

Effective Business Writing and Communication

University of Washington Tacoma
Office of Continued Studies
1900 Commerce Street
Tacoma, WA 98402

Six Sessions — 2 ½ hours each session,
Mondays, 6:00-8:30 pm.

Certification of Completion awarded upon satisfactory completion of class content and attendance.

Instructor:

Sheri Gietzen
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Required text: *Writing that Works: Communicating Effectively on the Job*, ninth ed., Oliu, Brusaw, and Alred, 2007, Bedford/St. Martin's Publishing.

Description:

Participants will study and apply of the principles of business writing through critical reading, analyzing, and writing paragraphs, emails, formal letters, and general business correspondence, as well as learn to develop ideas fully, organize them effectively, and express them clearly. Instruction will be given as to identifying the intended purpose of writing, whether informative, persuasive, or “bad news.” Organizational strategies will be presented on the importance of identifying target audience, when to use formal vs. informal writing and how to give effective presentations. Basic writing skills, such as sentence structure, paragraphing, and business form, will be assessed, addressed, and reviewed.

Recommended Participants: Employees who have written and/or verbal communication as a part of their job duties.

Participants will learn:

1. To write a more directed, organized and grammatically correct email/letter.
2. How to focus the information clearly and effectively.
3. How to analyze the audience (reader) for efficient communication.
4. How to organize a document based on objectives.
5. How to edit for common errors in sentence and paragraph structure.
6. How to apply formal language for business writing.
7. How to give effective presentations.
8. Proper use of internet on the job.

Instructional Methods:

People learn differently: some are visual learners, some are auditory learners, and some are kinesthetic (hands-on) learners. Some people learn best through mathematical

organization while others learn better through social interaction. Most of us learn best when multiple methods are available to us when we are learning something new. Also, every class has people from different backgrounds, skills, learning styles, and confidence levels. Because of these differences, this class is organized to include a combination of reading, writing, lecture, small group discussion, and peer review. Learning to revise and strengthen writing techniques and ideas through peer-editing sessions and feedback from me will be an ongoing process throughout the classes.

Classroom policies:

- In consideration of other participants, *be on time and turn off your cell phone.*
- To succeed in this class, you must come to class. Attendance will be taken every day. More than two absences means you will not receive accreditation for the class. If you know you are going to miss class, you may make arrangements with me to turn in your assignment early.
- Should you miss a class, it is *your responsibility* to get notes from your classmates and handouts/assignments from me.
- If you miss the grammar test without letting me know beforehand, it cannot be made up.
- Homework and paragraphs are due at the beginning of class.
- Peer Review participation is required.
- Beverages and food may be brought to class.

Schedule: assignments and schedule are subject to change in the event of extenuating circumstances or as an aid to participants' learning. If you are absent from class, it is your responsibility to check for announcements/handouts made while you were absent. Should a class be canceled for weather or other extenuating circumstance, turn in any assignment the next time class meets.

Week 1 Homework: Read pp. 2-21

Choose from exercises 1, 2, 6, 7, or 8 on p. 22-23 for course writing project or email me about a variation you think about to see if it will work for this class.

Week 2 Homework: Read pp. 26-57

Create an outline from audience/purpose/your list using 1 of the 9 outline types

Week 3 Homework: Read pp. 65-90

Draft from your outline and bring 3 copies to the next class for peer review

Week 4 Homework: Peer review of 2 of your classmates writing projects in class

Read pp. 94-121

Revise your draft based on your purpose, audience and peer review comments

Bring your 2 peer reviewed papers and 1 final copy of your writing project

Week 5 Homework: read pp. 291-305

Week 6: last day!

According to former Secretary of Education Richard Riley, the top 10 in-demand jobs in 2010 didn't exist in 2004.

- More than 3,000 new books are published daily
- The number of text messages sent every day exceeds the population of the planet
- The amount of new technological information is doubling every 2 years
- It's predicted to double every 72 hours by 2010
- 47 million laptops were shipped worldwide in 2006
- It is estimated that a week's worth of New York Times contains more information than a person was likely to come across in a lifetime in the 18th century.

Employees may be preparing for jobs that don't yet exist, using technologies that have not been invented, in order to solve problems we don't even know are problems yet. Having employees who can write effectively, think critically, and present accurately are key to a company's success.