

Kurdistan Region Government

Ministry of Higher Education and Scientific Research

Erbil Polytechnic University

**Module (Course Syllabus) Catalogue**

# 2022-2023

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| College/ Institute  | Erbil Administration Technical College  |
| Department | Department of International Marketing and Language  |
| Module Name | Business Writing  |
| Module Code | BUW 602 |
| Degree | Bachler Degree  |
| Semester | Sixth Semester |
| Lecturer Name | Dr. Dashne A. Sedeeq |
| Qualification | PhD |
| Scientific Title  | Lecturer  |
| ECTS (Credits) | 5  |
| Module type | Core  |
| Weekly hours | 4 Hours  |  |
| Weekly hours (Theory) | 1 hr  | Workload |
| Weekly hours (tutorial ) | 3 hrs.  | Workload |
| Number of Weeks | 13 Weeks of studying2 Weeks exam |
| Lecturer (Theory & Practical) | Dr. Dashne Azad Sedeeq |
| E-Mail  | dashne.sedeeq@epu.edu.iq |

# Course Book

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| **Course Description** | This is an undergraduate course over two 13-weeks semester throughout one academic semester. The Business Writing course teaches the best practices for business writing professionals and it helps to write clear, effective, professional email, memos, letters, reports and other business documents.Also it focuses how the students Practice in individual and collaborative processes involved in the creation of ethical and efficient documents. |
| **Course objectives** | The main objectives of BUW 602* Identify and apply effective business writing skills
* Especially: conciseness, coherence, clarity, and correctness—by drafting, creating, and reviewing various business documents.
* Recognize and explore how to customise communication to distinct audiences to make effective decisions about tone, style, and form.
* Using document purpose and design guidelines, plan, prepare, and finish a variety of business documents, such as memos, letters, emails, blog posts, proposals, and reports, utilising proper headings, layout, and font...
* Discuss moral decision-making and utilitarianism and how they apply to business ethics and communication.
* Write and edit together.
* Write professionally and express your views by considering all objectives.
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| **Student's obligation** | Students have to fulfilled their fundamental role in the class or electronic platforms, according to the university rules as:* Participation: Each student should participate in their classes (face to face class/ electronic one). Discussing relevant subjects at appropriate times can spark new conversations and produce valuable debates, also each student should contribute to the assignment. Students who are shy do not have to take a leadership role, but they can offer to take notes and add a few ideas.
* Questions: Asking questions about unclear material is an important part of the classroom experience. It is not uncommon for students to have similar difficulties, so speaking up will help everyone understand the discussed information. As a teacher, I can also benefit from a student’s questions. By finding out what subjects are hard to understand, based on that I can adjust my lectures to clear up confusing topics.
* Respect: is another point that the students should into consideration. Students need to respect the ideas and opinions of their classmates in and outside of the classroom. They should not ridicule someone for having a different viewpoint, and they should be willing to listen to alternative perspectives.
* Preparation: Students should present four presentations within this academic semester. In addition to, they have to do their weekly assignments before their attendance to the class.
* Attendance: Students should make every effort to maintain good attendance in their classes or checking their platforms account.
* All tasks and assignments submitted for a grade must be the **student’s original work**
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| **Required Learning Materials**  | The methods of teaching and learning used in this course are crucial to its success. A passive lecture-type method of teaching will not work here. The method has to be Task-based, with student activities and participation a frequent element throughout the course such as group work and discussion, presentations etc. Audio-visual learning tools are important here, as a central computer system, smartboard or projector with interactive programs are all complementary to the learning process. |
| **Evaluation** | ‌ Task | Weight (Marks) | Due Week | Relevant Learning Outcome |
| Paper Review  |  |  |  |
| Assignments | Homework | 4 % | Almost weekly | The paper will be marked.  |
| Class Activity | 2 % | Weekly, almost within the class  | The students will get their feedbacks within the class. |
| Report |  |  |  |
| Seminar | 5 % | From week 4 and backward weekly presentations will hold. | The students will be able to * practice the techniques of presentation
* know their strengths and weaknesses in an academic speaking environment.
* Giving feedbacks
 |
| Essay | 10 % |  |  |
| Project | 10 % |  |  |
| Quiz | 5 |  | * To evaluate students weakness and strengths
 |
|
| Midterm Exam | 24 % |  |  |
| Final Exam | 40% |  |  |
| Total | 100% |  |  |
| **Specific learning outcome:** | All students should be able to: * Analyze and evaluate audience/purpose/situation as they pertain to business writing contexts by the end of the course
* Produce audience- and purpose-specific business rhetoric that is clear, concise, and effective. Incorporate process (research, invention, writing, revision, and editing) into all writing tasks and, through multiple drafts, create document fluency.
* Analyze multiple business writings from relevant professions
* Modify tone and style for appropriate business rhetorical purposes
* Develop strategies to facilitate cross-cultural and/or business communication
* Fluency of thoughts and ideas
* Mind Mapping
* Associating similar and opposite ideas
* Translate thoughts into words
* Practice Assignment (Pre-work)
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| **Course References‌:** | * Successful Writing at Work, by Phillip C. Kolin, 4th Concise Edition.
* Technical English
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| Course topic |
| **Course topics (Theory)** | **Week**  | **Learning Outcome** |
| Introduction / course Syllabus | 1 |  |
| Topic 1:Why business writing is important?What is Business Writing? What does Business writing include?Topic 2:What are the principles in business writing? | 2 and 3  | **The student will be able to:**• Distinguish between various forms of writing. • Describe some helpful terms. |
| **Topic 3**: Style of writing* Instructional/ Practicing
* Transactional/ practicing
* Persuasive
* Informational
 | 4 and 5 |  |
| **Topic 4**: * Request email
* Follow up email
* Samples
* Internal Announcement
* Write a Routine Request
 | 5 and 6 | **Upon completion of this course, students will be** **able to write:**- a standard business email.- a company-wide Announcement- a regular Request |
| **Topic 5**: * Complaint letter
* Positive Response to Customer Complaints
* Bad-News Messages by a letter.
 | 7  | **By the end of this lecture, the students will be able to*** Write a Complaint letter.
* Write a Positive Response to Customer Complaints
* Write Bad-News Messages
 |
| **Topic 6:*** Write agenda for a meeting
* Meting types.
 | 8 | **The students will be able to do the following by the time we reach the conclusion of this unit:** * Identify the stages involved in writing a meeting agenda.
* Determine the many forms that meetings can take.
* Delineated how the various forms of gatherings contribute to their respective goals.
 |
| **Topic 7:*** Writing a memo for a meeting
* Differentiating between an agenda and a memo
 | 9 | **The students will be able to do the following by the time we reach the conclusion of this unit:**  |
| * Communicating with Reports: When is it better to write a report instead of a letter, and how do they differ?
* Formatting Simple Reports
* What should you consider when preparing simple, information-only reports
* Preparing Comprehensive Formal Reports Preparing a formal business report doesn't have to be nerve-racking.
 | 10 |  |
| * Practicing
 | 11 |  |
| * Writing Business Proposals Persuade Your Audience Write an Executive Summary Use Visuals
 | 12 |  |
| * Practicing
 | 12 |  |
| * Cover letter, Personal statement, these are based on student’s request.
 | 13 |  |
| Mid-term exam  | 14 |  |
| Final exam  | 15 | Final exam |
|  **Questions Example Design-** * **Fill in the blank**
* **Identify**
* **Matching**
* **True and false.**
* **Choose the correct answer.**
 |
|  Extra notes: |
| External Evaluator |