



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal #	99
College:	Arts and Humanities	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	English	<input type="checkbox"/>	Graduate	Academic Year	07-08
Program:	Technical Communication	CIP # _____		(For Office Use Only)	
Type of Change	COURSE PROPOSALS			Course Designator	Number of Credits
Proposed:	New Course			Eng 272	4
Title Current:	_____				
Title Proposed:	Business Communication				
24-Char. Abbrev:	Business Communication				(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Introduction to business communication. Assignments include writing and presenting proposals, reports, and documentation typical to a business/industry setting. Emphasis on use of rhetorical analysis, software applications, collaboration, and usability testing to complete business communication tasks.

Rationale or Justification for change:

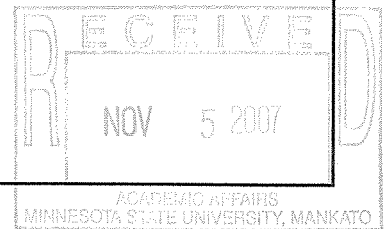
Since the elimination of the Bus Ed program, we have seen increased enrollment by business students in Technical Communication (Eng 271). Although those students are well served by that class, they may be even better served by a course that focuses on business communication, drawing assignments and examples from that specific genre. The course fits well with our online offerings, and our faculty are well qualified to teach the course; several are members of ABC or ASTD and have experience teaching business communication courses as part of their doctoral studies. Tech comm and business comm share a research literature. (Note that UMN, ISU, and St. Cloud all offer business communication and technical communication courses through one department.)

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course: (Please check one.) <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
N/A	_____	
N/A	_____	
N/A	_____	
? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.		
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes associated with each GE competency or CD designation. c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.		

*****For New Courses*****

(Check all that apply:)		Instructional Type:	Lecture/Lab	Course will be offered:
<input checked="" type="checkbox"/>	Course is an elective.	Grading Format:	<input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input checked="" type="checkbox"/> Fall Semester
<input type="checkbox"/>	Course is required for program			<input checked="" type="checkbox"/> Spring Semester
<input type="checkbox"/>	Pre- or Co-requisites:			<input type="checkbox"/> Summer Session
<input type="checkbox"/>	Other courses are being changed or eliminated. (Explain.) _____			
<input type="checkbox"/>	Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)			
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes. c. A list of resources required to offer and support this course. d. A description of how teaching this course will affect department staffing. e. If 400/500 level course, an explanation of added expectations of graduate students.				





Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

John Bauman 10/11/07
Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Kristi Amundson 10/31/07
Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

J. Starley 11-01-07
Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 12/10/07
UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Brenda Hanney 12/20/07
Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 12/20/07
Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Business Communication (Eng 272)

Instructor: TBA
Office: TBA
E-mail: TBA@mnsu.edu
Course Website:
Office Hours: TBA
Class Meetings: chat TBA

Course description

Business Communication (Eng 272) involves study of the theory, principles, and processes of effective written communication typically encountered in business and the professions. You will write letters and memos, short proposals, application letters and résumés, reports, presentations, and instructions. To do so, you will use and experiment with computer applications that you may be expected to use (or wish to introduce) in the workplace. You will produce a professional writing portfolio that you can later use in job interviews to demonstrate your skill as a communicator.

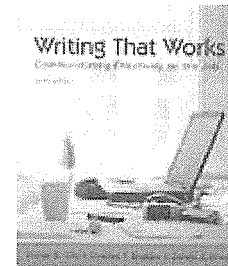
Textbooks and Materials

Oliu, Walter E., Charles T. Brusaw, and Gerald J. Alred. 2007. *Writing that works*. 9th ed. Boston: Bedford/St. Martin's.

New and used copies available from online bookstores or from campus bookstores

Griffin, Jack. 1998. *How to say it at work*. Prentice Hall.

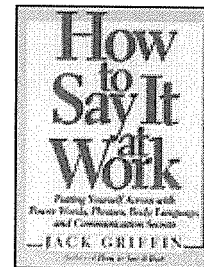
New and used copies available from online bookstores



Learning outcomes

By the end of the semester, you should be able to do the following:

- Understand and apply rhetorical principles to business communication.
- Understand and implement principles of effective document design in preparing business documents.
- Understand the influences of organizational settings in the composition of workplace communication.
- Understand the generic requirements of selected workplace documents.
- Participate in the collaborative planning and execution of a project.
- Understand the ways in which ethical issues influence professional communication in your academic and professional disciplines.



The readings, in-class activities, and homework assignments are designed to help you understand the following topics:

- Audience analysis
- Business communication genres (letters, memos, proposals, reports, etc.)
- Collaboration and teamwork

- Culture (organizational, national, international)
- Ethical and legal issues related to communication practices
- Integration of verbal and visual information
- Logic and organization of information
- Nature of profit, nonprofit, and government organizations
- Presentations, both formal and informal
- Rhetorical and discourse analysis
- Style and conventions (clarity, conciseness, courtesy, correctness, etc.)
- Techniques for revision and peer editing
- Visual communication and document design
- Website analysis

Policies and Procedures

Participation...

Attendance...

Graded Activities...

Grading...

Student Ethics

Plagiarism...

Discrimination...

Disability Accommodations

If you have a disability and require accommodations, please contact me early in the semester so that your learning needs may be appropriately met and/or contact the Disability Services Office at (507)-389-2825(V) or 1-800-627-3529(MRS/TTY).

Tentative Schedule of Readings

We will discuss readings in the week indicated.

This schedule is subject to change with notice from the instructor.

August 29, 2007: Introductions: to the course, to each other

WTW Ch. 1 Determining Your Audience and Purpose

WTW Ch. 2 Organizing Your Information

September 5, 2007: Writing Fundamentals

WTW Ch. 3 Writing the Draft

WTW Ch. 4 Revising the Draft

HTSAW Ch. 1 How Good Are You at Putting Yourself Across?

September 12, 2007: Document Design

WTW Ch. 7: Designing Effective Documents and Visuals

HTSAW Ch. 2 Building Your Basic Verbal and Nonverbal Communication

Supplemental readings TBA and video lecture

September 19, 2007: Workplace Communication Fundamentals

WTW Ch. 8 Principles of Business Communication

WTW Ch. 9 Writing Business Correspondence

HTSAW Ch. 9 Putting Yourself Across...When Handling Credit, Collection, and Customer Complaints

September 26, 2007: Job Applications

WTW Ch. 16 Finding the Right Job

HTSAW Ch. 3 Putting Yourself Across...to Get a Job

October 3, 2007: Job Applications

WTW Ch. 16 Finding the Right Job

HTSAW Ch. 4 Putting Yourself Across...to Supervisors

Supplemental Readings TBA

October 10, 2007: Class does not meet

October 17, 2007: Collaboration

WTW Ch. 5 Collaborative Writing

HTSAW Ch. 5 Putting Yourself Across ...to Colleagues

HTSAW Ch. 6 Putting Yourself Across ...to Subordinates

October 24, 2007: Research & Documentation

WTW Ch. 6 Researching Your Subject

HTSAW Ch. 8 Putting Yourself Across...to Current Clients and Customers

October 31, 2007: Instructions

WTW Ch. 12 Writing Instructions

November 7, 2007: Reports I

WTW Ch. 10 Informal Reports

November 14, 2007: Reports II

WTW Ch. 11 Formal Reports

HTSAW Ch. 11 Putting Yourself Across...to Lenders and Investors

November 21, 2007: Proposals

WTW Ch. 13 Writing Proposals

HTSAW Ch. 7 Putting Yourself Across...to Prospective Clients and Customers

November 28, 2007: Writing for the Web
WTW Ch. 15 Writing for the Web

December 5, 2007: Presentations, Meetings, and Catch-up
WTW Ch. 14 Giving Presentations and Conducting Meetings

December 14, 2007: Final exam

Business Communication (Eng 272)

Learning outcomes

Learning outcomes might vary somewhat by instructor (as is currently the case with Technical Communication (Eng 271). Typical outcomes might include the following:

Students completing the course with a satisfactory grade should be able to demonstrate their ability

- to analyze the contexts in which they communicate (the entire rhetorical situation as determined by audience, occasion, and intention) and to tailor the style and the structures of their documents to suit their occasions, audiences, and purposes
- to discover, efficiently generate, and effectively organize information through use of the typical genres of business documents
- to research and document information as appropriate to their profession and to their communication tasks
- to use appropriate hardware and software to produce reports, instructions, and proposals in print or electronic form. This means mastering basic techniques in working with operating systems, word-processing programs, paint or drawing programs, spreadsheets, and presentation software in order to solve business communication tasks
- to critique and edit their own and their classmates' documents
- to usability test (print or electronic) documents
- to effectively collaborate with other students to develop business documents and to solve communication problems

List of resources required to offer and support this course

At this point, no additional resources are required. Since the course is not required, we anticipate offering a single section of the course each semester, targeting 1) business majors who might otherwise take Technical Communication (Eng 271) and 2) 100% online learners or students from other MnSCU institutions seeking a(n online) business communication course .

Affect on department staffing

At this point, none. (We will offer one fewer sections of Technical Communication.)

Added expectations of graduate students

Not applicable.

Subject: FW: proposed course
From: "Banschbach, John" <john.banschbach@mnsu.edu>
Date: Wed, 10 Oct 2007 11:48:07 -0500
To: "Haas, Gretchen A" <gretchen.haas@mnsu.edu>

From: Banschbach, John
Sent: Wednesday, September 19, 2007 4:42 PM
To: Johnson, Scott D
Subject: proposed course

To: Scott Johnson
Dean, College of Business

From: John Banschbach
Chair, English Department

Subject: Proposal for a Course in Business Communications

The technical communications program in the English department is proposing the creation of a new course, English 272, Business Communications. Below are the details of the proposal. Please let me know about any problems or concerns that you have with this. And if there is a department chair who should be consulted about this, please let me know and I will contact him or her.

The English Department (technical communication track) is proposing a new course: Business Communication (Eng 272); in accordance with UCAP policy, we are requesting a letter of support from you given that several departments within the College of Business had previously required students to complete the Business Communication (Bus Ed 345). Please note that we do not assume that those departments will require their students to take the new business communication course.

Need and purpose

We intend to serve two primary audiences through offering Business Communication (Eng 272):

- Online learners, primarily from other MnSCU campuses but also participants in our Undergraduate Certificate in Technical Communication program, who are seeking a business communication course
- College of Business students who, in small but increasing numbers, have been registering for Technical Communication (Eng 271)

Our plan for the immediate future is to offer one section of Business Communication per semester as an online course.

Course content

Because business and technical communication share much of the same research literature and are

frequently taught by the same faculty, the course content for the two courses tends to overlap considerably. However, we believe that we can best serve students' needs by offering a distinct business communication course so that we can

- Select a text written specifically for business communication students
- Select document examples that exemplify successful documents within the genres of business communication—including, for example, business plans and business correspondence—that typically are not covered in a technical communication text or course.
- Create exercises and assignments that better prepare students for the types of writing tasks they will encounter in their upper-division courses and in the workplace.

Staffing

Many English or technical communication programs staff business communication courses; such is the case at the University of Minnesota, Iowa State University, and St. Cloud State University, to name three neighboring institutions. Two of our faculty (Dr. Kathleen Hurley and Dr. Lee Tesdell) and one of our adjuncts (Ms. Jennifer Veltsos, who has an MBA, an MA in technical communication, and is ABD in rhetoric and professional communication from ISU) have taught the business communication course at Iowa State University. Several of the faculty maintain membership in the Association for Business Communication (ABC); one (Dr. Roland Nord) is a member of ASTD. Note that all of our faculty are members of the Society for Technical Communication (STC) as well as various other professional organizations.

Subject: FW: course proposal
From: "Nord, Roland" <roland.nord@mnsu.edu>
Date: Thu, 20 Sep 2007 11:00:07 -0500
To: "Haas, Gretchen A" <gretchen.haas@mnsu.edu>

Gretchen,

I've printed a copy and placed it in your mailbox.

Roland

From: Banschbach, John
Sent: Thursday, September 20, 2007 8:07 AM
To: Nord, Roland
Subject: FW: course proposal

From: Miller, Michael A
Sent: Wednesday, September 19, 2007 7:46 PM
To: Banschbach, John
Subject: RE: course proposal

I support the proposal fully. No faculty review is necessary since these types of courses are no longer taught in the COE. Best, Mike

From: Banschbach, John
Sent: Wednesday, September 19, 2007 4:23 PM
To: Miller, Michael A
Subject: course proposal

To: Michael Miller
Dean, College of Education

From: John Banschbach
Chair, English Department

Subject: Proposal for a course in business communications

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FW: proposed course

Subject: FW: proposed course
From: "Banschbach, John" <john.banschbach@mnsu.edu>
Date: Mon, 15 Oct 2007 09:21:30 -0500
To: "Nord, Roland" <roland.nord@mnsu.edu>, "Haas, Gretchen A" <gretchen.haas@mnsu.edu>

From: Johnson, Scott D
Sent: Saturday, October 13, 2007 1:27 PM
To: Banschbach, John
Subject: RE: proposed course

John:

I took the liberty to forward your note to our department chairs. The feedback is clear that we would certainly welcome a Business Communications course. As you state, it would not be a requirement for business students, but we would certainly encourage them to take the course if they so desired. It is a vitally important topic. The Bus Ed 345 course was dropped not because it was not perceived as a good course. Rather it was ostensibly dropped with the strategic goal of transferring resources to other courses and other programs. Good luck with English 272.

Best wishes,

Scott

Scott D. Johnson, Ph.D.
Dean, College of Business
120 Morris Hall
Minnesota State University
Mankato, Minnesota, 56001
USA
507-389-5420 (Assistant)
507-389-5423 (Direct)
507-351-0872 (Mobile)
scott.johnson@mnsu.edu
www.cob.mnsu.edu

From: Banschbach, John
Sent: Wednesday, September 19, 2007 4:42 PM
To: Johnson, Scott D
Subject: proposed course

To: Scott Johnson
Dean, College of Business

From: John Banschbach
Chair, English Department

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English Department Meeting
9:00 a.m., September 26, 2007, AH 208
Minutes

Present: Arnold, Banschbach, Black, Bunkers, Casella, Drescher, Dyer, Flaherty, Griffin, Haas, Hurley, Johnston, Joseph, Larsson, Lybeck, Mink, Nord, O'Meara, Puttock, Robbins, Sewell, Sheffer, Stoyhoff, Terrill, and Tesdell.

1. **Approval of minutes** for September 5 and 27, 2007, was moved, seconded and approved.

2. Committee Reports:

Assessment & Program Review (Banschbach): The track self-studies will be due at the end of October. There will be meetings in November to complete the department's self-study.

Curriculum (Haas): Several proposals for changes in the technical communications curriculum were moved, seconded and approved. The title of English 680 was changed to Proposals. Four new courses were approved: English 272 Business Communications, English 480 Proposals, English 4/568 Document Design and Usability, and English 4/569 Project Management in Technical Communications. Program requirements were changed: English 272 can be used as an entrance requirement to the programs, and English 480, 4/568, 4/569, 674, and 680 can be used as electives.

Departmental, Student and Community Relations (Sewell): Sigma Tau Delta's first event of the year will be an evening of bowling on October 3rd. Everyone is invited; see Candace for information.

Personnel (Robbins): Heather Camp, the new director of composition, will join the department on February 29.

Professional Development & Research Activities (Sheffer): No report.

Scheduling: (O'Meara): The first draft of 2008-2009 teaching assignments will be available this week. Please check the assignments carefully to see that program needs are being met.

Technology (Flaherty): The department's equipment request list is almost ready. There has been no announcement yet about allocations.

Graduate (Stoyhoff):

- a) The Career Workshop will be held October 23rd, from 11-1 p.m. in CSU 284.
- b) Graduate student enrollments are now 3% higher than last year's.

1. **Other Topics:**

- Fall 2007 enrollment numbers indicate a gradual decline in several areas. There was discussion about ways to reverse the decline through changes in scheduling and through recruitment, and about the need to consider this in the department's self-study.
- Lee Tesdell's sabbatical application was voted on and approved by the department.
- Terry Flaherty's application for phased retirement was voted on and approved by the department.

Dates and Events:

October 11 Good Thunder: Robert David Clark, Gwen Hart, Thomas Maltman
October 12 Faculty Improvement Grant applications due

October 12 Faculty Research Grant applications due
October 19 Teaching Scholar Fellowship applications due
November 1 Andreas faculty research grant applications due
November 1 Good Thunder: Robert C. Wright Minnesota Writer Residency:
Luke Rolfes and Marie Myung-Ok Lee
November 7 Department meeting

Respectively submitted

Kate Voight

Administrative Assistant
English Department