



TABOR SCHOOL OF BUSINESS

#BU250 ACCELERATED COURSE SYLLABUS Spring 2021 First 8 weeks

GENERAL COURSE INFORMATION

Course Title:	Written Business Communication
Course #-Section:	BU250-2 & BU250-P01
CRN:	30680 & 30681
Term:	Spring 2021 Accelerated First 8 weeks
Days/Time & Location:	Asynchronous online
Credit Hours:	3

Required materials for this course:

- (1) Emerge with Ruben by Rubin; ISBN: 8780000148866 (Rubin or bookstore purchase)

INSTRUCTOR INFORMATION

Instructor:	Carrie S Trimble., Ph.D. Associate Professor of Marketing
Office:	ADM-Scovill 310-D
Email/Twitter/IG:	ctrimble@millikin.edu @DrCarrieT
Office Hours:	10:00 a.m. – 12:00 p.m. TR (in office); 11:00 a.m. – 1:00 p.m. W (Zoom)

PURPOSE OF THE COURSE

MU Bulletin Course Description:

Students will prepare clear, concise, thorough, fact-based content and deliver it through the appropriate method and message for an intended audience. This includes preparing summaries and analysis of current events and typical business and employment situations. Methods include reports, letters, e-mail, and social media.

INCLUSIVITY & IDENTIFICATION

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom, you have the right to define your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you wish. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

At Millikin you have the right to define your own identity. You have the right to adjust those things at any point in your education. Students whose preferred names do not match their state issued identification may have their preferred name placed on their Millikin student identification card, their student email account, and diploma. Students must make these requests by contacting the Dean of Students Office at 217-424-6395.

Course Learning Goals, Outcomes & Objectives:

1. Students will present, in writing, the same data, information, a clear explanation (using appropriate visual evidence such as charts and graphs to a variety of stakeholders, such as the C-suite, peers, employees, customers, and external stakeholders.
2. Students will write under pressure and immediate time constraints.
3. Students will write a persuasive proposal for a project, business concept, or idea.
4. Students will use appropriate business language in their writing, including to audiences from a variety of country cultures.
5. Students will deliver goods news/bad news messages in a constructive way using appropriate channels.

For Tabor School of Business students, this course is required for the Tabor Core. It is also a required course for the Theatre Administration concentration, the Environmental Studies major, and the Sports and Recreation major. For Environmental Studies minors and the Data Science emphasis in the Mathematics major, it is an elective option.

Tabor School of Business Learning Goals **Students will become career-ready by:**

1. Applying business concepts to practical situations through such things as internships, projects, consulting, and competitions.
2. Demonstrating written and verbal communication appropriate for business professionals.
3. Gaining a global business perspective.
4. Developing the ability to build and work effectively in diverse teams.
5. Effectively applying quantitative reasoning to solve business problems.

LEARNING ENVIRONMENT

This course is a distance delivery course. It is an asynchronous, online course. Assignments will be due on Tuesdays, Thursdays, and Sundays.

Distance Delivery Components

Millikin University is committed to providing support for students using technology resources in pursuit of academic success. The Department of Information Technology resides in Shilling Hall and offers walk-in support. Please visit <<http://millikin.libguides.com/ed-tech>> for link, resources, and additional information that aid in the use of technology in distance/hybrid delivery and technology policies.

Online/Out-of-Class Engagement

Because this course is asynchronous and online, all of the course engagement is technically “out -of-class” engagement. Please expect to spend 5 hours a week on readings, video lectures, and assignments.

Accelerated Course Attendance Policy

According to the accelerated attendance policy, students who miss more than 25% of scheduled time will be instructed to withdraw from the course. Failure to officially withdraw from the course will result in a grade of F.

Each week of an accelerated course is the equivalent of 4 hours of scheduled time, whether the student is in a live classroom or working independently in an online, hybrid, or individual engagement mode. Therefore, any week of online/hybrid/individual engagement course work that a student does not log into the course Moodle site at least once will accrue 4 hours toward the total allowed missed hours.

This is an 8 week course. 25% of an 8 week course (3 credit hours) with 32 scheduled contact hours is 8 hours.

Landmark Events & Due Dates

Assignment	Due Date	Points
Writing for Yourself portfolio	1/26; 1/28; 2/2; 2/4; 2/9; 2/11; 3/18	175
Process slide deck	2/18	20
Timed writing assignments (3 @10 pts ea)	2/11; 3/2; 3/11	30
Advice e-mail	3/16	25
Infographics (Word Cloud, 5 pts; Data 20 pts)	2/23; 2/25	25
Status report	2/16	10
Video engagement (8 @5 pts ea)	1/31; 2/7; 2/14; 2/21; 2/28; 3/7; 3/14; 3/19	40
Blog project	2/23; 3/9	50
Executive summary	3/4	25
Total		400

See Course Schedule on pages 7 of the syllabus for details.

The Course Schedule is merely a guide. The professor reserves the right to alter course content, class assignments, activities, and/or dates as deemed necessary.

HOW LEARNING WILL BE ASSESSED

Grading Policy & Procedure

Every effort will be made to return graded assignments within a week of submission. Any questions regarding your grade or any periodic grade checks must be handled by appointment. Periodic grade checks will be distributed via Moodle; you are welcome to check on your grade at any point in the semester.

Grading Scale & Methods

372-400 = A 348-359 = B+ 320-331 = B- 292-307 = C 240-279 = D
360-371 = A- 332-347 = B 308-319 = C+ 280-291 = C- 0-239 = F

Final accelerated course grades will be turned in 2 weeks after the final class period.

Missed Assessments

All assignments are due at 11:50 p.m. on the day assigned, unless otherwise noted. While pandemic makes for uncertain times, if something comes up that prevents you from turning in an assignment or taking an exam in a timely manner it is in your best interest to contact me immediately and convincingly.

Staley Library liaison

Matthew Olsen, Assistant Professor, Staley Library, molsen@millikin.edu , 420-6719

Millikin University Syllabus Student Guidelines for All Courses

TECHNICAL, CLASSROOM, AND COLLEGE POLICY INFORMATION

Millikin University Well-Being Guidelines

Millikin University and the Tabor School of Business are dedicated to creating an equitable and inclusive learning environment for all students. Furthermore, Millikin is committed to creating a campus culture of respect that is free from discrimination and sexual misconduct of all formats.

Details about Millikin's federal compliance, disability accommodations policy, policy on gender expression and identity, and commitment to student well-being can be found here for your reference: <https://millikin.edu/employment/acts-compliances>.

University Commitment to Student Success

Millikin University is committed to the success of all students. As such, the University provides a variety of services devoted to academic support of both undergraduate and graduate students, although some service provision may vary by degree level. The Center for Academic and Professional Performance serves as the hub for these services. Services include, but are not limited to, the following:

- Tutoring
- Supplemental Instruction
- Study Skill Assistance
- One on One Advising
- Major Change Assistance
- Development of Personalized Academic Growth and Success Plans
- Support of Exploratory Studies majors
- Support for students on Academic Probation or Progress Warning
- Accommodations for Students with special learning needs
- Online Resource Library

In addition to the Center for Academic and Professional Performance, the University Writing and Math Centers offer students intensive support in these subject areas.

Irresponsible behavior:

Irresponsible behavior includes academic integrity violations like cheating and plagiarism as well as disruptive behavior like creating a hostile environment for your instructor and classmates. This behavior will not be tolerated by your instructor or the University. I strongly suggest that you do your own work, do it honestly and play nice. Additionally, cellular phones and iPods (or any other digital audio player) are a distraction in the classroom. For the sake of your classmates, turn them off, put them away, and leave them alone during class. Use of any such device, without explicit consent of the instructor, during an exam or in-class assignment will be considered a violation of the academic integrity standards.

Academic integrity violations and disruptive behavior undermine the values of Millikin University as well as the educational endeavor. Dishonesty and theft of any kind are not to be tolerated, but the act of cheating in academic work is detrimental to the educational process and ultimately cheats both the student involved and the entire community of scholars. All instances of academic dishonesty will be reported.

Disruptive Behavior Policy

Students who exhibit behaviors that are considered to obstruct or disrupt the course goals or learning environment are subject to student conduct action per the University Standards of Conduct. Behaviors that are considered disruptive include, but are not limited to: tardiness, sleeping, inappropriate use of mobile or electronic devices, use of language that is offensive or discriminatory, excessive interruption, and/or repeated violation of faculty or classroom expectations which are stated in the course syllabus. Students who exhibit such behavior may be dismissed from the class and referred to Student Development.

Academic Integrity Standards

The intellectual and moral integrity of an academic community depends upon an uncompromising commitment to honesty which guides the actions of all its members. Any disregard for this threatens the

unrestricted and honest exchange of knowledge. The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Violations of academic integrity include, but are not limited to:

- Cheating
- Collusion
- Electronic Dishonesty
- Grade Falsification
- Plagiarism

Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses and shall have the authority to decide whether the student(s) has violated the Academic Integrity Policy. If it is determined that the violation occurred, the faculty member will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

Consequences to an academic integrity violation include, but are not limited to:

- A letter in the student's academic file
- Failure on assignment(s)
- Failure in the course
- Issuance of an XF for the course
- Conduct hearing with Student Development

If a student received an XF, this remains as a permanent grade and cannot be removed from the official transcript. Some programs and majors have more explicit ethical standards, which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University. The complete policy may be found at <https://www.millikin.edu/student-development/student-handbook>.

Dropping a Course and the University Withdrawal Policy

There is an add/drop deadline for each academic term. During the allowed period, students may elect to add or drop courses by completing the proper form and requesting signature from the instructor or department chair as required. (Forms are available in Registrar's Office.) Faculty members reserve the right to permit dropping or adding courses after the set deadline. Courses dropped during the appropriate period result in a W on the student transcript. Courses dropped after this period will result in the earned grade at the time of drop.

Students who leave the University during or at the end of the semester must report to the Registrar's Office to complete the necessary procedures and forms. Students who withdraw from the University may be eligible to receive a refund of charges assessed by the University in accordance with the refund schedules (undergraduate traditional, accelerated, or graduate) posted in the Academic Bulletin. Students may also be involuntarily withdrawn if they engage or threaten to engage in behavior which poses a danger of causing physical harm to self or others. The Involuntary Withdrawal Policy may be found in the Student Handbook.

Course Evaluations

Millikin University utilizes online course evaluations which are available beginning in the last week of each course term. Students may log into their MyMillikin portal to complete course evaluations. Evaluations are considered an important part of the teaching and students should feel comfortable giving thoughtful, honest feedback.

Coronavirus Guidelines and Attendance Policy

Students or faculty that are ill should NOT attend or hold face-to-face classes or meetings. If you experience any combination of the following symptoms, you should contact your primary care provider or the DMH Health Clinic at 217-424-6360.

- Fever or chills
- Nausea or vomiting
- Muscle or body aches
- New loss of taste or smell
- Congestion or runny nose
- Shortness of breath or difficulty breathing
- Cough
- Fatigue
- Headache
- Sore throat
- Diarrhea

People with COVID-19 have had a wide range of symptoms reported, ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19. You should explain your symptoms to your primary care provider or the DMH Health Clinic so they can determine whether you should be tested for COVID-19, and how long you should self-quarantine. You are not required to show documentation that you have seen a healthcare professional. Faculty who hold face-to-face class who are symptomatically ill or under quarantine should be reported to their academic chair or dean.

You will not be penalized for missing a face-to-face class due to symptomatic illness or under quarantine, but are still required to complete assigned work. You may be assigned additional work to engage in course material missed during class. You should take note of the Academic Dishonesty policy in this syllabus as it relates to lying to or misleading faculty as it relates to course engagement and attendance.

For Students Who Need to Attend Remotely

If you have an underlying health condition or have increased risk factors, you may choose to engage in this class remotely without meeting face-to-face. Alternative activities will be required to measure your engagement in the course. To elect this option, contact the instructor for more details.

Classroom Health and Safety

It is the shared responsibility of everyone in this course to maintain health and safety guidelines to reduce the risk of spreading COVID-19 and other illnesses. To that end, you have the responsibility to not only adhere to the safety guidelines listed below, but also to hold your classmates and faculty accountable. With compassion, bring noncompliance to their attention and remind them that it is to everyone's benefit to follow the health and safety guidelines outlined. The instructor reserves the right to ask noncomplying students to leave the classroom at any time. You have the right and responsibility to report non-compliance of the instructor to their department chair, director, or dean.

- Students and faculty are required to wear a face mask, shield, or use an appropriate barrier at all times.
- Students and faculty are required to maintain 6 feet of social distance from one another at all times.
- Students and faculty will jointly clean and sanitize equipment, furniture, instructional and meeting spaces with supplies provided by the University. At the end of each class, you will be expected to wipe down surfaces and ensure that the area you used is free of any papers, wrappers, bottles, trash, etc.

If you have an underlying health condition or increased risk factors, you may wear additional personal protective equipment (PPE) beyond a mask. In doing so, you will not be discriminated against. It is possible, however, that assignments or projects may be modified to accommodate additional PPE.

Academic Dishonesty - Addendum to Existing Policy

Given the aforementioned leniency regarding attendance policies, the instructor is placing inherent trust in you to report missed class meetings accurately and truthfully. Misrepresenting your symptoms or quarantine status will be treated as an act of academic dishonesty as outlined in the university bulletin.

You are not allowed to share or reproduce any electronic content from this course. Doing so will result in a failing grade or an XF for egregious incidents. For example, sharing clips of video or audio to social media (even if it is very funny!) is prohibited and will result in an F for the course.

Course Calendar

Date	Topics	Reading & Assignments (abbreviation key at end of calendar)
Week 1—January 26 & 28	How to write an e-mail How to write a bio	<i>EM</i> B1 Ch2; Intro e-mail due 1/26 <i>EW</i> 66; Cracker Jack Marketing article; Rebekah Radice article; LinkedIn profile article; Bio due 1/28 VE1 due 1/31
Week 2—February 2 & 4	How to write a resume How to write a cover letter	<i>EW</i> 1-3; <i>GG</i> on resumes; <i>Workopolis</i> ; <i>EM</i> B1 Ch 10; Resume due 2/2 <i>GG</i> 551; <i>EM</i> B1 Ch9; Cover letter due 2/4 VE2 due 2/7
Week 3—February 9 & 11	How to write resignation & recommendation letters How to write a thank you note Timed writing	<i>EM</i> B1 Ch4; Evaluation language Letter of resignation due 2/9 Letter of recommendation due 2/9 <i>EM</i> B3 Ch6; Thank you note due 2/11 Timed writing 1 due 2/11 VE3 due 2/14
Week 4—February 16 & 18	How to write better in general Blog writing Agenda & Status report writing Social media writing	<i>EW</i> 5-8, 17 & 18; <i>EW</i> 60 & 73; <i>EM</i> B1 Ch1; <i>EM</i> B2 Ch6; <i>EM</i> B3 Ch8; Scalzi article; Slide deck due 2/18 VE4 due 2/21
Week 5—February 23 & 25	Interoffice communication Outreach e-mails Infographics	<i>EM</i> B2 Ch4; <i>EM</i> B2 Ch3; Blog project Part I due 2/23 Word cloud infographic due 2/23 <i>EW</i> 72 Data infographic due 2/25 VE5 due 2/28
Week 6—March 2 & 4	Timed writing General writing rules	Timed writing 2 due 3/2 <i>GG</i> 553; <i>GG</i> 556; <i>GG</i> 549; <i>GG</i> 563 Executive summary due 3/4 VE6 due 3/7
Week 7—March 9 & 11	General writing rules Timed writing	<i>WF</i> 1; <i>GG</i> Grammar Myths; <i>GG</i> Lessons from bad job applications; <i>GG</i> Writing responsibly Blog project Part II due 3/9 Status report due 3/11 Timed writing 3 due 3/11 VE7 due 3/14
Week 8—March 16 & 18	Writing for LinkedIn profiles	<i>EM</i> B2 Ch5 Advice e-mail due 3/16 LinkedIn profile due 3/18 VE8 due 3/19

EM--*Emerge with Rubin*

GG--Grammar Girl podcast

HIBW--High Income Business Writing podcast

EW--*Everybody Writes*

WF--Writing Fresh podcast

VE--Video engagement assignment