University of Hawaii Maui College Course Outline and CAR - 5-year Review/Amnesty Form

This form includes only those questions required for the 5-year review/amnesty process. Those questions not need have been omitted from the form; each question retains the same number as on the Course Outline and CAR for new and modified courses.

Numbers 1 to 10 and 29 cannot be modified using this form or via the 5-year review/amnesty process. The information in numbers 1 to 10 and 29 must match the published UHMC catalog.

Author(s): Derek Snyder and Emma White	Received March 2004 Under Amnesty Program		
Department: English	SLOs Updated & Linked To Content		
Date submitted to Curriculum Committee: April 15, 201	COWIO Caid Day		
Course:	ORIGINAL		
1. Alpha: ENG 2. Number: 209 3. Title: Business & Managerial Writing 4. Credits: 3 5. Contact Hou	rs/Type: 3-Hour Lecture		
6. Course Description: Focuses on the skills needed for effective business and managerial written communication. Emphasizes informative, analytical, persuasive, evaluative, and collaborative writing. Gives practice in writing memos, business letters, directives and instructions, short reports, and formal research reports.			
7. Pre-requisites: ENG 100 with grade C or better, or co	onsent		
Pre-requisite may be waived by consent	yes no		
8. Co-requisites:			
9. Recommended Preparation:			
10. Cross-list:			
29. Function/Designation: Mark all that apply.			
AA* First Category LE - Elective Second Ca	tegory, if appropriate Category		

Fulfills Hawaii Emphasis (HI) Graduation Requirement

AS Any EN - English List Additional Programs and Category:

AAS Any EN - English List Additional Programs and Category:

BAS ABIT - Applied Business and Additional P	Information Technology rograms and Category:	Category	List
Developmental/Remedial	Other/Additional:	Explain: WI	

12. 5-year Review Date 2017

Many previous course outlines have SLOs and what are now called Competencies/Concepts/Issues/Skills combined in question number 6. In this form in number 15: SLOs are considered to be over arching "what the student will be able to do in the rest of life" type statements. In number 16: Competencies/Concepts/Issues/Skills are considered to be the more specific steps by which the SLOs are achieved.

- 15. Student Learning Outcomes (SLOs). List one to four inclusive SLOs. Use roman numerals (I., II., III.) to designate SLOs..
 On successful completion of this course, students will be able to:
 - I. Write and edit business documents including emails, memos, letters, and reports, and other business documents, ultimately producing clear, organized, concise readable correspondence written in a positive tone for a specific purpose and audience.
 - II. . Work both individually and collaboratively, discussing, analyzing, and solving real life business communication problems.

III.

IV.

16. Competencies/Concepts/Issues/Skills. Use lower case letters (a., b....zz) to designate competencies/concepts/issues/skills..

On successful completion of this course, students will be able to:

- a. write clear, organized business emails, memos, letters, and directives;
- b. write clear, organized research reports in forms appropriate to purpose and audience, using documentation when necessary;
- c. summarize, analyze, and evaluate business communication documents;
- d. demonstrate knowledge of the communication expectations and requirements of the business world;
- e. gather information from various sources, including electronic; use it to formulate, develop, and support ideas in business reports and oral presentations;
- f. work collaboratively on projects and presentations, both written and oral;
- g. revise, edit, and proofread business documents for correctness, clarity, and effectiveness.
- 17. Suggested Course Content and Approximate Time Spent on Each Topic Linked to #15. Student Learning Outcomes and #16: Competencies/Concepts/Issues/Skills

1-4 weeks: Discuss foundations of business communication

(I, II, c, d)

2-4 weeks: Plan, compose, and revise business emails, memos and letters

(I, II, a, c, d, g)

	1-4 we		Use indirect method; write bad news business messages (I, II, a, c, d, g)
A Principality	1-4 we		Write persuasive requests (I, II, a, c, d, g)
	1-4 we		Write resumes, personal statements, and application letters (I, II, a, c, d, g)
	1-4 we	eks:	Plan, organize, and write short reports (I, II, b, c, d, e, f, g)
	2-6 we	eks:	Plan, organize, and write formal reports and proposals (I, II, b, c, d, e, f, g)
	1-4 we	eks:	Present oral reports (I, II, c, d, e, f)
	Linked Compe Specif	d to #15 etencie ic cour	course Requirements and Evaluation 5. Student Learning Outcomes and #16: es/Concepts/Issues/Skills ese requirements are at the discretion of the instructor at the time the eng offered. Suggested requirements might include, but are not limited to:
	- 50-70%	6	Writing assignments, including portfolios (I, II, a, c, d, g)
	10-20%	/ ₆	In-class assignments (I, II, a, c, d, g)
- Address	20-40%	/o	Exams, projects and presentations (I, II, a, b, c, d, e, f, g)
	5-10%	4	Attendance and/or class participation (I, II, a, c, d, f, g)
	19. Colleg (mark all	-	academic student learner outcomes (CASLOs) this course supports: ply)
	☐ Qua ⊠ Info ⊠ Ora ⊠ Crit	antitativ ormatio al Comn	ommunications ve Reasoning on Retrieval and Technology munication easoning
	Inte Cor foll	ended S mmitte	supports one or more CASLO, then either complete the Assessment of Student Learning Outcomes Standards (CCOWIQ) Grid (see Curriculum e website for grid form and submit it with this form) OR in the box explain briefly how this course supports the particular CASLO or
	se	e attacl	hed Assessment of Intended Student Learning Outcomes Standards Grid
A PARTIE OF			ogram student learning outcomes (PLOs) for the main program of which part, list only those PLOs this course supports:
	PLO:		

PLO: PLO: PLO: PLO: PLO: PLO:
22. Method(s) of delivery appropriate for this course: <i>(mark all that apply)</i> ☑ Traditional ☑ HITS/Interactive TV ☑ Cable TV ☑ Online ☑ Hybrid ☐ Other, explain:
23. Text and Materials, Reference Materials, and Auxiliary Materials Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include:
Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Pearson Custom Business Resources
Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: The Writer's Reference by Diane Hacker (or another English handbook)
31. Course is: Not articulated.
*Submit Course Articulation Form if course is already articulated, or is appropriate for articulation, as a general education (100-, 200-level) course. Check Curriculum Committee website under UH Courses for articulation sites.
☐ Is presently articulated by PCC or other UH system agreement at: ☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO Explain:
☐ Is presently articulated to a specific department or institution:
☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO ☐ Outside UH system Explain:
☐ This course outline is standardized and/or the result of a community college or system-wide agreement. Name of the responsible committee/group:
33. Additional Information (add additional pages if needed): DL

Assessment of Intended Student Learning Outcomes Standards - CCOWIQs with Ratings for ENG 209

Key:

- 3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.
- 2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class
- 1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome
- 0 = No Emphasis: The student does not address this learner outcome

Write effectively to convey ideas that meet the needs of specific audiences and purposes. 2. Identify and analyze the audience and purpose for any intended communication 3. Choose language, style and organization appropriate to particular purposes and audiences 3. Choose language, style and organization appropriate to particular purposes and audiences 3. Choose language, style and organization appropriate to particular purposes and audiences 3. Choose language, style and organization appropriate to particular purposes and audiences 3. Choose language, style and organization appropriate to particular purposes and audiences 3. Choose language, style and organization appropriate to particular purposes and audiences 3. Elemonatria mastery of the conventions of writing, including grammar, spelling, and mechanics 3. Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics 3. Demonstrate proficiency in revision and editing 3. Demonstrate proficiency in revision and editing 3. Demonstrate proficiency in revision and editing 3. Develop a personal voice in written communication 2. Standard 2: Quantitative Reasoning 3. Chappy numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately 3. Communicate clearly and concisely the methods and results of quantitative problems and logically address seal-life situations. 4. Formulate and test hypotheses using numerical experimentation 5. Define quantitative issues and problems, gather relevant information, sunje technology when appropriate 4. Consesses the validity of statistical conclusions 5. Standard 3: Information effectively, ethically and responsibly 4. Lise print and electronic information reflectively, ethically and responsibly 5. Lise print and electronic information trends of the print of the p		ENIC 200
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./ Synthesize information from various sources, drawing appropriate conclusions.	5.7 Synthesize information from various sources, drawing appropriate conclusions.	3

5.8 Communicate clearly and concisely the methods and results of logical reasoning.	3
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	3
Standard 6: Creativity	
Able to express originality through a variety of forms.	
6.1 Generates responses to problems and challenges through intuition and non-linear thinking.	1
6.2 Explores diverse approaches to solving a problem or addressing a challenge.	1
6.3 Sustains engagement in activities without a preconceived purpose.	0
6.4 Demonstrates the ability to trust and follow one's instincts in the absence of external direction.	0
6.5 Applies creative principles to discover and express new ideas.	1
6.6 Builds upon or adapts the ideas of others to create novel expressions or new solutions.	1

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Touch S. Smy	5/4/11
Author	Date
Department Representative to Curriculum Committee	5 / 9 / (1 Date
S. 82	5/5/11
Department: Department Chair	Date
	6/29/11
Curriculum Chair on behalf of the committee and college	Date