

Instructor:

Office Hours:

Class Meetings:

COURSE OBJECTIVES

GEB 5212 is a **writing course** using business topics. Therefore, you will be graded on your writing strategies, grammar, and formatting. Through this focus, you will learn the basic principles that make writing work, gain an overview of business communication principles, and learn persuasive techniques. You will also learn how to replace some bad writing habits with good ones. By the end of this course, you should be able to

- Write action-oriented documents
- Write more clearly and concisely
- Arrange your ideas persuasively
- Deploy approaches for handling different communication forms to a variety of audiences

All of these skills will help ensure your success as managers in the workplace.

TEXTBOOK AND COURSE WEBSITE

The Business Writer's Companion, (BWC) (7th edition). Gerald Alred, Charles Brusaw and Walter Oliu. Bedford/St. Martin's: 2014, ISBN: 978-1-4576-3299-0

Obtain your textbook quickly because you will begin using it the first week of the course.

The course website is located in the Canvas e-Learning system at <http://lss.at.ufl.edu>. You must access and participate in the activities online as well as in the classroom.

ADDITIONAL RESOURCES

UF Writing Studio in Tigert Hall: <http://writing.ufl.edu/writing-studio/hours-and-location>

Before submitting an assignment, I highly encourage students whose first language is other than English (and all students) to have a Writing Assistant at the Writing Studio review your papers. Plan your term, and make appointments several days, even weeks, in advance; appointments fill up quickly.

For issues with technical difficulties with the e-learning system, please contact the **UF Help Desk** at:

Email: Learning-support@ufl.edu	(352) 392-HELP - select option 2	https://lss.at.ufl.edu/help.shtml
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EMAIL ETIQUETTE

Consider email communication as practice for the style you will adopt in business settings. In other words, our communication should be formal in the beginning (*Dear Dr. Slivon*) and may become more informal as we continue our communication.

When you communicate with me:

- **Assure me you have read the syllabus** and were unable to find an answer to your question here
- Frontload your purpose (don't forget a concise, yet descriptive, subject line)
- Close with your name

NOTE: I will discuss drafts **in person** only, not via email. Bring specific questions; do not ask me to "look it over" for errors. Use email to arrange an appointment.

Preparation. You will be assigned specific readings in the textbook to complete and video lectures to watch prior to attending class. The videos are available on the Canvas course website homepage. The purpose of this material is to prepare you for the class activities, which are based on the textbook and video materials.

Application exercises. You will use the foundational knowledge to solve problems, participate in hands-on activities, discuss good and bad writing samples, etc. The purpose of applications is to give you a deeper understanding of the concepts while you practice writing.

GRADING POLICIES

Points

To pass this class, you must complete all required coursework.

Course Item	Points
Assignment 1: Email	50
Assignment 2: Persuasive Proposal Memo	100
Assignment 3: Bad News Letter	40
Discussion Boards (2 @ 20pts each)	40
Participation: Professionalism and Participation (10) Team Evaluation (10), Application Exercises (10)	30
Final Exam	40
TOTAL POINTS POSSIBLE	300

Writing Assignments. You must type all assignments in Microsoft **Word** (unless instructed otherwise) and upload your assignment to the course website assignment link by the deadline.

Rewrites. If your grade on any individual **assignment is below a B-**, you may **email me within three days of receiving your grade on Canvas to request** the option to rewrite your assignment for a potential ten percent increase in grade (remember to be persuasive and professional). You must resubmit your rewrite **within seven days** from receiving your grade.

Discussing Grades. If you would like to discuss your grade on an assignment, you must wait at least 24 hours after the grade is posted. You must read all my marginal comments on the document itself in Canvas by using the “view feedback” option in addition to reading the Rubric comments. **Do not email me about your grade**; rather, make an appointment with me, come to my office, and work respectfully and constructively on the material you would like help with.

Late Policy. Late assignments will be reduced by **one full letter grade** for each day late.

Discussion Posts. In the discussion posts, you will practice concise, thoughtful writing on a specific topic and reinforce the lessons you are learning. You will have the chance to share your experiences and to learn from your classmates. First, create your posts in Microsoft Word first, check for errors, then upload the document as an attachment to “Assignments” tab on Canvas. Next, copy and paste the content to the discussion board. I will grade your first submission (not re-submissions).

Correct any grammar, spelling, or punctuation errors before posting.

Each post is limited to **200 words**, so work on clarity and concision (no expletive constructions, nominalizations, or unnecessary passive voice). Practice all the writing, formatting, and design skills we have been learning in class. Remember, less is more! Posts have a 200-word maximum.

Team Evaluation. Students will evaluate the members of team. The Team Evaluation will ask you to consider the level and quality of their contributions to the in-class activities through applying, analyzing, evaluating, and creating.

Class Participation. Class participation is a valuable part of this course. You are permitted one absence (we do not have “excused” or “unexcused” absences) without penalty.

- Each absence after your first absence will reduce your participation grade, then final, grade by 15 points.
- If you miss more than the first 30 minutes of class, you will be counted as absent.
- Each tardy will reduce your participation grade (then, your final grade) by five points.
- Not having fully completed hard/paper copies of rough drafts in class will also reduce your participation grade (then, your final grade) up to ten points each time.

Please listen during Class 1 and see the Class 1 Material on Canvas under “Files” for more specifics about participation.

Drafts and Writing Workshops. You must bring complete hard (paper) copies of your drafted assignments to class and upload the full draft to Canvas by the start of class. Failure to do so can reduce your assignment grade up to ten points (each time). Each Writing Workshop you miss will also reduce your Participation grade by up to ten points.

Grading Scale. The number of points you earn will determine your course grade.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	S
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0
Percentage	100%- 93%	92.99%- 90%	89.99%- 87%	86.99%- 83%	82.99%- 80%	79.99%- 77%	76.99%- 73%	72.99%- 70%	69.99%- 67%	66.99%- 63%	62.99%- 60%	59.99%- 0%

Final Exam. A Final Exam at the end of the course will evaluate your knowledge of the concepts covered in the course textbook, online video lectures, in-class lectures, discussions and activities. The exam will be available online for 40 hours. You may use your notes, book, and lectures, but you may **NOT** use other people, including your classmates, friends, family, etc. You will have 90 minutes to complete the exam.

SOFTWARE POLICY

All faculty, staff, and students of the University must obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Students are expected to **bring laptops or tablets to each class** and use them only when instructed by the instructor. At all other times, please turn off your devices to avoid grade penalties.

ASSURANCE OF LEARNING

Each program at the Warrington College of Business Administration has developed goals and objectives that express the most valued skills and knowledge that students should be able to demonstrate upon completion of the total learning experiences in that program. The following goals and objectives are specifically mapped to **GEB 5212**.

Learning Goal 1: Program graduates will be effective communicators.

- 1A. Students will demonstrate the ability to write business documents clearly, concisely, grammatically correct, and with convincing analysis.
- 1C. Students will recognize and employ a variety of rhetorical styles, written and oral, appropriate to

the goal and audience.

Learning Goal 2: Program graduates will have qualitative thinking and reasoning capabilities.

2B. Critically evaluate evidence from qualitative sources; relate evidence to appropriate theoretical models; apply critical reasoning process to advance decision-making.

Learning Goal 4: Program graduates will have competency in and across business disciplines.

4B. Students will apply elemental elements of core business principles to construct and implement decision-making processes in the business environment.

UNIVERSITY POLICY ON CHEATING AND USE OF COPYRIGHTED MATERIALS

The academic community of students and faculty at the University of Florida strives to develop, sustain, and protect an environment of honesty, trust, and respect. Students should be sure that they understand the [UF Student Honor Code](#). Students are expected to pursue knowledge with integrity. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to act with integrity. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions in paragraph XI of the Student Conduct Code. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule6C1-4.017).

Cheating. “The improper taking or tendering of any information or material which shall be used to determine academic credit.” Taking of information includes copying graded assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. The tendering of information includes, but is not limited to, giving of your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

Plagiarism. “The attempt to represent the work of another as the product of one's own thought, whether the work is published or unpublished, or simply the work of a fellow student.” Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper that was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

Needless to say, plagiarizing the work of others is a sign of inadequate character and insecurity about one's writing ability. Bottom line: ***all work must be original.***

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

The classrooms should be accessible, but please let me know if you require any special accommodations. The official statement on ADA issues states: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.” Moreover, we will do everything we can to support your individual needs and concerns.

STUDENT COUNSELING AND MENTAL HEALTH

Campus resources are available for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

- [UF Counseling & Wellness Center](#) (CWC): (352) 392-1575 for documentation, stress and wellness, mental health screening, concerns about a classmate, self-help, sexual or physical abuse
- [Career Resource Center](#): First floor, Reitz Union, 392-1601, career development assistance