

BUSINESS EDITING

BCOM 1120

Dr. ANDREA ROSSING McDOWELL

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hours: By appointment only

OVERVIEW — This course emphasizes clear, accurate written communication by focusing on English language and grammar rules. You might use an informal style in daily communication with friends or family, but in the professional world, preciseness and correctness often make the difference whether your cover letter and/or resume receive a “Yes!” or “Reject.” Whether you’re an advanced writer or reviewing the basics, this course will help polish your skills to give you an advantage in the competitive job market.

COURSE GOALS

- ◆ **Understand and master** basic English grammar and mechanics to gain confidence in spotting and fixing errors in your own and others’ professional documents.
- ◆ **Strengthen** written communication through careful attention to accuracy, emphasis, strong/active word choice, and coherence, so you not only meet but *exceed* the expectations of supervisors and colleagues.

METHODS – SUPPORTED SELF-STUDY

- ◆ **Independently** complete weekly exercises (not to submit) in the course textbook: Schneider Williams (2010), *Basic English Review*, 9th ed. [Suggested self-pacing schedule posted on Canvas.] Check your answers with the keys provided on Canvas, then review the lessons if you make any errors.
- ◆ Contact Dr. McDowell if you struggle with any concepts in the text. I’ll check in frequently via email, but you must manage your schedule to complete materials promptly, so you do not feel stressed at the end.

REQUIRED TEXT

- ◆ Karen Schneider Williams (2010), *Basic English Review*, 9th ed., Mason, OH: Cengage Learning. If you rent your textbook or use an online/electronic version, you should *do all work on loose paper if you want to earn the privilege of using your book during the exam.* Only physical copies will be permitted.
- ◆ *Recommended:* American dictionary of English designed for university level or higher (ideally from the American Heritage family or from the Merriam-Webster family).

CONTACTING ME

I check email often during regular weekday business hours, but may not respond until the next business day, depending on when I receive messages. Use **only your SU email** because Hotmail and Gmail messages often disappear into the Clutter folder.

ACADEMIC RESOURCES

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>) includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab
- Academic Integrity Tutorial (on Canvas and SU Online)

ACADEMIC POLICIES ON REGISTRAR WEBSITE

(<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

NOTICE FOR STUDENTS RE: DISABILITIES

If you have, or think you may have, a disability (including an “invisible” disability such as a learning disability, a chronic health problem, or mental health condition) that interferes with your performance in this class, please arrange support services and/or accommodations through Disabilities Services staff located in **Loyola 100, (206) 296-5740**. Disability-based adjustments to course expectations require these arrangements.

OFFICE OF INSTITUTIONAL EQUITY

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, visit <https://www.seattleu.edu/equity/>. If you have questions or concerns, you may directly contact the Title IX Coordinator in the Office of Institutional Equity (oi@seattleu.edu; 206.296.2824) University Resources and Policies.

COURSE PROTOCOL

I intend to conduct class in a manner respectful of gender/identity, age, race, ethnicity, disability, sexual orientation, socio-economic status, and culture. Also, if you’re the primary caregiver for a relative or close friend who’s critically ill, or if you’re an expectant birth partner, please let me know.

COURSE GRADING

- ♦ Completing the textbook exercises will help you identify strengths and weaknesses in grammatical concepts, but these exercises will not be graded. **Your entire grade rests on the final exam (no make-ups permitted).**
- ♦ In typical terms, you must complete *at least 80 percent* of the required exercises to use your workbook on the exam. However, as an accommodation during this unusual situation, **I will allow all students to use their workbooks during the final exam.** I may also consider adding to the substantial curve incorporated into the grading scale below.

Course Grading Scale

Superior		A = 91–100%	A- = 87–90%
Good	B+ = 84–86%	B = 80–83%	B- = 77–79%
Adequate	C+ = 74–76%	C = 70–73%	C- = 67–69%
Poor	D+ = 64–66%	D = 60–63%	D- = 57–59%
Fail	F = 0–56%		

ACADEMIC INTEGRITY

“Seattle University asserts that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty or fraud will be addressed according to the Academic Integrity Policy.” [Full policy on CANVAS.] Cheating on the final exam may result in consequences ranging from a failing grade to suspension. Take pride in your work to ensure the grade you earn reflects your *own* abilities and contributions. Cutting corners now sets you up to be exposed later as inept or a fraud. At best, you may be embarrassed—at worst, fired.