



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/4/2009

1. ACADEMIC UNIT: Multimedia Writing & Technical Communication
2. COURSE PROPOSED: TWC 347 Written Communication for Managers* 3
3. CONTACT PERSON: Name: Barbara D'Angelo, Ph.D. Phone: 480-727-1160
Mail Code: 0180 E-Mail: bdangelo@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [X]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

*TWC347 Written Communication for Managers was previously listed as TWC447 Business Reports. Course modifications were approved in October 2007.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:
Is this a multisection course?: [] No [X] Yes; Is it governed by a common syllabus? Yes

Barry M. Maid, Ph.D.
Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 3/4/2009

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus, assignments
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	assignments (policy, proposal)
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	assignments (policy, proposal)
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p>			
C-4			

TWC347 Written Communication for Managers
(previously TWC447 Business Reports—course modifications were approved
October 2007)

Criterion 1: At least 50% in the course grade should depend on writing, including prepared essays, speeches, or in-class essay examinations.

The majority of the course grade consists of writing or prepared oral presentation. Formal assignments include correspondence, meeting documents (agenda and minutes), a policy, a proposal, and portfolio. Students lead one discussion which includes prepared presentation accompanied by an agenda and followed up with a summary; students also participate in discussions led by the other students in the course..

Criterion 2: The composition tasks require the gathering, interpretation, and evaluation of evidence.

All written assignments require critical thinking and inquiry to gather, interpret, and evaluate information. The policy and proposal assignments, in particular, require finding and evaluating evidence to be completed successfully.

Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

The policy and proposal are substantial assignments requiring research into the chosen topic, interpretation of information within context prior to composing the document. Student-led discussion requires the student to be prepared and organized in order to present the topic to the class and lead the other students in discussion. The portfolio assignment consists of a narrative statement which requires substantial thought and self-analysis to demonstrate achievement of course outcomes.

Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

The course is sequenced in units; instructors return assignments to students prior to preparation and submission of succeeding assignments so that they have feedback on which to base improvements. Students engage in peer review of each others' work twice during the semester. The instructor also provides feedback on discussion board posts (for online sections) in a timely manner so that students can improve on later postings. Process outcomes incorporate evaluation criteria related to drafts, peer review, and incorporating feedback for improvement so that students are encouraged to solicit and use comments to improve their writing.



TWC347: Written Communication for Managers

Syllabus Spring 2009

<p>Ms. Dale Chapman Multimedia Writing & Technical Communication</p> <p>Phone: 678-468-0831 (I can send and receive text)=quickest response.</p> <p>Email: dale.chapman@asu.edu</p>	<p>Office Hours:</p> <p>email me and request a chat conference online or request a phone conference.</p>
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Course Description and Outcomes

TWC347 introduces strategies, formats, and techniques of presenting information to business and other workplace audiences with an emphasis on professional writing situations and audiences; genres/formats; and appropriate discourse, language, and tone.

Outcomes articulate the skills, abilities, and knowledge that you will learn as part of their coursework. You will complete a portfolio at the end of the semester that will ask you to demonstrate how you have learned these skills.

To meet these outcomes, on completion of this course, you will be able to:

- compose a variety of common business genres using appropriate formatting and organization
- compose in a tone and style that is clear, concise, and complete appropriate for the audience and purpose
- compose using style and design, including text and visuals, appropriate for the audience and purpose
- find, summarize, analyze, and use information from appropriate primary and secondary sources to accomplish a purpose
- understand and apply ethical uses of information including proper APA documentation, copyright and intellectual property, ownership of information, privacy, etc.
- proofread, edit, and revise to ensure correct use of syntax, grammar, spelling, punctuation

C-2: evaluation criteria

C-4 evaluation criteria

Required Texts

Bovee, Courtland L. and Thill, John V. (2008) *Business Communication Today, 9th edition*. Upper Saddle River, NJ: Prentice Hall. **Custom edition available in the ASU Bookstore on the Polytechnic Campus [online](#).**

Alred, Gerald J. et al. (2009) *The Business Writer's Handbook*, 9th edition. Boston: Bedford/St. Martin's.

As students in this course, you are expected to purchase the texts in a timely manner in order to complete assignments.

Assignments and Course Evaluation

Throughout this course, you will compose documents for a variety of audiences and purposes. Your writing should at all times be professional and consist of proper tone, style, formatting, language, and grammar. Throughout the semester, you will role play as the leader of your own company and compose documents for a variety of scenarios related to communicating with employees, customers, and other external stakeholders.

Your work this semester will include an end-of-semester portfolio. You will write a cover statement for your portfolio in which you analyze your learning in the context of course outcomes.

There are 4 units for this course representing typical business genres and writing situations. You will also engage in Manager Roundtable discussions each week and frequent peer reviews and revisions.

Unit

Correspondence	30%
Email (10%)	
Memo (10%)	
Letters (10%)	
Meeting documents	10%
Policies/Procedures	10%
Short report	10%
Final Portfolio	15%
Other	25%
• Short assignment (branding your company):	5%
• Manager roundtables/class participation	15%
• Peer review	5%

C-1: written assignments account for 80% of course grade
C-4: sequencing of assignments

Late assignments will not be accepted for any reason other than documented medical or other emergency

Grading Scale

+/- grades will not be used for this course

90-100%	A
80-89	B
70-79	C
60-69	D
0-59	E

Writing Assistance

The Writing Center at the Polytechnic Campus offers assistance to ASU Poly. Writing assistance is available at *any* stage of the writing process: brainstorming, drafting, and revising. Tutors can help students with questions about idea development, paragraph organization, language choice, citations, research, grammar, sentence structure, and more.

Writing tutors work by appointment. Students can call 480-727-1452 to schedule appointments for up to 40 minutes. Online writing conferences are also available upon request through Blackboard. For more information, please visit <http://www.poly.asu.edu/uc/WritingServices.htm>.

Course Policies

Email

Students must use their ASU email account for all correspondence related to this course.

Academic Integrity

As a student in this course you are expected to complete your own work and to write your own assignments. The use of all sources should be properly cited and documented.

You are responsible for reading and understanding your rights, responsibilities and obligations under ASU's Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>).

Additional information on plagiarism can be found on the Council for Writing Program Administrators' statement on best practices for defining and avoiding plagiarism (<http://www.wpacouncil.org/node/9>).

If you have any questions about how or when to cite sources in your assignments, please contact me or consult with a tutor in the ASU Student Success Center.

Students with Special Needs

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

Additional Course Policies

If you have any problems completing work in the class, let me know sooner than later. Students who did not purchase books last semester received the lowest grades in the class.

Course work is due on Sunday (any exceptions (for example peer reviews) will be described in the Announcements.

Late work will not be accepted.

With the exception of Discussions, individual work should be placed in the Digital DropBox. Describe the work in the Comment section.

Plan now for a computer problem. Place completed work on a disk and send to your email (as a back-up). Consider if your computer should go down, what computer will you use as a back-up (ASU lab, Library, etc.).

In this course all work should be polished. In Composition courses you learned to work through draft stages on your own. If you did not learn how to effectively work through draft stages, visit the ASU Writing LAB.

Manager Round Table

Post once on or before Wednesday. Respond to three classmates by Sunday evening.

When you are responding to questions relating to Business Communication Today, cite page numbers and provide quotes when appropriate.

TWC347: Written Communication for Managers Spring 2009

Schedule for Assignments

Short Exercise #1: Branding your company (5 pts)

Due: WEEK 2 Feb 1 at midnight

Your first task will be to name your new company. Because your company name may influence its image, marketability, and the design of your logo and stationary, you should give the name careful thought.

Once you have a name, you will establish your company's identity. To build an identity, create an original logo and the letterhead to be used as company stationary. Logos and letterhead are important because they project the company image you want to convey to your customers and to your internal and external stakeholders. The image you project through your company name and branding impacts your credibility, so give careful thought to how you want others to perceive you.

Submit: sample stationary that you will use for the remainder of the semester.

Include a one page explanation of why you selected the design for your logo and stationary and how you believe it projects the image you want.

And remember, for the remainder of your assignments, you will use your company's stationary when appropriate.

Unit 1: Meeting Documents (10 pts)

Meetings are a reality of the business world whether they are in person or online. Poorly organized and run meetings can be a disaster and accomplish little. Well-organized and run meetings can result in good decision making and problem solving. Meetings, of course, mean documentation. Documents set the tone for the meeting and can help determine how well it goes (or doesn't go) and they represent the official written record of what happened and what was decided. You should also remember that, just like all business documents, minutes can be subpoenaed in a lawsuit and/or used in other legal proceedings.

This semester, you will participate in Manager Roundtables with each of you responsible for taking the lead for one. To help us prepare for the roundtables we will conduct a meeting to establish guidelines for them and to determine the responsibilities of the leader.

Agenda (5 pts): Submit an agenda for the meeting. Keep in mind the purpose: to establish guidelines for the manager roundtables for the rest of the semester and to determine responsibilities for the roundtable leaders. Think about what it is that we will need to talk about during the meeting and what we will need to decide.

Determine if other documents need to be included for distribution prior to or at the meeting. If so, include those documents as an attachment to your agenda.

I will use a submitted agenda from one student (or a combination of more than one students') to create the agenda we will actually use for the meeting.

Due: WEEK 2 Feb 1 due at midnight

Minutes (5 pts): During the meeting, you should take notes. Once the meeting is over, use your notes to write and submit minutes. Be sure to review your textbooks to help you understand what should and should not be included in minutes.

Meeting will be held Wed 4th at 8 p.m. (your time).

Due: WEEK 3 Feb. 8th due at midnight

Unit 2: Correspondence

Part 1: Email (10 pts)

Your new business is up and running. To create a database of customers, you have collected email addresses for those who you have done business with so far (with their permission, of course). The first few weeks have been chaotic but, so far it looks like the business will be a success. Everything has gone so well, you want to make sure your customers know how much you appreciate their business. Write an email message to your customers thanking them for their business, which has helped get your company off to a successful start.

Audience analysis (4 pts): Submit an analysis of your customers. Be sure to review the section in chapter 5 on building strong relationships with your audience and use the bullet points on pages 93-94 to help you develop an audience profile and analysis. Form and Information Located in Other Documents

Email (6 pts): Using the 3 step process for successful email, compose a message to your customers. Be sure to use Table 7.1 on page 184 and the checklist for creating effective e-mail messages on page 186 to check your work before submitting the assignment. You will submit your email to me, but remember that it should be written and addressed to your customers.

Due: WEEK 3 Feb. 8th at midnight

Part 2: Memo (10 pts)

You receive a letter in your morning mail informing you that your company has been named by the local chamber of commerce as one of the top 10 "promising new companies" for 2009. The

chamber will hold a dinner which will recognize the success and potential future of your company along with the others named in the top 10.

Of course you want to share the news and recognition with your employees.

Draft memo (4 pts): Draft a memo to your employees announcing the recognition by the chamber. If you're not sure what the chamber of commerce is, do some research. Think carefully about how to phrase your message; after all, your employees have contributed a lot of hard work to the success of the company.

Due: WEEK 4 Feb. 15th at midnight

Part 3: Letter (10 pts)

- You hired one of your employees, Mary Smith, with high hopes. Her job application included a resume and references that led you to believe that she had significant experience and would be an enthusiastic and highly effective employee. But, since the end of her probation period, you have noted several problems with Mary's performance. She is frequently late to work, takes more than the hour allotted to her for lunch, and spends a great deal of time on her cell phone with friends or family when she should be working. In addition, she's made several mistakes while doing her job. Other employees have begun to talk openly and resentfully about Mary's lack of attention to her job. You decide you need to address the situation before it impacts the company's success.
- Write a performance appraisal letter to Ms. Smith.
- Draft letter (4 pts): Submit a draft of your letter. Use the 3-step process to help you draft your letter. Be sure to consider your audience and read chapter 9, in particular the section and checklist on how to effectively write a negative performance review/employment messages.

Due: WEEK 5 Due Feb. 22nd at midnight

Peer Review 1: You will engage in peer reviews twice this semester. The first is on Week 6 Feb 23 to March 1 for the memo and letter assignments

Due: WEEK 6 March 1 at midnight

Final Memo (6 pts): Using the feedback you receive from peer reviews during week 8, revise, and submit your memo.

Due: WEEK 7 March 8th at midnight

Final letter (6 pts): Use the feedback and comments you receive during week 8 to revise and resubmit your letter.

C-3:
substantial
writing
assignment

Due: WEEK 7 March 8th at midnight

Unit 3: Policies (10 pts)

When you started your business, one of your first decisions was that you and your employees would use the latest communication technology and applications possible. To ensure that technology is used effectively and efficiently, however, you need policies to ensure that everyone understands company guidelines and practices.

For this assignment, you will write a technology policy that is specific to your company. Think carefully about the type of technology that you and your employees might use that may need a policy and be as comprehensive as possible. For example, do you have office workers who use the Internet, email, IM? Or do you have workers who perform their duties outside an office but might use company cell phones or PDAs? Or is there another technology/application used that might need a policy?

Research synthesis (4 pts): Do some research about the issues related to using technology in the workplace, focusing on the type of technology that will be the topic of your policy. Keep in mind that your research should help you learn what you need to know about the technology and its use in the workplace so that you can write an effective policy.

Submit a synthesis of your research with a properly formatted reference list (APA style). Do not submit an annotated bibliography; you should, instead, create a synthesis in which you cite your sources in-text.

C-2:
gathering,
interpretati
on,
evaluation
of
information

Due: Week 9 March 22nd at midnight

Policy (6 pts): Use the information you found in your research and write and submit your policy on technology use for your company.

Due: WEEK 10 Due March 29th at midnight

C-3:
substantial
writing
assignment

Unit 4: Proposal (10 pts)

In your morning mail, you've received a letter from the Arizona Department of Commerce. Because you have been contributing to the state's Job Training Fund, you are eligible to apply for a \$5,000 grant to help pay for the delivery of customized job-related training. As you read the letter, you consider ways you could use the money to provide training for your employees. You decide to apply.

For this assignment, you will need to identify the type of training you believe your employees need. The training may be related to current job functions or tasks, to implement new tasks or functions, to implement a new technology, to enhance employees' skills in writing/communication, to enhance employees' awareness of diversity, or some other skill or ability you believe your employees need some assistance with. Your proposal should demonstrate that you have completed research related to the type of training you propose so that you can provide evidence for its potential effectiveness.

C-2:
gathering,
interpretation
, evaluation of
evidence

Your application must be submitted as a 2-page letter addressed to the Arizona Department of Commerce, 1700 W. Washington St., Executive Tower Ste 600, Phoenix, AZ 85007. In your letter you must:

- Describe your training program and its significance. Be sure to explain why the training is important for your employees and for your company's success as well as explain how it meets the specific needs of your employees in the context of their job functions. The Dept. of Commerce is specifically interested in training programs that raise the skill levels of employees, so this section of your application should persuade them the training you have developed increases employee skills in a way that benefits both them and your company. You may want to review the sections in chapter 10 about creating persuasive messages.
- Include a budget that outlines how you will use the grant funds. Your budget should include a list of costs and supporting details. **Eligible costs** include: training materials, training supplies, facility rental, course design or development, trainer wages (for course delivery only), and equipment if used only for training purposes. **Ineligible costs** include: travel, full-time salary for trainers, food and beverages, and training that is developed externally (conferences, seminars).

Draft proposal (2 pts): Submit a draft of your proposal for peer review.

Due: WEEK 12 April 12th at midnight

Proposal Assignment: 2nd Peer Review

Due: Week 13 on April 19th at midnight.

Final proposal (8 pts): Using feedback you received during peer reviews, revise your proposal, and submit the final copy.

Due: WEEK 14 April 26th at midnight

Portfolio Assignment (15 pts)

C-3:
substantial
writing
assignment

Due: Week 16, May 7th at midnight

As a student in TWC347, you will submit a portfolio at the end of the semester. Your portfolio will bring together your work for the semester and will provide you with the opportunity to analyze the skills you have learned (or not learned) in the context of course outcomes so that you and your instructor are able to evaluate your progress.

Be sure to keep copies of your work and assignments. At the end of the semester, you will use your work from units and other assignments to demonstrate that you have or have not met course outcomes.

In addition, *your portfolio may be selected for evaluation by a minimum of two other faculty for course assessment purposes.* Each semester, we randomly select portfolios from each section of the course to evaluate how well the course is meeting instructional goals and outcomes. Evaluation by external faculty will not impact your course grade; it will take place after the semester is over and grading is completed.

PowerPoint

As a class assignment, you will submit your portfolio using PowerPoint.

Use the help files in PowerPoint to learn how to use features you may not be familiar with. It is fairly easy, for example, to include images, audio, video, and copies of documents. You can also annotate PowerPoint slides using arrows, boxes, and other features.

There are also many tutorials available to help you learn how to use PowerPoint effectively. Some are:

[Microsoft's PowerPoint Training](http://office.microsoft.com/training/training.aspx?AssetID=RC011298761033)

(<http://office.microsoft.com/training/training.aspx?AssetID=RC011298761033>)

[Oregon State's PowerPoint Tutorial](http://oregonstate.edu/instruction/ed596/ppoint/pphome.htm)

(<http://oregonstate.edu/instruction/ed596/ppoint/pphome.htm>)

[PowerPoint in the Classroom](http://www.actden.com/pp2003/index.htm) (<http://www.actden.com/pp2003/index.htm>)

Portfolio Requirements

"A portfolio tells a story. It is the story of knowing. Knowing about things... Knowing oneself... Knowing an audience... Portfolios are students' own stories of what they know, why they believe they know it, and why others should be of the same opinion. A portfolio is opinion backed by fact... Students prove what they know with samples of their work." (Paulson, Paulson, & Meyer 1991, "What Makes a Portfolio a Portfolio" *Educational Leadership* 55:5, p.2)[sic.]

Your portfolio is your story about what you have learned and know as a result of taking this course.

- To tell that story, you will write a narrative statement as part of your PowerPoint. In your statement, you should present an argument that you have or have not achieved course objectives. Analyze the work you have done this semester (assignments, manager roundtables, peer reviews, etc.) so that you explain **HOW** you achieved outcomes (if you believe you have). If you have not achieved outcomes, you should explain why you have not.
- Be sure to refer to your assignments and other coursework to demonstrate your claims. Include graded copies of assignments and work. Do not include every assignment or activity that you completed. Instead, you should select the work that you believe most effectively supports the claims you make in your argument. That means you should think carefully about who your audience is (your instructor and external faculty) in order to write an effective argument, to select the most appropriate work to support your argument, and to design and present your portfolio effectively.
- *In your narrative, identify your best and worst assignments.* Analyze why you believe they are your best and worst based on course outcomes (on the syllabus). When analyzing your worst assignment, describe how you would revise it to achieve outcomes and to demonstrate good business writing.

What you should not do:

- Don't flatter and schmooze. It is tempting to flatter the teacher or course in the hopes of getting a better grade. Your instructor and the course may very well be the best you ever had. But your portfolio is about **you and your learning**. Keep your narrative focused on you, your work, and your learning.
- Don't show us only your best work. One of the most powerful ways of showing you have learned is to include work that isn't good and explain what you learned from your mistakes.

Portfolio Evaluation

Your completed portfolio will be worth 15% of your final course grade. It will be evaluated by your instructor and graded based on:

- completeness: narrative and graded copies of select assignments and other documents that you cite in your statement are included (2%)
- organization and design: portfolio is logically and effectively organized and designed in a professional manner and style appropriate for the audience and purpose (4%)
- statement: narrative effectively addresses the outcomes for the course, presents an argument and cites assignments; assignments support the argument clearly and logically (6%)
- mechanics and style: narrative is free of mechanical errors and is written in a professional style and tone appropriate to the audience and purpose. The portfolio is written and presented in a manner that demonstrates credibility and professionalism (3%)