



**SUFFOLK**  
**UNIVERSITY**  
MADRID CAMPUS

## Madrid Campus Programs

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[www.suffolk.edu/madrid](http://www.suffolk.edu/madrid)

### **SBS 220 M1 – BUSINESS WRITING**

Fall 2017

#### **Instructor Information:**

**Instructor:** John Xerri

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**Phone:** 91-533-5935 Ext. 134

**Office:** Humanities and Social Sciences – top floor

**Office Hours:** Mondays, 19:15 - 20.15

#### **Course Information:**

**Meetings:** Mondays and Wednesdays, 17:45-19:15, Room 3

**Catalog Description:** The world is constantly changing and businesses as well as individual employees must adapt. In order to effectively leverage future communication technologies and media, you must be a critical reader and have strong foundational writing and editing skills. In this course, current business news will be read for its content and to understand the interplay of language and purpose. You will learn to write effectively for business by focusing on your audience, purpose, tone, and the design of various business documents and by revising and refining your writing.

**Prerequisites:** ENT 101 & WRI 102

**Credit Hours:** 3

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:

[https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111-Policy On Credits And Degrees.pdf](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111-Policy%20On%20Credits%20And%20Degrees.pdf)

#### **Textbook/Course Materials:**

*Business Communication: Developing Leaders for a Networked World*, Peter W. Cardon, McGraw-Hill Education, 2014.

*A Pocket Style Manual* (6th Ed.), Diana Hacker

You are required to attend class with a laptop or other device that will allow you to draft, send, receive and read e-mails and documents. You are expected to produce high-quality professional documents and presentations (informal and formal) that are appropriate for specific business situations. All communication should be professional in tone and proofread carefully and without last-minute edits by hand or involving white-out.

### **Course Goals and Learning Objectives:**

Communicating effectively is a core competency for success in your career. As an aspiring business professional, you will find more opportunities for job growth as you develop confidence in your critical reading, writing, editing, and presentation skills.

<b>Upon successful completion of this course, students will understand and appreciate:</b>	<b>Upon successful completion of this course, students will be able to:</b>	<b>How the student will be assessed on these learning outcomes</b>
<ul style="list-style-type: none"> <li>• The process for creating and delivering effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• identify different types of communications, match the communication to your purpose and audience, and produce professional documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Contribution</li> <li>• Writing Portfolio</li> <li>• Research Report</li> <li>• Writing assignments</li> </ul>
<ul style="list-style-type: none"> <li>• The significance of knowing your audience</li> </ul>	<ul style="list-style-type: none"> <li>• tailor appropriate communications</li> </ul>	<ul style="list-style-type: none"> <li>• Class Contribution</li> <li>• Writing Portfolio</li> <li>• Research Report</li> <li>• Writing assignments</li> </ul>
<ul style="list-style-type: none"> <li>• The art of a well-crafted communication</li> </ul>	<ul style="list-style-type: none"> <li>• identify well-written communications and master effective writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Class Contribution</li> <li>• Writing Portfolio</li> <li>• Research Report</li> <li>• Writing assignments</li> </ul>
<ul style="list-style-type: none"> <li>• The dynamic nature of communication</li> </ul>	<ul style="list-style-type: none"> <li>• recognize the changing nature of communication and leverage the most effective tools and language choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Contribution</li> <li>• Writing Portfolio</li> <li>• Research Report</li> <li>• Writing assignments</li> </ul>

### **Expectations and Professional Norms**

#### ***To Learn and To Contribute***

As part of the business curriculum, this writing course is designed to help you prepare for a smooth transition into whatever you choose to do with your life after school. Your job is to learn, constantly improve, and to contribute to your peers' learning. The course offers you a safe place to continue to develop your communication competency and habits important for future success.

#### ***Professionalism***

Professionalism is a way of being that conveys integrity, accountability, and excellence in everything you do. It goes above and beyond rules about cheating, completing assignments, and doing good work. It is about maximizing your potential as a person, as a job candidate, and as a colleague by doing your best, and improving your skills.

Expectations of students are the same ones employers, across all industries, professions, and cultures, have of their employees:

- reliability
- ability to produce timely, quality work
- resourcefulness
- ability to get things done
- attentiveness to (customer) requirements
- taking initiative
- working well with others
- productive work habits

- openness to learning
- policies and rules of the culture are followed

Class time is your opportunity to practice and develop your communication skills and professional habits. All communication – on paper or through voice or electronic means – is an opportunity for you to strengthen your skills.

Please respect each other, particularly when giving and receiving feedback on writing assignments. We shall seek to make this class open, respectful and engaged. Please come prepared to actively participate in each class session, and help to create an environment of respect for all religions, ideologies, ethnic groups and gender identities.

### **Learning Strategies**

Over the semester, you will be reading, writing and editing during class. To make the most out of your in-class learning opportunities, it is important you come prepared for class. To prepare for class, you will be asked to:

- Use Blackboard tools
- Take notes from assigned readings and presentations
- Participate in online discussion forums
- Share reflections

Blackboard will be our primary means of working together. Blackboard will be used to post or facilitate announcements, course materials, discussions, and assignments.

### **Communication**

This course is about communication and using the most appropriate tools. Discussion boards and email are two important options for communicating with your peers and instructor.

**Discussion boards** are a good way for posting questions among your peers and sharing your collective wisdom. By subscribing to discussion forums, you will be immediately notified of a question and/or answer to your question.

**Email** is a standard communication tool for all businesses. It is a great way to communicate when used properly. When using email in this course please follow these guidelines:

- Always include a subject line that begins with SBS220 and ends with an idea of why you are emailing. For example: SBS220 Assignment Question.
- Begin your message with the person's name.
- Use correct grammar and punctuation within the body of your message.
- Include your full name and contact information in your signature at the end of the email.
- Proofread your email before you send it to be sure it is complete, clear, and has the appropriate tone.
- Response time: In the business world, email responses are reasonably quick. However, for class emails, expect a response within 24 hours (60 hours over a weekend).
- It is polite to acknowledge a response, even if just a quick "thank you."

### **Assessment of Learning**

The process of writing is iterative and you will have opportunity to refine and revise your work as you strive for professionally produced documents and presentations, informal and formal, appropriate for specific business situations. Context, audience, and purpose; structure and organization; arguments supported by evidence; grammar and style; professional and disciplinary conventions are key factors in constructing effective communications.

#### ***Context, audience, and purpose***

- appropriate tone and style

### **Structure and organization**

- appropriate format for your audience (business standards / etiquette)
- logical and understandable flow of thought, use appropriate words, and relevant content
- congruency and consistency of message

### **Arguments supported by evidence**

- validation (and cross-validation) with cited source material including URLs referenced

### **Grammar and style**

- proper English
- authenticity (in your own style)

### **Professional and disciplinary conventions**

- (free of) text speak and acronyms
- (free of) typos and grammatical errors (proofread)

<b>ASSESSMENT OF LEARNING</b>	
<b>Class Contribution</b>	<b>30%</b>
✓ Attendance	
✓ Class Preparation	
✓ Word Usage Presentation (with a partner)	
✓ Peer Editing	
✓ Class Discussion (in class and online)	
<b>Final Project: Writing Portfolio</b>	<b>20%</b>
✓ Introductory section (Executive Summary)	
✓ 7 Writing Samples (4 required, 3 choices)	
✓ Annotation of Writing Samples	
✓ (audience, intent, outcome, learning)	
<b>Research Report and Presentation</b>	<b>20%</b>
Research (including at least one book reference)	
✓ Written Report or Article	
✓ Storyboard	
✓ Class Presentation	
<b>Reviews</b>	<b>10%</b>
✓ Book Review	
✓ Company Review	
<b>Final Writing Sample</b>	<b>10%</b>
<b>Assessments</b>	<b>10%</b>
✓ Peer Review	
✓ Self-Assessment/Reflections	
✓ Faculty Review	

### **Assignment Submissions**

Draft assignments: Bring two paper copies of draft assignments to class. Make sure your name is on your work. For typed drafts use 1" margins, double space, with your name in header. (Note: One page of text double-spaced, is approximately 250 words.)

Final work: Submit final work as Word documents through Blackboard. Name electronic files using this convention:

***SemesterYearCourse#SectionLetter(s)YourLastNameFirstName\_AssignmentName***  
F17SBS220M1\_SmithMary\_final

What do grades mean?	Indicators of effort showing results
<p style="text-align: center;">A (90+)</p> <p style="text-align: center;"><b>Exceptional</b> = unusually good; outstanding work</p> <p style="text-align: center;">Takes action for own learning. Asks “smart” questions. Asks for help. Experiments and step outside comfort zone to learn and practice new skills. Constantly improves and makes revisions integrating new knowledge and insight. Raises the bar holding self, and others, accountable for doing best work.</p>	
<p style="text-align: center;">B (80-89)</p> <p style="text-align: center;"><b>Exceeds expectations</b> = goes beyond what is required</p> <p style="text-align: center;">Makes connections. Makes improvements. Consistent quality of work. Shows initiative. Openness to learning.</p>	
<p style="text-align: center;">C (70-79)</p> <p style="text-align: center;"><b>Meets expectations</b> = requirements fulfilled or satisfied</p>	
<p style="text-align: center;">D (60-69)</p> <p style="text-align: center;"><b>Does not meet expectations</b> = requirements not satisfied little or no progress or engagement</p>	

**Course and Classroom Policies:**

Courtesy towards each other is expected. No food or drink (except water) should be brought into class. Please be on time to class; those arriving once teaching has begun will have it counted as half an absence. Students will remain in the classroom throughout the class meeting (except for emergencies).

The Madrid Campus requires regular attendance. Absences will affect your grade. All required assignments are to be submitted on time.

If a problem arises regarding attending a class session or delivering work on time, please speak to the instructor beforehand. Minor allowances can be made if enough advance notice has been given.

**Participation/Attendance Policy:**

The SUMC Student Handbook states the following:

*Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.*

*Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.*

*Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.*

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

**Disability Statement:**

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at [www.suffolk.edu/disability](http://www.suffolk.edu/disability) for information on accommodations.

**Student Resources:**

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 “Academic Policies and Services”. Section 5, “Living in Madrid”, contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

**Midterm Review:**

At midterm, around week 7, you will be given a midterm grade based on your progress to date and performance on assignments, quizzes and midterm exam. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what we believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or your instructor may contact you to suggest strategies for addressing these difficulties. You are strongly encouraged to visit your instructor during office hours to discuss how you can be successful in this class.

**Academic Misconduct:** [www.suffolk.edu/studenthandbook/19863.php](http://www.suffolk.edu/studenthandbook/19863.php)

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

**Academic Grievances Policy:**

[www.suffolk.edu/studenthandbook/67192.php](http://www.suffolk.edu/studenthandbook/67192.php)

**Course Schedule:**

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Week	Date	Topic	Come Prepared
1	06 /09	<b>Welcome</b> Introduction to Business Writing: Why should you care?	
2	11/09 13/09	<b>Goal 1: Creating &amp; Delivering Effective Communication</b>  Getting started: Is there a formula for constructing routine business messages?	BC Reading Notes: Chapter 5: Creating Effective Messages (pages 116-131) Chapter 8: Routine messages (pages 213-233) On-line Journal Reflection Writing Assignment
3	18/09 20/09	Developing impactful messages: How do you get started and the first draft done?	BC Reading Notes: Chapter 12: Research and Planning for Business reports (pages 342-371) Scheduled Usage and Topic presentations (with speaker introduction) Book selection Research topic selection Writing Workshop
4	25/09 27/09	Traditional and social media modes of communication: Does the medium affect the message?	BC Reading Notes: Chapter 7: Email and Social Media (pages 176-204) Scheduled Usage and Topic presentations (with speaker introduction) Writing Workshop
5	02/10 04/10	<b>Student Showcase: Delivering Effective Communication</b>	BC Reading Notes: Chapter 6: Improving Readability with Style and Design (pages 146-168) Chapter 10: Bad-News Messages (pages 270-295) On-line Journal Reflection Scheduled Usage and Topic presentations (with speaker introduction) Final Submissions: Portfolio Selection Debrief and Feedback
6	9/10 11/10	<b>Your Personal Professional Brand</b>  Why how you write influences your personal brand and how you are seen by others.	BC Reading Notes: Chapter 1: Establishing Credibility (pages 2-17) Chapter 7: Email and Social Media, Manage your on-line reputation (pages 197- 202)
7	16/10 18/10	<b>Goal 2: Understanding Your Audience</b>  Building the audience profile: How do you define your audience?	BC Reading Notes: Chapter 9: Persuasive Messages (pages 162-265) Writing Workshop

8	23/10 25/10	Communicating with diverse audiences: What do you need to know? Do words matter?  International English – non-native speakers need to understand you too.	BC Reading Notes: Chapter 4: Communicating Across Culture (pages 86-110) Scheduled Usage and Topic presentations (with speaker introduction) Writing Workshop
9	30/10	<b><i>Student Showcase: Understanding Your Audience</i></b>	On-line Journal Reflection Scheduled Usage and Topic presentations (with speaker introduction) Final Submission: Portfolio Selections Debrief and Feedback Writing Workshop
10	06/11 08/11	<b>Goal 3: Art of Well-Crafted Communication</b>  Writing for impact: What constitutes a well-written document?	Book Review Scheduled Usage and Topic presentations (with speaker introduction) Writing Workshop
11	13/11 15/11	Developing communication competency: How do you continuously improve?	Scheduled Usage and Topic presentations (with speaker introduction) Writing Workshop
12	20/11 22/11	<b><i>Student Showcase: Art of Well-Crafted Communication</i></b>	On-line Journal Reflection Scheduled Usage and Topic presentations (with speaker introduction) Final Submissions: Portfolio Selections Debrief and Feedback Writing Workshop
13	27/11 29/11	<b>Goal 4: Dynamic Nature of Communication</b>  Changing norms: How does context inform practice?	On-line Journal Reflection Scheduled Usage and Topic presentations (with speaker introduction) Writing Workshop
14	04/12 12/12	<b><i>Final Student Showcase: Portfolio Review</i></b> Debrief and Evaluations Final Writing Sample  <b>Evaluating Learning and Next Steps</b> What did you learn?	Evaluations  Final Submission: Portfolio  Final On-line Journal Reflection