

For Committee Use Only

Course	MNGT 370 (v.3)
Date Submitted	12-08-08
Action	Approved
Date Action Taken	12-09-08

Writing Intensive Course Proposal Form

NEIU Writing Intensive Program, Center for Academic Writing
Ronald Williams Library www.neiu.edu/~wip

Beginning with students who newly enroll in Fall 2008, all students must successfully complete a Writing Intensive course within their discipline in order to graduate. Successful completion of ENG 101 or its equivalent with a grade of "C" or better is a prerequisite to enrolling in a Writing Intensive course. Writing Intensive courses must be NEIU courses.

Writing Intensive courses:

- Are 200-level or 300-level courses offered relatively early in the major
- Must be a minimum of 3 credit hours
- Have an absolute maximum of 25 students so that the instructor can devote a great deal of time to provide feedback on early drafts of written work
- Have CU class-size adjustments following the contractual guidelines specified for ENG 101
- Meet the Writing Intensive Guidelines (see p. 3 or <http://www.neiu.edu/~wip> for the guidelines)

Departments and programs have several options for implementing Writing Intensive courses:

- Create a new course to add to the list of requirements for the major*
- Modify an existing course*
- Choose to offer one course that students must use to fulfill the Writing Intensive requirement or allow students to choose one of several courses that can be used to fulfill the Writing Intensive requirement
- Work with faculty in a group of departments/programs to develop a Writing Intensive course that can be used by all their majors
- Consult with the Writing Intensive Faculty Advisory Committee (WIFAC) if they wish to propose alternative ways of providing Writing Intensive courses for their majors

***Note:** Departments and programs that choose to create a new required course or modify an existing course that was not previously required will need to propose a change in the major program and submit the program change through the appropriate governing bodies.

Departments and programs are encouraged to review the *Developing Writing Intensive Courses: Questions for Departments and Programs to Think About and Discuss* document available through the Center for Academic Writing.

Support for designing Writing Intensive courses, preparing the course proposal documents, and/or designing and implementing writing assignments is available through the Center for Academic Writing.

Please contact Kate Hahn at x4490 or mk-hahn@neiu.edu with any questions or visit <http://www.neiu.edu/~wip> for more information.

Writing Intensive Course Proposal Form

INSTRUCTIONS

The following need to be submitted electronically to WIFAC at mk-hahn@neu.edu for each course that is proposed:

- Writing Intensive Course Proposal Form
 - Available at <http://www.neiu.edu/~wip>
- Curricular Proposal Transmission Form
- Course Proposal Checklist (and any necessary additional documents, e.g. proposal rationale)

Please use the "Save As" function to save this document with the Subject and Course Number of the proposed course as the document name (for example, PSYC202.doc). Provide the information requested on the following pages.

Subject: **Management**

Course #: **Mngt 370**

New Course Existing Course

Credits: **3.0**

Course Abbreviated Title (29 characters max): **Managing Global Business Orgs**

Course Title: **Managing Global Business Organizations**

Average Weekly Contact Hours: **3**

Discussion Independent Study
 Field Experience Student Teaching
 Lecture Hybrid/Online

Course Description (100 words max; for catalog): **This course addresses four critical areas of the emerging management environment: globalization, diversity, leadership, and teamwork. Traditional and projected theories of organization management and organization behavior, as focused toward these four themes, are examined. Additionally, the writing-intensive component of this course includes a variety of written communication activities to develop a discipline-focused writing skill.**

3. Each Writing Intensive course will require multiple types of writing in a course. Writing assignments might include correspondence, memoranda, proposals, progress reports, research reports, work-logs, site descriptions, observations, case studies, lab reports, creative writing, problem-solving, or computer programming, as well as other forms of course-related writing.
4. The graded assignments, consisting of multiple types of writing, will constitute a significant portion (at least 50 percent) of the final grade for the course; the grade on each assignment will reflect effective and correct written expression as well as knowledge of content.
5. On some graded assignments, students will be provided an opportunity to produce multiple drafts, in order to learn that writing is a process as well as a tool for invention and discovery. Students will get feedback from the instructor on those early drafts of written work before the grade is assigned.
6. Each Writing Intensive course will also provide an opportunity for students to engage in ungraded assignments, such as writing-to-learn activities, in order to practice writing and also to become actively engaged in processing the information that is presented in class or in a textbook. Informal journal writing is another useful means of developing students' critical thinking skills.

SAMPLE ASSIGNMENTS

Include here at least two sample assignments: one formal, graded assignment, and one informal, ungraded assignment. For each assignment:

- Provide the information that will be given to students when the assignment is given,
- Clearly describe how each assignment will be evaluated and/or responded to, and
- Indicate how each sample assignment is connected to course objectives or learning outcomes.

To include more sample assignments, copy and paste the appropriate section below.

FORMAL, GRADED ASSIGNMENT

Student Assignment Sheet (paste the assignment handout given to students into the gray box below)

Mngt 370
WA #3 - The Academic Term Paper Grading Sheet

Professor Name
Northeastern Illinois University

Name: _____

Date: _____

1. Presentation

a. The outline. An outline of the proposed paper will be submitted roughly 6 to 7 weeks before the paper is due. The single-spaced outline will be at least one page in length and will show in outline format the introduction, the body, the major sub topics, concepts, and theories to be addressed in the academic paper.. An additional page will state at least ten references to be used. Students are encouraged to discuss their paper with the instructor and to turn in the outline early. The outline will be evaluated on the appropriateness of the topic, identification of correct theories/concepts and returned the following week.

b. The draft. The draft should contain as an attachment, the outline and should conform to the paper structure and length, as noted in the outline. The draft will be marked up extensively and returned to the student for resolution. Students are encouraged to discuss their draft paper with the instructor.

c. The final manuscript. The final manuscript should contain as attachments both the outline and the initial draft. It will differ from the draft in that it will involve greater reflection and examination of the topic. Additionally, any prior evaluative comments will be resolved.

The graded outline will be submitted as an appendix to the draft and the graded outline and draft will be submitted as appendices to the final manuscript.

2. Topic The paper should address a current management issue, such as globalization, diversity, leadership, or teamwork. In all cases, a strategic perspective of the topic is encouraged (including a practical and descriptive application and an academic and conceptual presentation). Students should read a variety of text, academic, and popular media to identify an area of current operations management of interest to them.

3. Format

Manuscripts must be typed on 8½ x 11 inch paper; double spaced throughout (including footnotes and quotations) and with one inch margins on all sides. Footnotes, references, tables, and figures should be on separate sheet of paper and should be arranged at the end of the manuscript. Papers should be generally eleven pages in length with tables or appendices presented on additional numbered pages at the end.

Descriptive materials may be drawn from business publications, such as books about example companies, the *Wall Street Journal*, or *Fortune*. Conceptual materials may be drawn from academic journals such as the *Harvard Business Review*, *California Management Journal*, and other practitioner oriented journals.

The first page of the paper will be the title page, including the title (in capital and small letters), author's name, affiliation, mailing address and telephone number, and a short statement of the author's situation. For example:

Mary Cisneros is currently a part-time (full time) undergraduate student in management (accounting, business administration, finance, and marketing) at Northeastern Illinois University, Chicago. Ms. Cisneros works as a _____ in the _____ field.

The second page of the paper should repeat the title and include an abstract of no more than fifty words. (Papers with abstracts of more than 50 words will be penalized.) The text of the article should begin on page 2 directly following the abstract.

Headings - The paper should include at least three and possibly as many as six main headings. The initial introductory heading should identify the situation (use a more explicit word than "introduction"). Main headings should be centered and typed in all capital letters. For example:

MAIN HEADING

Secondary headings should be flush with the left margin, with only the initial letters of major words (excluding adverbs, conjunctions, and prepositions) capitalized. Secondary headings should not be underlined. For example:

Secondary Heading

Paragraph headings -- Third-order (paragraph) headings are typed with standard indentation in capital and small letters, with major words beginning in capitals. Paragraph headings should be underlined and followed by two hyphens (indicating a dash).

Tables - Tables should be typed double-spaced on separate pages. Each table should have the word table (in capital letters) and its number (Arabic numbers) centered at the top. The position of the table in the manuscript should be indicated in the text as follows:

Insert Table 1 about here

Figures should be numbered consecutively in Arabic numerals and their position in the text indicated in the same way as tables. Each figure should be presented on a separate page with FIGURE and its number centered at the top of the page with a short identifying title underneath.

References - An alphabetical, numbered list of references should be included at the end of the article. The reference list should be started on a separate page, headed REFERENCES. Page numbers are included in the citation only to designate a direct quotation. Citations should be shown as follows:

Several studies (3, 7, 10) support this conclusion.

Addams has said that writing a book is a "long and arduous task." (1, p.3)

Examples of references are as follows:

Book: (15) Wilkinson, C. W., J. H. Menning, and C. R. Anderson (eds.). *Writing for Business*, 3rd edition. Richard D. Irwin, Inc., Homewood, IL., 1960.

Articles: (16) Wimble, H. R., "Technical Writing: In Defense of Obscurity," *Management Review*, Vol. 5, No 3, May 1975, 31-32.

Footnotes generally should not be used.

4. Organization

Each paper will have an introduction, a body, and a conclusion, though students should not use these very dry headings. Use more explicit major headings for these sections. The introduction (roughly one page) should identify the problem, state related aspects of the problem, give a practical example of the problem, and state the organization of the rest of the paper. The body (about eight pages) should include an organized discussion of the problem or issue. The conclusion (one page) should summarize major theoretical and practical outcomes of the paper. One additional page should be dedicated to references.

5. Requirement for References

At least ten references and citations should be used to cite major points in the paper and wherever quotations are used. References must include at least three academic articles, (e.g. from *The International Journal of Operations and Production Management*), and three practical articles (e.g. from *Business Week* or *Fortune*)

Mngt 370
WA #3 - The Academic Term Paper

Professor Name
Northeastern Illinois University

Name: _____

Date: _____

Outline

	4	3	2	0-1	GRADE
Outline - Title	Title centered with appropriate capitalization	Title not centered or not appropriate capitalization	Title not centered and inappropriately capitalized	Title inappropriate or missing	
Outline – Thesis Statement, Scope/Rationale of Paper	Specific statements supported by headings, subheadings, etc.	Less specific statements partially supported by headings, subheadings, etc	Unspecific statements not supported by headings, subheadings, etc	Working thesis inappropriate or missing	
Outline – Structure / Indentation (Main Ideas, Supporting Ideas, Details)	Fully identified concepts, theory, & examples in research paper structure	Incomplete identification of concepts, theory, and examples in research paper structure	Limited identification of concepts, theory, and examples in research paper structure	No mentioning of concepts, theory, and examples in research paper structure	
Mechanics, Outline - Typing and Format	Properly typed, with headings and sub heading place and appropriate font	Adequately typed with headings and/or sub headings place, using appropriate font	Poorly typed, with inadequate headings and/or subheadings, using inappropriate font	Poorly typed with 1 or 2 sentences paragraph, with inadequate headings and/or subheadings	
Outline-Content / Quality of Information	Subtopics and content clearly related to main topic	Subtopics and content related to main topic	Subtopics and content less related to main topic	Subtopics and content not related to main topic	
Use of citations and references	Highly effective use of citations and references	Less effective use of citations and references	Ineffective use of citations and references	No or limited use of citations and references	
Submission on time					1 point
Final Grade					/25

Mngt 370

WA #3 - The Academic Term Paper _____

Professor Name
Northeastern Illinois University

Name: _____

Date: _____

- Draft
Final

	4	3	2	0-1	GRADE
Draft/Final Paper – Format	At least 11 pages, + Title, adequate Headings, subheadings, & Reference	Fewer than 11 pages, + Title & adequate Headings, and/or subheadings, & Reference	Does not include 11 pages, or Title, inadequate Headings, and/or subheadings, & Reference	Does not include 11 pages, and Title, very few Headings, and/or subheadings, & Reference	
Draft/Final Paper – Presentation	Correct sentence structure, grammar punctuation, spelling	Incorrect sentence structure, grammar punctuation, spelling	>5 errors of sentence structure, grammar punctuation, spelling	>10 errors of sentence structure, grammar punctuation, spelling	
Draft/Final Paper – Identification of Research Question	Clear, concise identification of research question. Fully integrated concepts, theory, & examples in research paper structure	Somewhat vague, imprecise identification of research question. Somewhat integrated concepts, theory, & examples in research paper structure.	Incomplete or unclear identification of research question. Marginally integrated concepts, theory, & examples in research paper structure	Trivial or no identification of research question. Lacks Full integration of concepts, theory, & examples in research paper structure	
Draft/Final Paper – Substance	Logical flow of substance of paper within paragraphs and throughout paper.	Flow of substance of paper within paragraphs and throughout paper not fully logical.	Flow of substance of paper within paragraphs and throughout paper not logical	Flow of substance of paper within paragraphs and throughout paper not present.	
Draft/Final Paper – Support of Research Question and conclusion	Research question fully supported or elaborated with managerial implications.	Research question partially supported or elaborated with managerial implications.	Research question weakly supported or marginally elaborated with managerial implications.	Research question not supported and elaborated with managerial implications.	
Draft/Final Paper – References	Accurately used 3 types of sources, 10 references with appropriate citations within the paper	Inaccurately used 3 types of sources, 10 references with limited citations within the paper	Does not have 3 types of sources or 10 references with a few citations within the paper	Does not have 3 types of sources and 10 references and fails to cite sources within the paper	
Submission on time					1 point
Final Grade					/25

General Comments:

- Proofread your work
- The entire paper should follow the indicated format:
- Be conscious of the page limit. (Often ideas in specific sections can be written more concisely, to the overall benefit of the paper)

How will this assignment be evaluated and/or responded to?

The assignment grading sheet is provided above. Separate grading rubrics will be used for grading outline, draft, and final submissions. Additional specific feedback will be provided in the body of the paper with examples and suggestions for revisions.

How is this assignment connected to course objectives or learning outcomes?

This assignment is directly related to learning outcome a and d, copied below from the syllabus. The research paper will improve students' understanding of broader management topics of globalization, diversity, leadership, or teamwork as well as enhance their communication, reflective, and critical thinking skills.

Learning Outcomes: This course offers a fundamental understanding of written communication methods, as applied to the organization management and organizational behavior fields. The learning objectives are:

- a. To understand and effectively communicate in writing the impact of globalization, diversity, leadership, and teamwork issues in the field of management.
- b. To prepare a cover letter and a resume to effectively identify and categorize oneself in the job market
- c. To use written communication skills to link theoretical concepts with applicative environments through diagnosis of a business case study

To effectively communicate complex conceptual and management ideas in writing

INFORMAL, UNGRADED ASSIGNMENT

Student Assignment Sheet (paste the assignment handout given to students into the gray box below)

Mngt 370
Ungraded Writing Assignment (UWA)

Professor Name
 Northeastern Illinois University

Name of UWA Writer: _____

Date: _____

Name of Peer Evaluator (for Leadership Style UWA): _____

- | | | |
|--------------------------------------|---------|--------------------------|
| The Globalization UWA | (1 pt) | <input type="checkbox"/> |
| The Diversity UWA | (1 pt) | <input type="checkbox"/> |
| The Leadership Style UWA | (2 pts) | <input type="checkbox"/> |
| The Evaluator (Leadership Style UWA) | (1 pts) | <input type="checkbox"/> |
| The Teamwork UWA | (1 pt) | <input type="checkbox"/> |

These assignments are not graded, but you will receive a feedback on your ability to present a few ideas in a coherent manner, to help you improve your written presentation skills.

1. Presentation - Globalization, Diversity, and Teamwork UWA. Read the appropriate assignments, then prepare a one page (400 words), typed, single-spaced paper which reflects your reaction or thoughts on the materials covered in the class. Feel free to give personal examples of situations in those materials, discussions related materials from other courses, or other thoughts the material provokes. The name of the UWA should be clearly indicated at the top of the paper.
2. Presentation - For the Leadership Style UWA. Students should prepare a one-page, typed, single-space paper which summarizes the output of a test which identifies their personal proclivities and style of management.
 - a. The output of this test should be appended to the paper.
 - b. The paper might note several bulletized comments, reactions, or reflective thoughts (including real business examples where a particular leadership style was successful or unsuccessful).
 - c. In addition, the paper might note several career goals and a summarization of major leadership style growth requirements
3. Presentation - Leadership Style Evaluation on your peer writing UWA. Each of you will receive a copy of written submission from your peer on the topic of Leadership style. You are required to prepare a one-half page roughly five bullet critique or elaboration of the statements of that submission. The Leadership Style Evaluation UWA should be submitted with the Leadership Style UWA.

	UWA Writer COMMENTS	
Submission of the stated materials	Be sure that all of the required materials (noted in the presentation) are included here.	
Cogency of the Discussion		Not graded
Final Score		1/2 points

	EVALUATOR COMMENTS	
Confirmation or Rejection of Conclusions of Writer	Include five bullet points of assessment of the writer's comments. Note these by page / paragraph number for ease of reference. Find weaknesses as well as strengths.	
Elaboration of Findings of Writer		Not graded
Final Score		1 point

How will this assignment be evaluated and/or responded to?

The students will receive credit for submission of these ungraded assignments along with developmental feedback.. This assignment is designed for self-diagnosis (assessment) and, in the case of the Evaluation, for peer evaluation of that diagnosis. "Knowing oneself" (and one's relative leadership style) or perception is a very difficult, yet on-going (lifetime) leadership activity. The primary goal of this exercise is to assist students in development of writing skills.

How is this assignment connected to course objectives or learning outcomes?

These exercises will improve understanding of management concepts of globalization, diversity, leadership, and teamwork. Additionally, students learn to reflect on selected managerial concepts and express their opinions in writing. Peer evaluation exercise will provide an opportunity to critique and comment on other's writing in a professional manner.