will earn 6 points towards the Course Reflection Memo. It is based on your participation and completion of the modules. You don’t get a right/wrong score (like a traditional quiz); rather, you will get all points as long as you complete the assignment.

Accessing Connect: Click on the “content” tab from course home page. Find and click into the “McGraw-Hill Connect” module. Then, click into the “MH Campus” link. You will see your textbook, and then click on “CONNECT.” You’ll log into Connect using your course access code (which came with your textbook), an e-mail (please use the same e-mail you use to access your Daytona State e-mail and courses), and a password. Once you enter the Connect page for the course, you will only see only one assignment option =Composition 3.0. I suggest you spend at least one hour EACH week in weeks one through four working through the assigned modules. It will likely take at least 5-6 hours to complete all sections, which are due in Week 5.

**Evaluation/Assessment Methods:** I will guide you in an active learning environment and you are expected to follow this guidance to influence other classmates in a positive manner. You will utilize all six of the following levels of learning:

1. **Knowledge** – recall and memorization
2. **Comprehension** – the ability to paraphrase and interpret information in your own words
3. **Application** – use knowledge in a new situation
4. **Analysis** – break down knowledge into parts and show interrelationships
5. **Synthesis** – bring together parts of knowledge to form a whole
6. Evaluation – make judgments based on given criteria
These six methods allow us to integrate real-world applications, life experience, and instructional materials into the course.

**Grading Policies**

Overall grades will be determined using the schema below:

<table>
<thead>
<tr>
<th>Grading Scale (%)</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>80-86.9</td>
<td>B</td>
</tr>
<tr>
<td>77-79.9</td>
<td>C+</td>
</tr>
<tr>
<td>70-76.9</td>
<td>C</td>
</tr>
<tr>
<td>67-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>60-66.9</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
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</tbody>
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Scores will not be rounded. Students must earn a grade of C or better in all BAS courses to meet program completion requirements. The final grade for Business English is a combination of reading responses, writing assignments, a final portfolio, a presentation, and participation. Each course component is weighted as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent of Final Grade</th>
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<tbody>
<tr>
<td>Basic Business Correspondence (Team)</td>
<td>20%</td>
</tr>
<tr>
<td>Resume and Cover Letter</td>
<td>15%</td>
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<tr>
<td>Reflection Memo / Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes and Discussions</td>
<td>35%</td>
</tr>
<tr>
<td>Writing for the Web Project</td>
<td>15%</td>
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<td>100%</td>
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</table>

**Grading Standards:**

- An “A” text is exceptional. This is the kind of document that might lead to a promotion in the workplace. It is professional and reflects the writer's careful consideration of audience and purpose. It contains all necessary information, is written in an appropriate and engaging style, is arranged in a logical manner, is memorable, and its delivery is visually appealing. It is free of mechanical errors.
- A text in the “B” range is strong. It would be considered acceptable in the workplace. It too is professional and reflects consideration of the rhetorical situation. It is above average in terms
style, arrangement, and delivery, but falls short of excellence in one or more category. It is free of mechanical errors.

- A text in the “C” range is competent. It would probably be returned for revision in the workplace. It is generally average in terms of the major criteria listed above. It has few mechanical errors.
- Low C or D work is weak. It would probably get the writer into a bad situation in the workplace. It falls below average in terms of one or more of the major criteria.
- F work fails in terms of one or more of these criteria. One or more of these texts would probably get a writer fired in the workplace.

**Grade communication:** Most major assignments will be submitted using the Assignments function. Likewise, grades will be posted electronically via the gradebook as soon as assignments are scored. It is your responsibility to keep track of your grades. Please let me know if you see a discrepancy.

**An incomplete grade** will NOT be given UNLESS the following criteria are met:
- A request in writing is submitted to the instructor prior to last three weeks of class,
- All assignments, term paper, and quizzes were completed at that point in time,
- The student has a grade C or higher at that point in time.

### Course Schedule

The following schedule is subject to revision:

<table>
<thead>
<tr>
<th>Week</th>
<th>Schedule and Assignments</th>
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| **Week 1** | • Read Chapters 1 and 2  
• Read Syllabus  
• Preview all assignment sheets  
• There is a fundamental difference between the type of writing you have done in the past (term papers, creative pieces) and professional writing. Business writing must be clear, correct, and brief. That means using simple, plain language. **Spend about 30 minutes reviewing the following sites**  
http://www.plainlanguage.gov/whatisPL/index.cfm  
http://www.plainlanguage.gov/examples/before_after/wordiness.cfm  
http://www.plainlanguage.gov/examples/award_winning/nogobbledygook.cfm  
Assignments due Monday 7/3 at 11:59 p.m:  
• **Discussion post 1:** introduce yourself in the “Student Introductions” board  
Assignments due Wednesday 7/5 at 11:59 p.m:  
• **Discussion post 2:** Positive and negative group experiences.  
• **Quiz on the syllabus:** Look under the “Quizzes” tab and take the “Syllabus / FAQ Quiz” which will help you learn answers to this course’s Frequently Asked Questions. You MUST read the whole syllabus before taking the quiz. 15 questions, 30 minutes allowed, 2 attempts (highest grade will be taken). |
| **Week 2** | • Read Chapters 3, 4, and 8.  
• Review the grammar rules provided in Appendix B from pages 659-677. You will |
be expected to understand the fundamentals of grammar and basic expectations of business writing. Three modules within the Composition 3.0 assignment, within the McGraw-Hill publisher website, focus on grammar, punctuation, and word usage.

- Optional Extra Credit: Composition 3.0 Adaptive Assignment: I suggest you spend at least one hour working through the assigned modules this week. It will likely take 4-5 hours to complete all sections, which are due in Week 5 if you want to receive extra credit.

### Assignments due Wednesday 7/12 at 11:59 p.m:

- Grammar Quiz: Review the Punctuation Review Worksheet and Punctuation PowerPoint under the “content” tab and then access the Quizzes tab for the Grammar Quiz.
- Discussion Post: Team Introductions: Teams will be posted in the News section. Draft an initial post to your team members providing: (1) your contact information, (2) what times you’re available to talk to classmates, and (3) your writing strengths. Next, review the Group Assignment Guidelines: Basic Business Correspondence in the content area of the course and begin communicating with your team about your plans for the assignment.

### Week 3

- Read chapters 5, 6 (p. 159-173), and Appendix A
- Continue working with your team on the Basic Business Correspondence Assignment
- Optional Extra Credit: Composition 3.0 Adaptive Assignment: I suggest you spend at least one hour working through the assigned modules this week. It will likely take 4-5 hours to complete all sections, which are due in Week 5 if you want to receive extra credit.

### Assignments due Wednesday 7/19 at 11:59 p.m:

- Business Correspondence Quiz: after reading Chapters 5 and 6 in our textbook, look at Appendix A to review sample documents describing the common features of business correspondence such as e-mail, memos, and letters. Review pages 671-677 regarding “frequently confused words.” Your quiz will come from the Chapter 5-6, word usage, and the sample documents. Look under the “Quizzes” tab and take the Business Correspondence Quiz.
| Week 4 | • Scan Chapters 9, 10, & 11 to understand expectations in drafting routine, good news, bad news, and persuasive messages before you finalize your group project.  
• Optional Extra Credit: Composition 3.0 Adaptive Assignment: I suggest you spend at least one hour working through the assigned modules this week. It will likely take 4-5 hours to complete all sections, which are due in Week 5 if you want to receive extra credit. |
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<tr>
<td><strong>Assignments due Wednesday 7/26 at 11:59 p.m.:</strong></td>
<td>• Basic Business Correspondence Assignment due via the Assignments tab. Be sure to list only the names of participating team members on the submission.</td>
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</table>
| Week 5 | 1. Read Chapters 12 & 13 and scan Chapter 14  
2. View sample resumes and cover letters  
3. Look ahead to week 6 and read Writing for the Web Assignment Sheet |
| **Assignments due Wednesday 8/2 at 11:59 p.m.:** | 1. a) Search online to find three Web sites that provide information to help build resumes and cover letters; (b) **post the three Web site addresses to the discussion board** (list all three sites in ONE posting per student) and a brief description of what that resume Web site contains so that other classmates can see what example sites you’ve found; (c) print and keep for your review at least one example resume and one cover letter for reference when you begin drafting your own.  
2. **Submit a Cover Letter** requesting an interview. This should be in response to an actual job posting or an actual job that you would like to obtain. If absolutely necessary, you can make up a job post but I prefer that you choose an existing post.  
3. **Submit a Resume** to accompany your cover letter. This is your chance to list your achievements and skills. Remember that resumes ought to be visually appealing, concise, and grammatically and factually correct. |
Week 6

- Read Chapters 15 & 17. Scan Chapters 16 & 18 to understand Research and Writing Proposals and Reports, Managing Data/Graphics, and Analyzing Information.
- Read the Blogging Factsheet handout, and the Writing for the Web pdf chapter.

Please make plans to attend the Lemmerand Speaker Series event featuring Elaine Larsen held at Daytona State College’s Hosseini Center Tuesday, 2/21 at 9:30am. I realize not all students are able to attend, but you don’t want to miss this engaging event featuring Larsen Motors Sports!

**Assignments due Monday 8/7 at 11:59 p.m.:**
- Complete and submit your Writing for the Web Assignment

**Assignment due Wednesday 8/9 at 11:59 p.m.:**

**Reflection Memo:** Rather than taking a final exam, you will draft a memo of reflection detailing what you’ve learned in the course and how you will use it in the workplace. This 400-500 word memo should include some reflection on your experience this semester, some insights about what you’ve learned about professional writing, and explain how you will implement what you’ve learned in the BAS program and in your workplace. This is your opportunity to show me some evidence of your learning throughout the term. I am grading based on (1) professional writing style (including correct grammar and usage), and (2) evidence that you have synthesized material covered in the course. This is an individual assignment and you may not work together.

**Class Withdrawal Process:** Students can withdraw from this class prior to the date listed in the Academic Calendar. It is not necessary to have approval from the instructor to withdraw from the course, but you should discuss the situation with the instructor prior to any action. Many times issues and concerns can be resolved with communication. Please review Refund/Repayment Policy in the current college catalog and also check with the Office of Financial Aid to determine how this withdrawal might affect your current and future aid eligibility.

**Student Policies**

**Student Rights & Responsibilities:** Students are responsible for reading and following all college policies outlined in the Student Handbook. Some of the most important are summarized below. The Handbook can be accessed at [http://www.daytonastate.edu/academics.html](http://www.daytonastate.edu/academics.html) under “Student Resources.”

**Academic Integrity:** In order to preserve academic excellence and integrity, the College expects you to know, understand, and comply with the Academic Integrity Policy, which prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. More information can be found here: [https://www.daytonastate.edu/academicintegrity/](https://www.daytonastate.edu/academicintegrity/). Grades conferred by instructors are intended to be, and must be, accurate and true reflections of the coursework actually produced and submitted by you. Cases of academic dishonesty will result in an assignment score of 0 without opportunity for resubmission. Cases of academic dishonesty will be reported to the Judicial Affairs Office for resolution.
Honor Pledge: I, as a member of the DSC community, pledge that I will neither give nor receive unauthorized aid in my work nor will I present another’s work as my own, nor will I tolerate anyone who does. For more information on academic integrity, view Honor Code.

Students with Disabilities: The Student Disability Services (SDS) Office provides tools and resources to students with documented disabilities. Students who self-disclose a documented disability and provide the required documentation to the SDS Office can receive confidential and reasonable accommodations to assist in their academic success. If you need accommodations, please contact the SDS Office at (386) 506-3238. To call Florida Relay dial 7-1-1, or the appropriate toll-free number: 1-800-955-8771 (TTY), 1-800-955-8770 (Voice). You can also find more information at http://www.daytonastate.edu/sds.

Veterans: If you are currently serving or have ever served in the U.S. Military, please feel free to visit the Veterans Center in the Lenholt Student Center (Bldg. 130, room 124) for any assistance or phone 386.506.3065. Please visit https://www.daytonastate.edu/admsvet/

The Division of Library and Academic Support provides the following unlimited services to students via tuition and fees at the time of registration.

Academic Support Center: The Academic Support Centers (ASC) assist students on every campus to achieve their potential by providing the resources they need to become successful, independent learners. For more information please go to http://www.daytonastate.edu/asc/ or email ASC@DaytonaState.edu.

Writing Center: For assistance with all stages of the writing process please visit the Writing Center (appointments recommended) www.daytonastate.edu/cwc

Library and Research Services: The Daytona State Library offers many types of resources to support your research materials and assistance. www.daytonastate.edu/library

Technical Support is available for FalconMail, printing, web usage, Faclon Online, and more. Students may call 386-506-4AID (4243) or e-mail FalconAid@Daytonastate.edu.

Safety on Campus: Check your FalconMail after you register for information on accessing and updating your free Daytona State College Rave Alert account. You can also visit https://www.getrave.com/login/daytonastate.