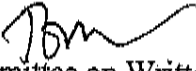


UNIVERSITY OF HAWAII AT MĀNOA

Mānoa Writing Program

April 6, 2004

To: Karl Kim
Interim Vice Chancellor for Academic Affairs, UHM
Chair, University Council on Articulation

From: Thomas Hilgers 
Chair, Standing Committee on Written Communication

Subject: Recommendations for Common Goals of English/Business 209

Several years, English 309, popularly known as "Business Writing," was renumbered as English 209, thus allowing more students to meet requirements with a course offered across the system. Even more recently, the course was established on this campus as Business 209, with requirements and objectives that are supposedly consistent with those of English 309/209.

Aware that such changes have potential impact on articulation, the Standing Committee on Written Communication voted in April 2001 to create a system-wide investigation of the affected courses with a goal of suggesting common course outcomes.

At its April 2003 meeting, the Standing Committee accepted a carefully conducted report from a system committee. This report puts forth shared outcomes. The standing committee unanimously recommends that these outcomes become official course policy on all UH system campuses.

As you know, UCA and its committees cannot dictate course terms and policies to individual campuses; that is the prerogative of local faculties. The most we can do is to recommend individual campus adoption of the English/Business 209 outcomes as official policy on each campus.

To that end, I make two requests:

1. Convey copies of the English/Business 209 committee's final report to all system chief academic officers, with a request that they initiate efforts to make the learning outcomes official campus policy.
2. As the UHM vice chancellor, convey this recommendation and the final report to the campus English and business department heads with a request that they initiate processes in their own departments to get the requested policy adoption.

I would appreciate your encouraging chief academic officers to seek adoption by March 2005. I also ask that you or your successor as chair of UCA inform the Standing Committee on Written Communication of individual campus progress toward the recommended goal.

Enc: Report on English/Business 209

cc: Members, UH Standing Committee on Written Communication

Business & Managerial Writing at the University of Hawai'i **Learning Objectives & Topics**

Over the course of two academic years (AY 2001-2002 and AY 2002-2003), the system-wide English-Business 209 committee engaged in review, consolidation, and ranking of the objectives and topics of business and managerial writing courses as they were offered throughout the system. We have come to agreement on what the required Objectives and Assignments of ENG/BUS209 should be.

Business 209 & English 209 – Objectives and Topics

Rank (max 100)	Objectives
98	To improve understanding of business writing process and methods
98	To improve overall writing ability
98	To analyze a writing situation effectively
98	To compose a variety of correspondences for specific purposes
97	To write clearly, persuasively, ethically, and to a deadline
95	To demonstrate mastery of standard grammar and mechanics
90	To use various strategies and steps in the writing process
90	To use current available technology to streamline and maximize the effectiveness of written and verbal reports and to facilitate research
88	To find and organize material appropriate to audience, purpose, and situation
84	To recognize communication barriers and how to remove them
77	To build on the ability to give and receive constructive peer criticism
77	To identify interpersonal and intercultural communication barriers and suggest ways of overcoming them
72	To recognize the impact of corporate culture on modes of communication within an organization
72	To develop clear, complete, and accurate written and spoken messages
70	To summarize
65	To prepare and make effective use of presentation software
61	To consider the legal aspects of business communication
	Topics
98	Correspondence
89	Resume and cover letter
85	Presentations
82	Reports
78	Research project
70	Proposal
65	Business forms

Approved by the University of Hawai'i Standing Committee on Written Communication, April 2003

Background and process

In April 2001, Dr. Thomas Hilgers, Director of the Mānoa Writing Program, struck a committee to review current system-wide offerings of English 209 and Business 209 and recommend common objectives and topics for the courses. He appointed Dr. Maureen Bogdanowicz of Kapi'olani Community College to chair the committee. Committee members submitted syllabi for all sections of Business 209, English 209, and equivalent courses (from institutions which do not offer either form of 209) for Spring 2002. Based on these offerings, the committee reviewed current offerings, consolidated components of all offerings, ranked components, and reviewed the final ranked list with stakeholder departments and colleagues at their institutions.

Committee members

Representatives of six colleges and three universities in the UH system participated on the committee.

Campus	Committee member	Course
UH Mānoa	Edith Suyama (AY 2001-2002)	BUS209
	Jennifer Chandler (AY 2002-2003)	BUS209
UH Hilo	Karla Hayashi	ENG309
UH West Oahu	June Aono	HUM310
Hawai'i CC	None	
Honolulu CC	Dolores Donovan	ENG209
Kapi'olani CC	Maureen Bogdanowicz	ENG209
Kaua'i CC	Brian Cronwall	BUS175
	Pat Posner	
Leeward CC	Pat Hurley	ENG209
	Stanley May	OAT143
		OAT144
Maui CC	Patricia Adams	ENG209
Windward CC	Frances Oliver	ENG209

Data collection

In Spring 2002, the committee chair collected 22 syllabi, one from each faculty member teaching Business 209, English 209, or an equivalent course. This represented a snapshot in time of system-wide offerings and the objectives and topics of all sections of all courses being offered. The data gleaned from these syllabi formed a basis for discussion among committee members.

Campus	Course	# copies of syllabi
UH Mānoa	BUS209	3
	ENG209 (summer)	1
UH Hilo	ENG309	3
UH West Oahu	HUM310	1
Hawai'i CC	None	
Honolulu CC	ENG209	2
Kapi'olani CC	ENG209	3
Kaua'i CC	BUS175	1
Leeward CC	ENG209	1
	OAT143	2
	OAT144	1
Maui CC	ENG209	3
Windward CC	ENG209	1

The committee chair compiled a list of all competencies, objectives, goals, outcomes, and assignments from all the syllabi.

Collection of the data was completed during the Spring 2002 semester.

Analysis of data

In preparation for a face-to-face meeting of committee members, we reviewed the list materials to assure comprehensive data collection. Because we worked with no budget, we agreed to meet at the Community Colleges annual Excellence in Education meeting in Spring 2002. Community College and UH West Oahu committee members attended a meeting at the conference held at Leeward CC. UH Mānoa and UH Hilo committee members were unable to attend. However, they participated in analyzing the data through electronic and fax communication.

The committee filtered the extensive list of course materials, and we compiled non-redundant lists of Topics, Goals, Objectives, and Assignments.

We submitted this list to the Mānoa writing program as a progress report in May 2002.

Mānoa Written Communication Committee response

In May 2002, the Written Communication Committee responded to the progress report with four recommendations:

Suggestions from the Written Communication committee:

1. Contact business faculty at the affected community colleges as well as faculty from the College of Business at UHM
2. Include collaborative writing as a goal or objective.
3. Prioritize topics or assign each goal/objective a percentage of the total.
4. Set final criteria by the next system-wide meeting in Spring 2003.

In Fall 2002 and Spring 2003, the 209 Committee addressed these recommendations in this order:

1. We ranked the topics, goals, and objectives – each committee member ranked each item on a scale from 10 (“absolutely critical”) to 1 (“good to have, but not critical”). Since ten people responded, the total rankings ranged from a possible high of 100 to a low of 10. Items scoring less than 50 were removed from the list of required topics goals, and objectives.
2. We included collaborative writing as a goal or objective, but it was ranked only 32, so it was eliminated from the list of required objectives. Discussion of this issue centered on the fact that we all do considerable group work, and this may be considered collaboration, but neither all our students nor we have access to software and facilities for project collaboration.
3. We contacted business departments, faculty, and colleagues and asked for feedback on the ranked list that emerged. In general we have support for our list of topics, goals, and objectives. The CBA at Mānoa was already represented on the committee. A Business faculty member from UH West Oahu was on our committee. Committee members from UH Hilo, Honolulu CC, Kapi`olani CC, Kaua`i CC, Maui CC, and Windward CC reviewed the objectives with Business Education faculty.
4. The final criteria are now set and included in this report.

Constraints

Our main constraint was the fact that we worked without a budget and could not meet face-to-face for discussions. In March 2003, we intended to meet for a final review at the CC Excellence in Education Conference scheduled to be held at Kapi`olani CC, but the conference was canceled because of system-wide budget cuts. However, we have had full representation and discussion via e-mail and fax.

Comments from Business Faculty

Generally, there is agreement that these objectives and assignment topics meet requirements for Business and Managerial Writing. Business faculty made recommendations for topics for assignments, many of which, the committee feel, go beyond the scope of an English course. These include

- ✓ Grant writing and requests for funding, including cost-benefit analysis
 - These extend beyond English and Writing course material.
- ✓ Appraisal writing
 - This, too, is beyond our scope.
- ✓ Full job application communication, including mock interviews
 - This topic overlaps with Speech and Communication courses.
- ✓ Expanded emphasis on presentation skills and use of presentation software.
 - Since not everyone who teaches ENG/BUS209 has access to computer labs and presentation software, this material cannot be expanded for all offerings at all campuses.

In addition, one campus (Maui CC) voiced concern that the objectives are not specific and measurable enough. The committee feel that we cannot stipulate all content in the course, and that the general objectives can be adapted by faculty teaching the course to include specific material – for example, the general objective of “summarizing material” would be more precise in each instructor’s syllabus and stipulate what material will be summarized.

Conclusion

The committee submits this final report on the components of ENG/BUS209. The committee is in agreement, and we have support from Business faculty.

Submitted to the University of Hawai‘i Standing Committee on Written Communication, April 4, 2003

Maureen Bogdanowicz
Chair, English-Business 209 Committee