

English 346K

Writing in Business:

A Syllabus

University of Texas at Austin

Fall 1982

Prepared by Professor Alan Gribben for the Department of English. Sponsored by the Offices of Robert D. King, Dean of the College of Liberal Arts, and Gerhard J. Fonken, Vice-President for Academic Affairs and Research.

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Section One

Origin and Explanation of English 346K

Section One

The idea of conducting one of the required undergraduate composition courses at the upper-division level rather than during the freshman year partly originated from reports of the success of such programs at schools like the University of Michigan and Brigham Young University, where composition instruction is specific for different disciplines chosen by the student, and it also derived from the notable success at our own university of English 325M, Advanced Expository Writing. Admittedly the University of Michigan program was more far-reaching in its preparation of the faculty and students, and admittedly the E.325M sections at U.T. are elective courses, much different than the required course conceived as English 346K, Writing for Different Disciplines; still, the intention of the original designers of the new course was to try to infuse this composition course with some of the excitement and energy that students manifested in those other programs.

Dean Robert D. King was an early proponent of change in the existing English composition requirements, as was Joseph Moldenhauer, who chaired the English Department committee that devised and approved the innovations, and James Kinneavy, who was perhaps

more instrumental than anyone in forging the foundations for E.346K. In its eventual form, the new English plan called for "two semesters of training in composition and rhetoric and one semester of training in major works of the literary tradition."¹ This one-course literature requirement was intended to emphasize "the student's need for exposure to the elements of the Western cultural tradition." The notion of requiring junior standing of the student completing his or her composition requirements would "insure the spacing-out of composition training throughout the student's university career." Citing a Harvard study that indicates that "composition skills among college students erode with disuse," and that it is therefore "obviously desirable to space out composition training and writing experience,"² the new proposal relied on the Hereford-Sledd Report (1976-1977) to prove that "strong majorities of students and teachers favor moving the second required composition course to the junior level, as this plan does."³ Since "the vast majority of UT undergraduates . . . receive their only systematic training in written expression in the English Department," it is an advantage if "this training not be concentrated in the freshman year." This is because "there is a positive correlation between a student's maturity and his or her mastery of writing skills. The plan capitalizes on this phenomenon, and also on the correlation between the student's knowledge of and interest in a subject area--something to write about--and writing skills."

Under the new plan, E.306 was to remain a course requiring

six or seven themes based on rhetorical strategies that emphasize analytical writing; E.316K would survey world, English, or American literature with essays and tests as measuring devices of student knowledge; and E.346K would be offered in three versions, Writing in the Arts and Humanities, Writing in the Social and Behavioral Sciences, and Writing in the Natural Sciences and Technology. The readings will include classic and contemporary expository essays and books in these disciplines, and some selections that concern the social, ethical, and philosophical aspects of each field; in other words, the course is to "offer intellectual substance as well as training in technical expressive skills." The basic plan envisioned perhaps six themes, chiefly analytical, with experimentation encouraged. There would normally be twenty-five students in the section. Ancillary Proposal F specified that a version of E.346K for Business-oriented students could "be submitted at a later date." The rationale was that since "a quarter of current undergraduate registrations at U.T. are by students matriculated in the College of Business Administration," the English Department should attempt to develop a version of the junior-level writing course that will "be appropriate to the particular needs of these students" and yet that will "meet English Department standards of intellectual integrity and rhetorical maturity."

Despite the rather modest aims of the new set of proposals, they faced considerable and recurring opposition. It might be useful to review some of the stages of the debate, so that future instructors of E.346K can be aware of the concerns and anxieties

of various segments of the U.T. academic community. At a meeting of the University Council on March 23, 1981, for example, the English Department dropped its variant called Writing in Business from the proposal for requirements in English, mainly at the request of representatives of the College of Business Administration. (See Section Two.) Professor Kinneavy then outlined the legislation that would move the second freshman course, English 307 or 308, up to the junior year. Answering Professor James Sledd's objection that the Hereford-Sledd report of 1976 did not constitute a "mandate" for this junior-year course, Professor Kinneavy argued: "Mr. Sledd is right. A mandate is considered to be something like 60% in a political race. Nixon said he had a mandate with something like 60%; so did LBJ. The University is like France, or some of the Continental countries--60% is much more than a mandate; 78% of the faculty and 83% of the students--that is not a mandate, Mr. Sledd, that is practically a divine call."⁴ Moreover, insisted Professor Kinneavy, if one neglects the teaching of composition after the student's freshman or sophomore year, the student can forget many of the skills once learned. The Harvard study showed that senior Science majors wrote worse than did freshman Science majors, not only with regard to mechanics of writing but also with regard to overall organization of theme and similar factors. Finally, the new proposal "forces members of the English Department . . . to talk to the (other faculty) members of the University. I see it as a strong force to unify intellectually, at the level of language, the whole University community," which will be

encouraged to use the language "of the general reader."

In replying to a question from a professor of drama, Professor Kinneavy added that the Brigham Young writing-in-different-disciplines program had operated fruitfully for ten years; that the University of Maryland had a similar program; and that the University of Michigan is employing forty different courses like E.346K taught by forty different departments. Such models had provided valuable clues to success.

Dean Elspeth Rostow of the L.B.J. School of Public Affairs spoke in favor of the change in the English Department: "Those who have had more practice in writing, after the freshman year, tend to do better. I find it awkward to read the papers of students, say, planning to go to Law School, who are graduating seniors who still need the attention that I would have thought they would have had at a much earlier period. This may not be the ideal solution, but it clearly is a step in the right direction" (p. 14135). But Professor Stanley Werbow, Acting Dean of the College of Fine Arts, had major reservations: "I cannot overcome the gnawing feeling that the motivation for the change was, in my judgment, largely logistical, and that is how the University is going to control the satisfaction of the degree requirement, not only by transfer students, but also by students in residence who will choose rather to take a freshman writing course at another institution during the summer, or, in accordance with very common practice at this time, at the Austin Community College" (p. 14136).

Furthermore, Professor David Edwards of the Government Department wondered "with what sort of preparation are these students going to confront that course in their junior or senior year. Anyone on this campus who teaches a course which requires significant student writing today at the upper-division level will, I am sure, agree with me that the quality of that writing, in general, is appalling." He added, "If students today . . . are unable to write acceptably at the upper-division level, what happens if we lessen the amount of required writing at the lower-division level and instead shift the burden upward? What will happen is that . . . they will be even worse at it." He proposed instead that the students should be compelled to take an additional semester of rhetoric and composition in their freshman or sophomore year, whether or not the E.346K proposition is approved (p. 14137).

Professor Kinneavy replied: "I wish we could staff 12 hours of English course in the Department of English. . . . We are, as a matter of fact, the biggest single English Department in the world, for all I know. . . . And yet this biggest . . . Department . . . cannot really staff four required courses of English. I wish we could. If we could, I would support the motion" (p. 14138). Professor Thomas Philpott of the History Department asserted that "we could do a better job" if outstanding composition instructors like Professor John Trimble "stayed in the trenches a second semester and then Mrs. Rostow and I, and the rest of us, went to work later. So I think that Mr. Edwards is right" (p. 14139). A quorum no longer being present, the meeting was adjourned.

At the second University Council meeting on this topic, held on April 20, 1981, the remarks were equally revealing. Professor Kinneavy said then that "if enrollments are stabilized at the University, . . . and if some other departments around the University will take over some of these upper-division courses, then the Department of English conceivably could offer another course. . . . The wise thing to do is to do what we can now, and when we are in a position to offer the fourth course, offer it then."⁵ Again Professor Edwards (Government) contended that the English Department proposal was inadequate: "The upper-division course is not a course in how to write, it is a course in some subject area . . . in which there is a lot of writing required. That does not address the basic problems of spelling, grammar, organization and style, which are the problems I find consistently in the writing of most of my upper-division students, even today" (p. 14196). Professor Kinneavy countered: "I would like everybody here to understand that the upper-division writing course is a writing course; it is not a content course in which some side attention is paid to writing. . . . It is exactly the same sort of thing that we are doing at the freshman level, though it concerns itself with the higher level. . . . What we are proposing is a writing experience at each level of the college curriculum, . . . and that way the English Department will be paying attention to the writing skills of people going all the way through their undergraduate career." He emphasized that "if you are going to have two courses, it is better to sequence it that

way than to get them all over with at the freshman level" (p. 14197).

After much debate, the University Council approved the new sequence of three required English courses. The proposal that went forward on April 20, 1981 (its cover sheet states that it "originated with the Department of English and the College of Liberal Arts, but that it was modified to its present form by the University Council") was accompanied by a "rationale" written by members of the Department of English. This explanatory essay alluded to a dozen studies conducted on components of the U.T. composition training program, explaining that "the conclusions of these studies were used by the Department of English . . . when . . . an intensive study of the English requirement was undertaken. . . . After more than a half year of intensive, often weekly meetings by . . . committees, the Department met in plenary sessions and approved the present proposal by a 76% majority approval--a singularly rare achievement for an English Department." The statement pointed out that "large institutions like Michigan, Maryland, SUNY-Courtlant, Bradley, Brigham Young, California State College (both San Bernardino and Long Beach), Carnegie-Mellon, and small liberal arts colleges like Beaver College in Philadelphia, Canisius College, Spelman College in Atlanta, etc., and others have adopted the junior-level format, nearly always coupled with the writing in a particular discipline. The faculty involved in such programs almost universally praise the greater maturity of the themes, the better organization of the

material, and the more noticeable motivation of the student"
(p. 14191).

In the Fall 1982 semester President Peter Flawn approved the new program essentially as the English Department had written its terms.

Notes

¹Quotation from the "Basic Plan" as presented to the University Council in 1981.

²Derek C. Bok, "Harvard University: The President's Report, 1976-1977," Harvard University Gazette (March 17, 1978), 1-12.

³Based on a survey of 2,486 students and 1,454 faculty members at U. T.

⁴Minutes of the University Council meeting of March 22, 1981, p. 14132.

⁵Minutes of the University Council meeting of April 20, 1981, pp. 14195-96.

Section Two

Background of the Writing for Business Variant of English 346K

Section Two

While the concept of replacing a freshman composition course with a junior-senior version titled "Writing in Different Disciplines" drew opposition from various quarters, the notion that there should be a special section of the new course devoted to Writing in Business Administration was impeded and nearly buried at several junctures in the approval process. The subcommittee created by the Department of English to design the prototype for this section and to devise its syllabus met only a few times in 1980 before being disbanded. As its chairman Carlota Cardenas Dwyer acknowledged, "The world of business may seem to some at first glance to be totally separated from and perhaps antithetical to the world of the humanities." She observed, however, that "the gap between the two is not necessarily unbridgeable," and she warned that any business section emerging in E.346K must not "attempt to convert Business people to the humanities."¹

A year later, nonetheless, the chasm that she had mentioned did indeed appear unbridgeable, for the Business variant of E.346K completely disappeared from the proposal to alter the undergraduate University requirement of English that the University Council met to consider in the spring of 1981. Borne down by a combination

of apathy among the members of the English Department 346K Committee and by concern among the College of Business Administration administrators and faculty members about the impact of such a course on their established Business Communication offerings, the Business Administration variant of English 346K sank into temporary oblivion. This low status followed a meeting of March 11, 1981 in which Professors Moldenhauer and Kinneavy of the English Department spoke at length with Professor Gaylord Jentz, Chairman of General Business, and several members of the Business Communication faculty, including Professors John Penrose (the program coordinator) and Jack Lord. According to Joseph Moldenhauer's subsequent account, "the [business] faculty present felt that what the English Department could best do for their majors was to continue giving composition training in the context of the humanities and perhaps the technical fields. . . . They thought that a 'Writing in Business' version would be too similar in both title and objectives to the Business Communication courses they already offer, especially BC.324."

Professor Moldenhauer reported that he and Professor Kinneavy "assured them we had no desire to compete or conflict with the Business Communication program. We pointed out that less progress had been made in planning that variant than the other three; and we said we thought the department wouldn't be disappointed if a Business-specific version weren't developed." There were other complications pointed out as well, notably "the tightness of the

junior and senior years in the degree plans for several C.B.A. undergraduate programs, particularly Accounting and Petroleum Land Management. . . . For Business students, the 'core' courses and electives are taken chiefly in the first two years and the major courses chiefly in the last two." Among expedients discussed were the exemption of certain C.B.A. students from the prerequisite of junior-standing for admission to E.346K, and the possibility of substituting BC.324 for E.346K. As Professor Moldenhauer concluded, however, "for the moment, we suggest that the Business-variant subcommittee suspend its work. . . . The Business variant may be dropped from the basic legislation: that would be consistent with the department's intentions and last May's vote," but it "wouldn't close off any options for future course development."²

Accordingly, at the March 23, 1981 meeting of the University Council, Professor Gaylord Jentz of General Business "informed the Council . . . that the Department of English had agreed to a modification of the College of Liberal Arts proposal." Professor Kinneavy then rose to confirm that Business Communication representatives, "for good reason," had recommended that the Writing in Business topic be deleted and that Business Administration students be required to take the Writing in the Social Sciences topic, adding that the English Department was quite willing to comply with that recommendation.³

But continued negotiations among deans and professors of the College of Liberal Arts and Business Administration eventually resurrected the proposal, and in the summer session of 1982 the

Dean of the Collge of Liberal Arts, in cooperation with the Vice-President for Academic Affairs and Research, requested Professor Alan Gribben to prepare this updated history and preliminary syllabus for the consideration of both Colleges and of members of the University administration. This task was made especially advisable because the Writing for Business variant, alone of the four variants, had not undergone the process of syllabus development through a subcommitte appointed by the English Department chairman, and then of subsequent scrutiny by the faculty of the English Department.

Reviewing the debate that preceded the approval of this Business variant, and the approval of the entire E.346K concept, we can note several concerns that dominated these discussions, and that warn us what E. 346K, Writing for Business, should not become, if we hope to placate our university colleagues in other departments.

- It should not be a literature course masquerading as a composition requirement, but should primarily train students in style, that is, grammar, mechanics, tone, organization.
- It should not duplicate the assignments and readings of existing Business Communication courses, especially BC.324 and BC.325. (See the Appendix for copies of typical syllabuses from these courses.)
- It can also be inferred that the Business Administration faculty will understandably resent any tendency in E.346K

for the instructors to emphasize the teaching of ethical, social, and philosophical aspects of business fields in any manner implying that the faculty members within the student's own major are incapable of sufficiently presenting these considerations.

--And as one English professor noted at the outset of the preliminary discussions, we must be careful not to give the impression of using the Business section of E.346K for attempts to convert Business students to the humanities.

Even with these limitations, however, much remains for English 346K to accomplish. Sections four, five, and six offer guidelines for the beginning teacher.

Notes

¹Memorandum from Professor Carlota Cardenas Dwyer to Professor Joseph Moldenhauer, Chairman of English, April 28, 1980.

²Memorandum from Professor Joseph Moldenhauer to members of the E.346K Design Committee, March 17, 1981.

³Minutes of the University Council meeting of March 23, 1981, p. 14124.

Section Three

The Students

Section Three

Students registering for a section of E.346K, Writing for Business, belong to the largest undergraduate college at the University of Texas; indeed, 27.95% of the juniors in the Fall 1981 semester (2,381 students) had declared majors in the College of Business Administration (see table on following page). The largest fraction of these business-degree seekers will be majoring in Accounting; other popular majors are Finance, Marketing, General Business, and Management. There are fifteen of these possible majors, in addition to the category of "Undetermined Business" (see following list). Accommodating the specialized needs and future plans of students in fields as diverse as Actuarial Science and Petroleum Land Management, Real Estate & Urban Land Development and Data Processing & Analysis can dismay even the most committed instructor. Moreover, there is presumably a good chance that any given section of E.346K, Writing for Business, will attract a few juniors and seniors from the major of Economics in the College of Liberal Arts, majors such as Advertising in the College of Communication, and pre-law school majors in several colleges. When one adds to this wide spectrum of interests the instructor's obligation to teach a course treating substance as well as form, content as well

NUMBER OF JUNIORS BY SCHOOL/COLLEGE - FALL 1981

<u>School/College</u>	<u>Number</u>	<u>Percentage of Total</u>
Architecture	77	.90
Business Administration	2,381	27.95
Communication	972	11.41
Education	536	6.29
Engineering	1,266	14.86
Fine Arts	318	3.73
Liberal Arts	1,409	16.54
Natural Sciences	1,169	13.72
Nursing	206	2.42
Pharmacy	128	1.50
School of Social Work	56	.66
TOTAL	<hr/> 8,518	

(Source: 12th Class Day Enrollment Report, Fall 1981)

BUSINESS

<u>College/School</u>	<u>Number of Juniors</u>	<u>% of Total Juniors</u>
<u>College of Business Administration</u>		
Undetermined Business	155	1.82
Accounting	657	7.71
Actuarial Science	15	.18
Business Statistics	6	.07
Data Processing & Analysis	72	.85
Engineering Route to BBA	50	.59
Petroleum Land Management	160	1.88
Finance	285	3.35
General Business	250	2.93
Management	250	2.93
Insurance	15	.18
Marketing	285	3.35
Office Administration	16	.19
Real Estate & Urban Land Development	63	.74
Transportation	5	.06
World Resources & International Business	5	.06
International Business	92	1.08
TOTAL	<u>2381</u>	<u>27.95</u>

as style, the tasks seem Herculean. Nonetheless, the English faculty has been teaching students with these same majors and career interests for many years in courses such as E.306, E.308, E.310, E.317, and there is every likelihood that a junior-level course geared specifically to the business-bound undergraduates can match and probably surpass the achievements of those previous courses.

One common meeting place for all of these majors, for example, is the concept of audience. If the student can be helped to grasp the differing tone requisite for addressing various business markets, business peers in another firm, and one's employer, then a significant principle of writing can be established. Throughout the fifteen weeks, indeed, the instructor can give the students assignments in writing for "the general reader," so that they can practice translating the jargon of their field into commonly understood terms. At the same time, however, the instructor must be willing to accept as permissible certain types of terminology so that the Business student can explore the advantages of learning and utilizing the short-hand mode of their vocational vocabulary. The teacher must make clear how special words and phrases can be employed, how they can be defined for the uninitiated within the context by an aside, and how they can be avoided in many cases for a crisper, more eloquent effect. In other words, the student must come to see that diction and sentence structure affect the image that they create about themselves--and this particular lesson usually finds a receptive

listener in the ambitious business student. For the sake of rehearsing diverse levels of tone and discovering the proper combination for different audiences, at least some of the essays written for E.346K in the Business sections should depart from the standard "themes" practiced in E.306; there should be an opportunity for the student to practice multiple types of writing assignments.

In understanding the academic preparation and current coursework of the students who will probably enroll in E.346K, Writing for Business, it can help to look over the sample degree plans for Actuarial Science, Finance, Insurance, and Real Estate that follow here. Since these outlines were valid for 1982, they still include the stipulation for E.307 or E.308 in the student's first year; subsequent editions of these sheets will substitute the new English requirements. But one can see at a glance that these students are taking economics, math, and science in their first year; accounting, statistics, government, and history in their second year; and specialized courses pertinent to their particular major in their third and fourth years.

THE UNIVERSITY OF TEXAS AT AUSTIN
ACTUARIAL SCIENCE DEGREE PLAN

COLLEGE OF BUSINESS ADMINISTRATION
1976-78; 1978-80; 1980-82

This degree plan check sheet is for advising purposes only. When you have completed 75 hours of college credit you must apply for an official degree check in the Undergraduate Dean's Office.

First Year

ENGLISH 306 Rhetoric and Composition; pre-req. ECT test	ENGLISH 307 Literature and Composition OR
ECONOMICS 302 Intro. to Macroeconomics	ENGLISH 308 Rhetoric, Logic and Expository Writing; Pre-req. English 306
MATH 808A Calculus I; pre-req. Math level I exam	ECONOMICS 303
Science (see Footnote 1)	MATH 808B Calculus II; pre-req. Math 808A
Humanities/Social Science (see Footnote 2)	Science Non Business Elective

Second Year

ACCOUNTING 311 Fundamentals of Financial Acctg. Pre-req. of 27 hrs. of college credit Sophomore English	ACCOUNTING 312 Fundamentals of Managerial Acctg; Pre-req. ACC 311 and credit or registration for Statistics 309
Pre-req. English 306 & 307/308	Communicative Skill (see Footnote 4)
STATISTICS 310 (see Footnote 5)	Elective
Intro. to Electronic Data Proc. Pre-req. Math 603B	GOVERNMENT 312L Topics vary; Pre-req. 3 hrs. lower-div. Govt.
GOVERNMENT 310L American Government; Pre-req. English 306 with grade of B or English 306 & 307/308	U.S. History (see Footnote 3)
U.S. History (see Footnote 3)	

Third Year

ACTUARIAL SCIENCE 321K Problems in General Math; pre-req. M 808B	ACTUARIAL SCIENCE 321 Problems in Probability & Statistics pre- req. credit or registration for M 378k or STA 362
FINANCE 354 Money, Banking & Economic Conditions pre-req. ECO 302 & 303, ACC 312	MANAGEMENT 335 Operations Management; pre-req. STA 309 & upper-div. standing OR
MATH 362K Probability I; pre-req. M 808	MANAGEMENT 336 Organizational Behavior & Administration; pre-req. upper div. standing
Non-Business Elective	MATH 378K Introduction to Math Statistics; pre-req. M 362K
Elective	STATISTICS 362 Intermediate Business Statistics; pre-req. M 362K (see Footnote 6)
	Non-Business Elective
	ACTUARIAL SCIENCE 369 Introduction to life Contingencies; pre- req. M 362K or consent of instructor

Fourth Year

ACTUARIAL SCIENCE 320 Advanced Math of Finance; pre req. M 808B	ACTUARIAL SCIENCE 325 Problems in Numerical Analysis
ACTUARIAL SCIENCE 348 Actuarial Applications of Numerical Analysis; pre-req. ACS 321K	BUSINESS LAW 323 Business Law, first course; pre-req. upper-div. standing
FINANCE 357 Business finance; pre-req. ACC 312	INSURANCE 357 Insurance & Risk Management OR
MARKETING 337 Principles of Marketing; pre-req. upper div. standing	INSURANCE 369 Life & Health Insurance; pre-req. INS. 357 or consent of instructor
Elective	Elective
	INSURANCE 320 Management of Insurance Enterprise; pre- req. upper-div. standing (see FN 7)

FOOTNOTES

- 1) Six semester hours in science taken in any combination from among the following fields: Astronomy, biological sciences (Biology, Botany, Microbiology, Zoology), Chemistry, Geology, or Physics. The requirement cannot be fulfilled by Physical Science courses.
- 2) May be satisfied by any course in Anthropology, Classical Civilization, Classics, Economics, English, French Civilization, Geography, Government, History, Humanities, Languages, Linguistics, Philosophy, Psychology or Sociology.
- 3) May be satisfied by: HIS 315K and HIS 315L, GS 613 and HIS 315K, or any upper division American History course which is designated in the course schedule as fulfilling the legislative requirement.
- 4) May be satisfied by: Sophomore level foreign language (if taken after 9/1/76); Linguistics; Speech; Writing (technical, creative, expository or journalistic). Note: SPE 313 or anatomical, psychological and acoustical speech and hearing courses or story-telling courses will not count if taken after 9/1/76.
- 5) One of the following combinations of courses may be substituted for STA 309 and STA 310:
 1. C S 404G Introduction to Computer Sciences
M 362K Probability I
M 378K Introduction to Mathematical Statistics
 2. C S 404G Introduction to Computer Sciences
M 362K Probability I
STA 362 Intermediate Business Statistics
- 6) In selecting between these two courses, be reminded that you must complete at least 48 semester hrs. of business courses for a B.B.A.
- 7) For 1980-82 catalog only

ADDITIONAL INFORMATION

- 1) Consult the College of Business Administration Catalog and the Course Schedule for complete course prerequisites, course descriptions, and degree requirements.
- 2) Electives, non-business electives, and non-business advanced electives can be taken on a pass-fail basis. Students with 30 semester hours of college credit may take up to five courses on a pass-fail basis. (Only two courses pass-fail per semester)
- 3) Students who register for upper-division courses in business administration must have the overall grade-point average shown below which corresponds with the number of semester hours of college credit as of September 1, 1979.

<u>Semester Hours as of September 1, 1979</u>	<u>Grade-Point Average Required</u>
None	2.50
1 through 59	2.25
60 or more	none

- 4) Lower division (freshman & sophomore) and new transfer students are advised in the Undergraduate Dean's Office. Upper division (junior & senior) students are advised in the department of their major.

This degree plan check sheet is for advising purposes only. When you have completed 75 hours of college credit you must apply for an official degree check in the Undergraduate Dean's Office.

First Year

— ENGLISH 306
Rhetoric & Composition;
Prereq. ECT test

— ECONOMICS 302
Intro. to Macroeconomics

— MATH 603A
Math for Business & Economics;
Prereq. Math Level I exam
(see Footnote 1)

— Science
(see Footnote 2)

— Humanities/Social Science
(see Footnote 3)

— ENGLISH 307
Literature and Composition OR

— ENGLISH 308
Rhetoric, Logic, & Expository Writing;
Prereq. English 306

— ECONOMICS 303
Intro. to Microeconomics

— MATH 603B
Math for Business & Economics; prereq.
Math 603A (see Footnote 1)

— Science
(see Footnote 2)

— Non-Business Elective

Second Year

— ACCOUNTING 311
Fundamentals of Financial Acctg.;
Prereq. 27 hrs of college credit

— Sophomore English
Prereq. English 306 & 307/308

— DATA PROC. & ANALYSIS 310
Intro. to Electronic Data Proc.;
Prereq. Math 603B or concurrent enrollment

— GOVERNMENT 310L
American Government; Prereq. English
306 with grade of B or
English 306 & 307/308

— U.S. History
Prereq. Same as GOV 310L (see Footnote 4)

— ACCOUNTING 312
Fundamentals of Managerial Acctg.; Prereq.
Acctg. 311 & credit or concurrent enrollment
in Statistics 309

— Communicative Skill
(see Footnote 5)

— STATISTICS 309
Elementary Business Statistics; Prereq.
Math 603B or concurrent enrollment

— GOVERNMENT 312L
Topics vary; Prereq. 3 hrs lower-division
Govt.

— U.S. History
Prereq. Same as GOV 310L (see Footnote 4)

Third Year

— FINANCE 354
Money, Banking & Economic Conditions;
Prereq. Eco 302 & 303, ACC 312 &
upper-division standing

— BUSINESS LAW 323
Business Law first course; prereq.
upper-division standing

— MARKETING 337
Principles of Marketing; prereq.
upper-division standing

— Upper-division Business Elective

— Non-business Elective

— FINANCE 357
Business Finance; prereq. ACC 312 &
upper-division standing

— MANAGEMENT 335
Operations Management; prereq. STA 309 &
upper-division standing OR

— MANAGEMENT 336
Organizational Behavior & Administration;
Prereq. upper-division standing

— Upper-division Business Elective

— Upper-division Accounting Elective

— Non-business Elective

Fourth Year

— Required Course Selected from

— Finance Group
(see Footnote 6)*

— Finance Group
(see Footnote 6)

— Finance Group
(see Footnote 6)

— Upper-division Business Elective

— Upper-division Non-Business Elective

— Finance Group
(see Footnote 6)

— Finance Group
(see Footnote 6)

— Upper-division Business Elective

— Upper-division Non-Business Elective

— Elective

FOOTNOTES

- 1) May satisfy math requirement and statistics prerequisite with any one of the following combinations: 1) M603A & M603B 2) M808A & M808B 3) M808A & M603A 4) M808B & M603B 5) M608Ea & M608Eb 6) M608Ea & M603A 7) M808A & M608Eb 8) M603B & M608Eb.
- 2) Six semester hours in science taken in any combination from among the following fields: Astronomy, Biological Sciences (Biology, Botany, Microbiology, Zoology), Chemistry, Geology, or Physics. The requirement cannot be fulfilled by Physical Science courses.
- 3) May be satisfied by any course in Anthropology, Classics (GK, LAT, CC), Comparative Lit., Economics, English, French Civilization, Geography, Government, History, Humanities, Languages, Linguistics, Philosophy, Psychology or Sociology.
- 4) May be satisfied by: HIS 315K and HIS 315L, GS 613 and HIS 315K, or any upper division American History course which is designated in the course schedule as fulfilling the legislative requirement.
- 5) May be satisfied by: Sophomore level foreign language (freshman level course will count if taken before 9/1/76); Linguistics; Speech; Writing (technical, creative, expository or journalistic). Note: SPE 313 or anatomical, psychological and acoustical speech and hearing courses or story-telling courses will not count if taken after 9/1/76.
- 6) Finance Group courses include: FIN 367, 369, 370, 371, 374 (two topics), 375, 376, 377, 378. *For 80-82 catalog, FIN 370 is required.

ADDITIONAL INFORMATION

- 1) Consult the College of Business Administration Catalog and the Course Schedule for complete course prerequisites, course descriptions, and degree requirements.
- 2) Only electives, non-business electives, and upper division non-business electives can be taken on a pass-fail basis. Students with 30 semester hours of college credit may take up to five courses on a pass-fail basis. (Only two courses pass-fail per semester.)
- 3) Students who had not passed 60 hours of college credit by September 1, 1979 must have the following UT-Austin cumulative grade point average to take upper-division business courses and to graduate:

<u>Semester hours as of September 1, 1979</u>	<u>Grade point average required</u>
none	2.50
1-59	2.25

- 4) Lower division (freshman & sophomore) and new transfer students are advised in the Undergraduate Dean's Office. Upper division (junior & senior) students are advised in the department of their major.
- 5) U.T. residency requirements: The term "in residence" refers to courses taken at UT-Austin. Residence credit does not include credit by exam or extension or correspondence courses. No degree will be conferred until all of the following have been completed in residence:
- A) At least 2 long session semesters or an equivalent period of time
 - B) A total of 30 hours
 - C) 24 hours in Business Administration
 - D) 24 of last 30 hours
 - E) 6 upper division hours in major field of study

THE UNIVERSITY OF TEXAS AT AUSTIN
INSURANCE DEGREE PLAN

COLLEGE OF BUSINESS ADMINISTRATION
1976-78; 1978-80; 1980-82

This degree plan check sheet is for advising purposes only. When you have completed 75 hours of college credit you must apply for an official degree check in the Undergraduate Dean's Office.

First Year

ENGLISH 306
Rhetoric & Composition; Prereq. ECT test

ECONOMICS 302
Intro. to Macroeconomics

MATH 603A
Math for Business & Economics; Prereq.
Math Level I exam
(see Footnote 1)

Science
(see Footnote 2)

Humanities/Social Science
(see Footnote 3)

ENGLISH 307
Literature & Composition OR
ENGLISH 308
Rhetoric, Logic, and Expository Writing;
Prereq. E 306

ECONOMICS 303
Intro. to Microeconomics

MATH 603B
Math for Business & Economics; Prereq.
M603A (see Footnote 1)

Science
(see Footnote 2)

Non-Business Elective

Second Year

ACCOUNTING 311
Fundamentals of Financial Acctg.; Prereq.
27 hrs. of college credit
Sophomore English
Prereq. E 306 & 307/308

DATA PROC. & ANALYSIS 310
Intro. to Electronic Data Proc.; Prereq.
M 603B or concurrent enrollment

GOVERNMENT 310L
American Government; Prereq. E 306 with
grade of B or E 306 & 307/308

U.S. History
Prereq. Same as GOV 310L
(see Footnote 4)

ACCOUNTING 312
Fundamentals of Managerial Acctg.; Prereq.
ACC 311 & credit or concurrent enrollment
in STA 309

Communicative Skill
(see Footnote 5)

STATISTICS 309
Elementary Business Statistics; Prereq.
M 603B or concurrent enrollment

GOVERNMENT 312L
Topics vary; Prereq. 3 hrs. lower-div. Govt.
U.S. History
Prereq. Same as GOV 310L
(see Footnote 4)

Third Year

INSURANCE 357
Insurance & Risk Management; Prereq.
upper-div. standing

BUSINESS LAW 323
Business Law, first course; Prereq.
upper-div. standing

FINANCE 354
Money, Banking & Economic Conditions;
Prereq. ECO 302 & 303, ACC 312 &
upper-div. standing

MARKETING 337
Principles of Marketing; Prereq.
upper-div. standing

Non-business Elective

INSURANCE 320
Management of the Insurance Enterprise;
Prereq. upper-div. standing

FINANCE 357
Business Finance; Prereq. ACC 312 & upper-
div. standing

MANAGEMENT 335
Operations Management; Prereq. upper-div.
standing & STA 309 OR

MANAGEMENT 336
Organizational Behavior & Admin.; Prereq.
upper div. standing

Upper-division Business Elective
(see Footnote 6)

Elective

Fourth Year

Required Course Selected From Insurance
Group
(see Footnote 8)

Insurance Group
(see Footnote 8)

Upper-division Business Elective
(see Footnote 6)

Upper-division Business Elective
(see Footnote 6)

Upper-division Non-business Elective
(see Footnote 7)

Insurance Group
(see Footnote 8)

Upper-division Business Elective
(see Footnote 6)

Upper-division Business Elective
(see Footnote 6)

Upper-division Non-business Elective
(see Footnote 7)

Non-business Elective
(see Footnote 7)

FOOTNOTES

- 1) May satisfy math requirement and statistics prerequisite with any one of the following combinations: 1) M603A & M603B 2) M608A & M608B 3) M608A & M603A 4) M608B & M603B 5) M608Ea & M603A 6) M608Ea & M608Eb 7) M608A & M608Eb 8) M603B & M608Eb.
- 2) Six semester hours in science taken in any combination (from among the following fields: Astronomy, Biological Sciences (Biology, Botany, Microbiology, Zoology), Chemistry, Geology, or Physics. The requirement cannot be fulfilled by Physical Science courses.
- 3) May be satisfied by any course in Anthropology, Classics (GK, LAT, CC), Comparative Literature, Economics, English, French Civilization, Geography, Government, History, Humanities, Languages, Linguistics, Philosophy, Psychology or Sociology.
- 4) May be satisfied by: HIS 315K and HIS 315L, GS 611 and HIS 315K, or any upper-division American History course which is designated in the course schedule as fulfilling the legislative requirement.
- 5) May be satisfied by: Sophomore level foreign language (freshman level course will count if taken before 9/1/76); Linguistics; Speech; Writing (technical, creative, expository or journalistic). Note: SPE 313 or anatomical, psychological and acoustical speech and hearing courses or story-telling courses will not count if taken after 9/1/76.
- 6) Chosen with the consent of the advisor. Recommended: ACC 364, BC 324, MKT 363, MAN 337, FIN 374.
- 7) Recommended: SPE 320K, SPE 332K, PRY 350, SOC 388.
- 8) Any three of the following four courses: IHS 360, IHS 361, IHS 369, IHS 377.

ADDITIONAL INFORMATION

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- 3) Students who had not passed 60 hours of college credit by September 1, 1979 must have the following UT-Austin cumulative grade point average to take upper-division business courses and to graduate:

<u>Semester hours as of</u> <u>September 1, 1979</u>	<u>Grade point average</u> <u>Required</u>
none	2.50
1-59	2.25

- 4) Lower division (freshman & sophomore) and new transfer students are advised in the Undergraduate Dean's Office. Upper division (junior & senior) students are advised in the department of their major.
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 - A total of 30 hours.
 - 24 hours in Business Administration.
 - 24 of last 30 hours.
 - 6 upper division hours in major field of study.

This degree plan check sheet is for advising purposes only. When you have completed 75 hours of college credit you must apply for an official degree check in the Undergraduate Dean's Office.

First Year

--- ENGLISH 306
Rhetoric & Composition; Prereq. ECT test

--- ECONOMICS 302
Intro. to Macroeconomics

--- MATH 603A
Math for Business & Economics; Prereq. Math Level I exam (see Footnote 1)

--- Science
(see Footnote 2)

--- Humanities/Social Science
(see Footnote 3)

--- ENGLISH 307
Literature & Composition OR

--- ENGLISH 308
Rhetoric, Logic, & Expository Writing; Prereq. E 306

--- ECONOMICS 303
Intro. to Microeconomics

--- MATH 603B
Math for Business & Economics; Prereq. Math 603A (see Footnote 1)

--- Science
(see Footnote 2)

--- Non-Business Elective

Second Year

--- ACCOUNTING 311
Fundamentals of Financial Acctg.; Prereq. 27 hrs of college credit

--- Sophomore English
Prereq. E 306 & 307/308

--- DATA PROCESSING & ANALYSIS 310
Intro. to Electronic Data Proc.; Prereq. Math 603B or concurrent enrollment

--- GOVERNMENT 310L
American Government; Prereq. E 306 with grade of B or E 306 & 307/308

--- U.S. History
Prereq. Same as GOV 310L (see Footnote 4)

--- ACCOUNTING 312
Fundamentals of Managerial Acctg.; Prereq. ACC 311 & credit or concurrent enrollment in STA 309

--- Communicative Skill
(see Footnote 5)

--- STATISTICS 309
Elementary Business Statistics; Prereq. Math 603B or concurrent enrollment

--- GOVERNMENT 312L
Topics vary; Prereq. 3 hrs lower-div. Govt. U.S. History

--- U.S. History
Prereq. Same as GOV 310L (see Footnote 4)

Third Year

--- REAL ESTATE 358
Introduction to Real Estate & Urban Land Development; Prereq. upper-div. standing

--- BUSINESS LAW 323
Business Law first course; Prereq. upper-div. standing

--- FINANCE 354
Money, Banking & Economic Conditions; Prereq. ECO 302 & 303, ACC 312 & upper-div. standing

--- MARKETING 337
Principles of Marketing; Prereq. upper-div. standing

--- Upper-div. Non-Business Elective
(see Footnote 6)

--- ACCOUNTING 364
Fundamentals of Taxation; Prereq. ACC 311

--- FINANCE 357
Business Finance; Prereq. ACC 312 & upper-div. standing

--- MANAGEMENT 335
Operations Management; Prereq. STA 309 & upper-div. standing OR

--- MANAGEMENT 336
Organizational Behavior & Administration; Prereq. upper-div. standing

--- Upper-div. Business Elective
(see Footnote 8)

--- Non-Business Elective

Fourth Year

--- REAL ESTATE 358L
Appraisal Theory & Methods; Prereq. RE 358 or consent of instructor

--- REAL ESTATE 378K
Real Estate Finance & Syndication; Prereq. RE 358 or consent of instructor (generally offered only in the Fall semester)

--- Finance Elective
(see Footnote 7)

--- Upper-div. Business Elective
(see Footnote 8)

--- Upper-div. Non-Business Elective
(see Footnote 6)

--- REAL ESTATE 376
Real Estate Investment & Feasibility Analysis; Prereq. RE 358 (generally offered only in the Spring semester)

--- BUSINESS LAW 363
Real Estate Law; Prereq. BL 323

--- Finance Elective
(see Footnote 7)

--- Upper-div. Business Elective
(see Footnote 8)

--- Upper-div. Non-Business Elective
(see Footnote 6)

- 1) May satisfy math requirement and statistics prerequisite with any one of the following combinations: 1) M603A & M603B 2) M808A & M808B 3) M808A & M603A 4) M 808B & M603B 5) M608Ea & M608Eb 6) M608Ea & M603A 7) M808A & M608Eb 8) M603B & M608Eb.
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- 3) May be satisfied by any course in Anthropology, Classics (GR, LAT, CC), Comparative Literature, Economics, English, French Civilization, Geography, Government, History, Humanities, Languages, Linguistics, Philosophy, Psychology or Sociology.
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- 5) May be satisfied by: Sophomore level foreign language (freshman level course will count if taken before 9/1/76); Linguistics; Speech; Writing (technical, creative, expository or journalistic). Note: SPE 313 or anatomical, psychological and acoustical speech and hearing courses or story-telling courses will not count if taken after 9/1/76.
- 6) Suggested non-business advanced electives: ARC 342, ARC 348, ARC 355, ARC 563, ARE 335K or 235L, GRG 337, HIS 349M.
- 7) Six semester hours of finance courses chosen from the following courses: FIN 367, 369, 370, 371, 374, 375, 376, 377, 378. For 1980-82 catalog, must take FIN 370.
- 8) Nine semester hours of upper-division business courses. Suggested electives are: MKT 372, INS 357, MKT 338, RES 325, RES 326, MAN 337, or any of the finance courses listed in footnote 7.

ADDITIONAL INFORMATION

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 - A) At least 2 long session semesters or an equivalent period of time.
 - B) A total of 30 hours.
 - C) 24 hours in Business Administration
 - D) 24 of last 30 hours.
 - E) 6 upper division hours in major field of study.

Section Four

Writing Goals and Assignments in English 346K, Writing for Business

Section Four

Goals of E.346K, Writing for Business:

English 346K exists to sharpen the student's skills in writing expository prose, taking up where the freshman composition and sophomore literature courses left off; it reviews elementary points of grammar and organization, but its objectives are more complex, its standards higher. What is more, it relies on the student's inherent interest in the language and situations of his/her chosen career field to stimulate a desire to undertake diverse writing assignments and cultivate editorial abilities.

These essays should afford practice in the kinds of writing employed in business reports and projects, including (notably) explanation, analysis, and evaluation. Reading examples of good writing about business is likewise essential, since all teachers agree that the most readable prose results from a process that begins with appreciating and imitating others' successes. Therefore most of these readings should have been written originally in English (i.e., not be translations). A standard grammar and style book should be assigned. Readings should average one essay or chapter per class meeting for sections that meet three times weekly.

However, the main activity in E.346K should be frequent writing assignments, returned to the student within a week or two of submission. In these exercises the student should discover how to locate and narrow an appropriate topic, and should make the acquaintance of working concepts of audience, diction, syntax, organization, and theme, as well as encounter the fundamental and advanced points of usage, that is, grammar and mechanics.

Basic Format of the Course:

Although the course inevitably (and desirably) revolves around the upcoming writing assignments, these topics in turn can reinforce broad aims of the individual segments of a syllabus. Instructors will naturally wish to experiment with certain facets of their course, but here follows a draft of a basic plan:

Introduction: Explain the course goals and policies.

Unit I. The Principles of Good Writing

- A. Determine the level of class members' skills by means of an early exercise in writing.
- B. Review basic sentence patterns and common difficulties.
- C. Describe the use and misuse of jargon.

Unit II. The Importance and Scope of Business

- A. Review briefly the historical development and current range of fields within American business.
- B. Illustrate the differences between abstractions and generalizations, concrete illustrations and specific examples, as found in their major fields.

C. Develop the first descriptive-analytical writing assignment.

Unit III. Style and Results

- A. Summarize and illustrate characteristic forms of logic, style, and organization prevalent in business discourse.
- B. Separate this course from the Business Communication offerings in the College of Business Administration, and explain the benefits of enrolling for one or more of those courses in addition to this one.
- C. Encourage the students to articulate some of the differences between their designated field of interest and others within the general field of business.
- D. Have the students list some examples of terminology crucial to their career field, discussing the philosophical implications and historical-social origins. Possibly require that they compile a small notebook of perhaps fifty of these special terms during the course of the semester.
- E. Review basic modes of expository prose:
 1. Description
 2. Definition and Classification
 3. Process Analysis
 4. Intellectual Analysis
 5. Argumentation
 6. Narration
 7. Exposition
 8. Interpretation and Evaluation

Unit IV. The Essay

- A. Explain the relevance of the essay form to contemporary commentary on the field of business.
- B. Review the elements of argumentation and demonstration that pervade advertising and business.
- C. Help students review inductive and deductive methods of reasoning.
- D. Encourage the students to explore the most effective types of unity, structure, and transition.
- E. Ask the students to suggest practical uses of the essay for current conditions and approaches in their chosen fields.

Unit V. Library Research

- A. Introduce the students to the history, purpose, and trends of world and American libraries.
- B. Discuss methods of selecting and narrowing topics appropriate for their level of inquiry and suitably treated by professional publications in their field.
- C. Utilize "Business Research Guide" prepared by staff of Perry-Castañeda Library (see the Library Component in Section Five).
- D. Possibly incorporate a brief oral as well as a written presentation of a status report at midpoint of project.
- E. Assist the students in learning efficient forms for research notes, documentation of sources, modes of quotation.
- F. Distribute sample pages (not entire paper) of an outstanding project completed for this library component by a student in the class.

Some highly motivated students will always surpass the suggested length limits, and the instructor can merely point out any "padding" that seems obvious; the more common case will be the student who, discouraged, hands in an essay that falls considerably short of the prescribed length. This inability to develop ideas fully and treat a number of subsidiary points generally results from inadequate commitment to the preliminary jottings or "pre-writing" stage of the composition process. Try to persuade the student that nearly all writers, even famous novelists, most often begin by making notes during brain-storming sessions and library expeditions. Why, then, should an amateur, collegiate writer ignore this crucial method of preparing one's mind for the task ahead? Suggest that on the next assignment he or she make three times as many initial jottings prior to attempting the rough draft as was done the last time. The majority of students will comply with this agreement, and many will gradually incorporate some type of pre-writing exercise into their habitual ways of approaching a composition.

Every instructor will wish to adjust the possible composition topics to suit his/her own style of lectures and criteria, but the following suggestions might indicate a few possibilities for student papers.

Sample Assignment A:

Write a journalistic analysis of the (invented) merger of two companies. You may use either real or imagined company names. Bring all of your present skills--accounting, cost

Unit VI. Business: The Challenges and the Critics

- A. Assist students in articulating their philosophy of ethical, reputable business practices.
- B. Allow the students to consider the history and trends of their particular field, and to compare it to other related and disparate fields, including journalism, social and behavioral sciences, and the humanities.
- C. Introduce criticisms of past and emerging business leaders and philosophies, and encourage debate about the training and preparation of their own generation of business majors.
- D. Invite guest speakers to present views about their business fields and perceptions about future directions.
- E. Invite each student to critique a current, ongoing development or existing fact in his/her field.

Writing Assignments:

The recommended number of brief essays (averaging three to four pages, typed with double-spacing) for a fifteen-week writing course like E.346K is six. At least one of these could be shorter, perhaps only two pages long, intended as an initial warm-up exercise at the beginning of the course. Another paper--probably the Library Research Project--should give the student the feeling of tackling a larger endeavor; this paper could be eight to ten pages in length.

analysis, legal knowledge, and others--into play in this article. What can one company offer another? There will be numerous ways to employ (manufactured) statistics in summarizing your findings. Quote company executives.

Sample Assignment B:

Assess the impact on employees, their families, and their communities when companies relocate to the "Sunbelt." Use concrete examples, quotations, statistics, details. (Plentiful ammunition is available at the Austin Chamber of Commerce.)

Optional for Assignment B:

Write an essay presenting the advantages and disadvantages of giving work to foreign labor.

Sample Assignment C:

Write a statement informing the shareholders that there will be no dividend paid for the year. There doesn't have to be a hard-luck financial reason; possibly the company officers have decided that it makes more sense to invest the money for future expansion and development.

Sample Assignment D:

Write an explanation to consumers about why their electricity rates will soon be going up drastically.

Sample Assignment E:

Write a report describing how you negotiated an advertising contract between a prominent athlete and a local car dealership.

Sample Assignment F:

Write an essay comparing and contrasting the advantages and disadvantages of working for a small company (fifty or fewer employees) as opposed to spending the same years with a large corporation. Use specific illustrations drawn from any summer or part-time employment you have had. What is the best feature of each type of organization?

Sample Assignment G:

Produce a brief (six-page) description of a firm that you would like to found. Summarize the philosophy of the enterprise, the spirit of its concept, the policies regarding ethics and behavior, the safeguards for employee morale, the keys to profitable productivity.

Sample Assignment H:

Write an advertisement that describes and appraises your probable field of business. Directly mention and explain the chief benefits and drawbacks. Try to persuade your readers to reach a favorable view of the field.

In making any of these assignments, the instructor should be intent upon helping the student see that there are many ways to approach a problem or promote an appeal to a certain group. Every week we are unwittingly the audience for similar attempts to convince us that we should accept some rate increase or newly

proposed decision about our workplaces. The student should also be encouraged to note that a consistent tone is crucial in such exercises in analysis and argumentation. Is the solemn "voice" more effective than the humorous one for this particular assignment? Which will be the most persuasive and successful? What types of examples and details will lead the designated audience to be receptively attentive?

Optional Assignment:

Some teachers might wish to allow certain students to write an analysis of a short story (or short stories) or a novel involving business themes and featuring businesspeople as the chief characters. This possibility should not turn into an excuse for converting this composition course into a literature course (as many English instructors might wishfully contemplate); however, as a solitary exercise in analysis of text and theme the option seems warranted. Several suitable short stories can be found in many anthologies, such as Short Story Masterpieces, ed. Robert Penn Warren and Albert Erskine (Dell, 1954), or Major American Short Stories, ed. A. Walton Litz (Oxford University Press, 1975), or American Short Fiction: Readings and Criticism, ed. James K. Bowen and Richard VanDerBeets (Bobbs-Merrill, 1970). These selections include:

Irwin Shaw, "The Eighty-Yard Run"

F. Scott Fitzgerald, "Winter Dreams"

John Galsworthy, "Quality"

James Thurber, "The Catbird Seat"

Herman Melville, "Bartleby the Scrivener"

O. Henry, "The Man Higher Up"

Sherwood Anderson, "The Egg"

Ernest Hemingway, "Soldier's Home"

John Collier, "Witch's Money"

There are a number of novels that feature business as a theme and businesspeople as major characters; nonetheless, in most cases, this sort of extended analysis seems more appropriate for an upper-division course in English literature rather than composition.

In addition, it is always possible for the instructor to encourage the students to learn more about the history of American business, particularly of their chosen fields. A work like Alfred L. Thimm's Business Ideologies in the Reform-Progressive Era, 1880-1914 (University: University of Alabama Press, 1976), for instance, can elucidate the underpinnings of American business philosophy at the turn of the century. Although by no means should E.346K function as a quasi-course in the Western History of Business Ideas, at least one writing assignment could invite the students to make use of library books and articles that discuss the background of our present capitalistic system. Either the past or the contemporary state of technology can also be contrasted with the looming future that Alvin Toffler prophesies in The Third Wave (New York: Bantam, 1980).

Sample Schedule of Writing Assignments

Professor S. N. Behrman * E.346K * Writing for Business

Spring 1982

- First essay: Description of a job (description, process analysis). Due January 26.
- Second essay: Solution to a problem (description, argumentation). Due February 17.
- Third essay: Advertisement (description, argumentation). Due March 1.
- Fourth essay: Analysis of a merger of two companies (analysis, argumentation). Due March 24.
- Fifth essay: Report of field trip to business firm (narration, description, analysis). Due April 16.
- Sixth essay: Library research project (analysis, synthesis, argumentation). Due April 30.
- Seventh essay: Philosophy of business (description, analysis). (optional) Due May 7.

Ideally your papers should be typewritten, with double-spacing. At least four of them in fact, must be typed. Handwritten themes are acceptable if they are written neatly in ink on ruled paper, are double-spaced, and contain at least three times the number of pages assigned for typed papers. The pages ought to be stapled.

Every assigned paper must be handed in by the last class meeting of the semester, May 10th. Late papers for all assignments must reach the instructor within a week of the due date under ordinary circumstances.

This section of E.346K has no mid-term or final examination.

The course cannot be absorbed simply from reading the textbooks and copying other students' classroom notes. Excessive absenteeism forms part of the instructor's evaluation of your performance in the course. If you must be absent from more than one session, you should notify the instructor about additional absences.

Section Five

The Library Research Project

Section Five

The Library Research Project:

During the 1970's and 1980's the English faculty at U.T. Austin have been unusually fortunate in enjoying the cooperative support of our professional librarians in efforts to introduce students to the campus library facilities, show them the basic procedures and reference tools of library research, and assign library research papers that measure the students' willingness and ability to make use of library books and periodicals. In past years the librarians at the Undergraduate Library in the Academic Center have skillfully and helpfully introduced our freshman writing students to the accessibility and advantages of libraries by means of self-guided library-tour pamphlets, test-question sheets, sample paper topics, bibliographic aids, and reference-desk assistance with writing projects.

Recently the librarians at Perry-Castañeda Library have demonstrated an interest in working with the instructors of E.346K writing courses in developing a solid library-research component for the new junior-level program. The following sample handouts, designed by John Kupersmith, Suellen Fortine, and other members of the General Libraries staff, reveal the possibilities for a

partnership between the English professor and the professional librarian in assigning, directing, and evaluating the student's library research project.



THE UNIVERSITY OF TEXAS AT AUSTIN

THE GENERAL LIBRARIES

AUSTIN, TEXAS 78712

May 13, 1982

TO: Faculty members planning Junior Level Writing Course syllabi

FROM: John Kupersmith
Assistant for Public Services Programs

SUBJECT: Library component for your course

The attached Research Guide incorporates a library research paper assignment designed specifically for your segment of the Junior Level Writing Course. This assignment, based on our earlier discussions of the course and the preliminary syllabi as well as on the methods used successfully with the Freshman English and Technical Writing programs, guides the student through an organized research strategy, explaining each step along the way. In terms of contact between instructor and student, the assignment has three steps: (1) preliminary topic selection and discussion; (2) survey of the available literature and preparation of a brief research proposal; (3) completion of the final paper. We have prepared Research Guides for four possible segments of the course: Arts and Humanities, Social and Behavioral Sciences, Natural Sciences and Technology, and Business.

Also enclosed is a sample bibliography from our Selected Reference Sources series. These lists of basic sources, now being revised and extended to cover new subject fields, will complement the Research Guides; students can pick them up free of charge in the Perry-Castañeda Library and other General Libraries units.

We would like to continue working with you to make sure this material meets your needs, with a view to using it with pilot sections of the course this fall. Please communicate your reactions to the person listed below:

Suellen Fortine, PCL 2.430 (PAX 4061, CTX 3813)

OBJECTIVES

The following are general objectives; there will likely be some variation in specific objectives among the subject areas covered by the course.

After completing this course, students should be able to:

1. choose an appropriate topic for research; adapt their own terminology to that used in card catalogs and other information sources; restrict or otherwise modify the topic as necessary during the search process.
2. plan and implement an efficient search strategy taking into account the way information is organized in particular subject fields; conduct and report on a preliminary survey of the chosen topic.
3. locate and use sources of background information, such as general and specialized encyclopedias.
4. locate material in the card catalog (by author, title, and subject), using the Library of Congress subject heading list and such features as cross references, subheadings, and tracings; make use of the major elements of a catalog entry; locate books and serials on the shelves.
5. select and use the periodical indexes and abstract sources most likely to meet their needs; decide when to use a manual or computerized search; interpret the elements of an index entry or printout.
6. identify (by type) and locate special reference sources when there is a need to find specific data such as statistics, biographical information, scientific formulas, etc.
7. evaluate information sources on the topic, considering content, scope and depth of coverage, authority, timeliness, documentation, and overall relevance to the student's project.
8. perform the above tasks in the libraries (PCL, UGL, branches, or special collections) most relevant to their fields of study; within these libraries, locate and use catalogs, uncataloged resources (e.g., microforms, technical reports), and service points as needed.
9. document their research in appropriate and logical bibliographic form, using the basic style manuals in their fields.

METHOD OF INSTRUCTION

The technique used for this course should follow that already used successfully for English 317, Technical Writing: a self-paced unit consisting of printed materials prepared by the General Libraries and administered by the course instructors. While the course as proposed by the English Department has three main subject divisions--Arts and Humanities, Natural Sciences and Technology, and Social and Behavioral Science--plus a possible Business variant, there will likely have to be a greater number of sets of materials, corresponding to major disciplines or discipline groups within these subject areas.

Each set of materials should consist of:

1. a list of suggested topics.
2. a worksheet or exercise that guides the student through topic formulation, an initial survey of the topic, and development of a preliminary report.
3. an annotated bibliography of basic sources in the field, arranged in search strategy order to complement the worksheet.
4. a General Libraries handout giving essential information on the library system.

In addition, two major supporting items will be needed:

1. a teacher's guide giving instructions for making the best use of the library materials and assignment, and suggestions for evaluating students' work.
2. supporting tools and materials in the libraries that are likely to be affected by the exercise; these might include signs, point-of-use tools, on-site handouts, etc., as well as properly prepared staff and adequate collections.

BUSINESS RESEARCH GUIDE
FOR JUNIOR LEVEL WRITING COURSE

DRAFT: MAY 3, 1982

THE GENERAL LIBRARIES
THE UNIVERSITY OF TEXAS AT AUSTIN

Accurate, up-to-date information is essential to good business decisions. The ability to locate, evaluate and use information is therefore an important skill for all business majors. The research strategy explained here will help you locate information on a particular topic in the field of business. This research strategy is a process that you can use successfully in other assignments, both in school and in your career.

Though most of your research will be done in the Perry-Castañeda Library, (PCL), you may find that some resources for your topic are in other libraries or collections on campus. To find the specific sources you'll need, use the General Libraries' Selected References Sources bibliography (available free of charge in PCL and General Libraries branches) or ask a librarian for help.

Your
Assignment

1. Choose a preliminary topic - something of interest to you in the field of business - and discuss it with your instructor.
 2. Following the steps outlined below, read some background information on your topic, narrow or modify the topic as needed, and gather relevant citations from the subject card catalog, bibliographies and indexes.
 3. Prepare a research proposal, not more than five pages long, that states your topic, explains why it is significant, lists at least five information sources, (such as books or periodical articles) that you plan to use in your final paper, and evaluates and compares two of these sources.
 4. After reviewing the proposal with your instructor, go on to complete your research and reading and prepare your final paper.
-

GET ORGANIZED

Successful research requires a certain amount of record-keeping. You will examine information sources for their content and keep track of what these

items are, so that you and readers of your paper can find them later. A note-taking system that serves both purposes is explained below.

Parts
of the
System

Bibliography cards: index cards on which you record the information you'll need to cite the item in your paper. For books, a complete citation includes author/editor/, title, publisher, and place and date of publication. For articles, note the author, article title, magazine/journal title, volume number, date, and page numbers. For government documents and technical reports, include the complete name of the issuing agency or group.

Note cards: larger cards or sheets on which you record notes or quotations for later use. Be sure to mark all quoted material clearly, and to write a short bibliographic reference ("Anderson, p. 72") at the top of each note card.

Style manual: Your instructor will tell you the appropriate style manual (a reference book giving correct form for footnotes and bibliography entries) for your field.

Besides supplying yourself with the proper equipment, you can also manage your time to create a successful outcome. You will probably need 5-10 hours for actual library research on this project, plus time for in-depth reading. Schedule a certain block of time for each major step. When the need arises, give yourself a break! Take time out to think about where you are and about the value of the items you're seeing; if necessary, jot down a few notes or talk your project over with someone else.

CHOOSE A PRELIMINARY TOPIC

To select an appropriate topic, you first need to choose a preliminary topic which you think might be interesting. It could be an industry, a process, a problem or a concept in the field of business. Your preliminary topic may not be the same as your final topic; generally, researchers narrow their focus as they go along.

A good topic has several characteristics. First, it is interesting to you. It is significant: most people in the field know about it, some have written about it, and there is often some controversy among the experts. It is appropriate for your intended audience: not so basic as to be common knowledge, nor so technical as to be beyond the reader's grasp. It is timely, but not so timely that nothing has yet been written about it. And, most important of all, it is not too broad. Specific topics are "researchable", because they give you a means for selecting some information sources and deciding to ignore others. One of the best ways to narrow a topic is through background reading, described in the next step.

Result

A statement of your preliminary topic. Discuss the topic with your instructor before going any further.

FIND BACKGROUND INFORMATION

Background sources can give you an understanding of the context of your chosen topic, a basic knowledge of the commonly accepted facts about the topic, an idea of the major ongoing controversies on the topic, and an increased vocabulary of key terms to use in your later research. Besides providing factual information, these sources often contain bibliographies of essential works on the topic that you can use as you begin building your own working bibliography. General and specialized encyclopedias and handbooks are good background sources for most topics.

Using these sources, you may not find an article that is specifically on your topic. Look for a slightly broader article that may include your topic, and check the index in the last volume of multi-volume encyclopedias to find references.

If you can't locate any background information, you may have a problem with the topic you have selected. Your topic may be too recent to be covered in well-established encyclopedias, or it may embody a radically new approach to existing knowledge, or, just possibly, it may not be a "researchable" topic. Talk to a librarian before you spend any more time on research! The time you spend on solving the problem now will save you many frustrating and unproductive hours later.

The information you find in background sources almost automatically helps you narrow your topic, as you react to what you read by identifying issues, asking questions and developing specific interests. Here are some examples of how preliminary topics might be narrowed:

PRELIMINARY TOPIC:

fast food industry

electronic funds transfers

multinational corporations

government regulation of
business

NARROWED TOPIC:

What marketing strategies are used by the fast food industry?

What effects have EFT's had on banking industry procedures?

What are the most common management problems faced by multinational corporations?

What effects do government regulation have on prices in the coal mining industry?

Result

A statement of your narrowed topic and some general notes on basic facts, issues, and controversies.

A list of key terms that describe your topic.

Bibliography cards listing the background sources you've used plus any items cited in their bibliographies that you want to use.

FIND WHAT'S BEEN PUBLISHED

There are several ways to locate published items on a topic. To locate books, you can begin by using the Public Catalog at the PCL. This card catalog has two sections: Subject (for concepts) and Name/Title (for names of people and organizations). Before using the subject catalog, you need to consult the Library of Congress List of Subject Headings (located near the catalog) to determine what heading(s) are used for your topic.

Another way to locate published items is to use retrospective bibliographies or guides to the literature. These sources, which are basically lists of items on a given topic or in a given subject area, are somewhat selective and often include only significant items; some are annotated to give you an idea of what the individual items are like.

Result	Relevant items listed on bibliography cards.
	A refined list of useful key items.

FIND RECENT INFORMATION

Because of the importance of up-to-date information in the field of business, articles published in periodicals, newspapers and trade journals are often the best sources to use. To identify articles on your topic use the indexes listed in the Selected Reference Sources bibliography for your field.

Many indexes are now also available in computerized form and can be searched online by librarians who are subject specialists. There is normally a charge for this type of search and it is probably not appropriate for this assignment. However, if you do an extensive research project, such as a thesis or professional report, you might want to consider this service. See the brochures on Computer-Based Information Services for more information.

Result	Relevant, recent items listed on bibliography cards.
--------	--

LOCATE SPECIFIC ITEMS

At this stage of your research, you do not need to read every item in your working bibliography. Review your bibliography cards and choose those items that seem most important; for your research proposal, you will need to list at least five of these and evaluate two in detail.

If you are working in PCL, use the Name/Title section of the card catalog to locate books. The handout "How to Find a Periodical in PCL" explains how to use this catalog to find periodicals. If you need to locate an item

that doesn't seem to fit into these categories, or if you can't find what you want, ask a librarian for help.

The General Libraries' collections include more than 4.5 million volumes, but your research may have turned up some items that are not available here on campus. If this happens, and you feel the item is very important to your project, and if you have at least three weeks' lead time, as a librarian about Inter-Library Loan Service; we may be able to obtain the item you want from another library.

Result Content notes on at least five significant items.

PREPARE YOUR RESEARCH PROPOSAL

People in academic, business and professional careers often have to prepare proposals in order to secure approval, time or funding for projects they would like to carry out. While the means of presentation may vary, the heart of such a proposal is essentially what you have just done: an analysis of a topic and a survey of relevant information. In preparing your research proposal, imagine your audience to be a person or group who know something about your subject field in general, but not very much about your topic. Your objective is to persuade this audience that your topic is significant and that the research you've done demonstrates that you can complete the project successfully.

Result A research proposal, not more than five pages long, that:

1. States your topic.
2. Explains why it is significant.
3. Lists at least five information sources such as books or articles that you plan to use in your final paper.
4. Evaluates and compares two of these sources in detail: why is each relevant? what kind of information do they give? do they cover recent knowledge or give an historical perspective: are they reports of the writer's own research or someone else's? do they cite other useful items? do the authors' qualifications or the place the items were published suggest authoritative knowledge?

COMPLETE YOUR RESEARCH PROJECT

With your proposal and preliminary bibliography as starting points, you will now complete your research and write your final paper according to the guidelines given by your instructor. The sources and techniques you used in preparing your proposal can be applied to your final paper. If the working bibliography you have assembled so far is sufficient, you can proceed to locate more of the items and read them in-depth. If you need to search for more information, check additional indexes. Ask a librarian for help if the steps outlined in this research guide don't result in enough useful material.

At any time during your research, you may need to find specific facts, such as definitions, statistics, dates, formulas or biographical data. There are literally thousands of reference books to help you do this. Some of these are listed in the Selected Reference Sources bibliographies. Also remember that the library's information specialists will help you search for whatever information you need.

Result

A research paper that explores and explains a significant concept or problem in business.

The paper is clearly focused and addressed to an audience of informed, but not expert, readers.

The information presented is drawn from a variety of sources that are documented in the style appropriate to the field.

SELECTING A TOPIC IN THE COMPUTER SCIENCES

Your Research Proposal and Report will focus on a *problem* in the computer sciences and your recommended *solution(s)* to this problem. For this assignment, you will choose one of the broad subjects listed below; narrow your perspective by identifying a current problem which is related to your chosen subject; and present solution(s) to that problem.

One way to narrow your focus to a particular problem is to ask questions about the subject. For example, suppose you are considering *computer crime*. What types of crime can be committed with a computer? Theft. Fraud. Embezzlement. What are the targets of computer theft? Data bases. Computer programs. Computer equipment. Who commits these thefts? Industrial competitors. Employees of a victimized company. Vandals. How can data-base thefts by competitors be foiled? "Lock and key" terminals. Data encryption. User recognition schemes. Which is the best solution? Direct your attention to a particular problem and plan to present, in your Research Proposal, an explanation of the problem and how you intend to research its solution(s).

POSSIBLE AREAS FOR RESEARCH:

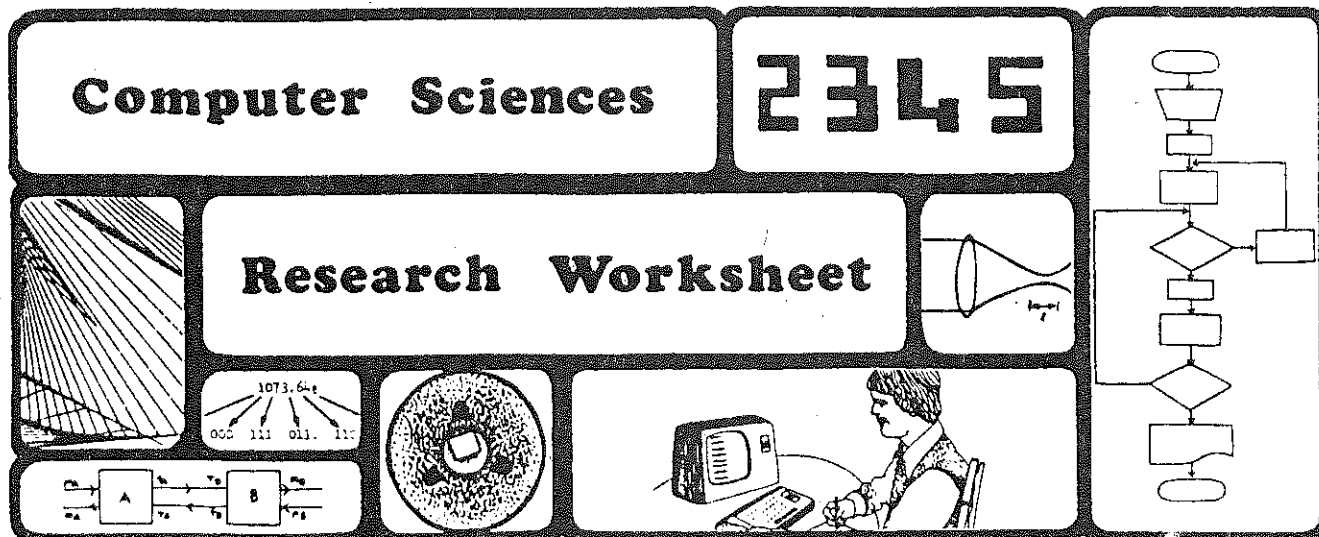
Computer Software - programming languages; data-base systems; programming methodology; operating systems; software engineering; natural language processing; macroprocessors and macroinstruction.

Computer Hardware/Systems/Technology - distributed processing; computer architecture; computer graphics; memory technology; simulation and models; computer networks; digital systems design; computer performance evaluation; microcomputers and microprocessors; data communications.

Computer Applications - government and law; business; education; medicine and health care; humanities; social sciences.

Computers and Society - computer crime; personal computing; privacy and the computer; the future of computing; computer personnel; automation and its effects on the workplace.

Artificial Intelligence - pattern recognition; speech recognition; robotics; learning systems; language translation; problem solving.



Many jobs in the computer sciences require the preparation of research proposals and research reports. The strategy you follow to complete this worksheet is a process that you can use successfully in other assignments, both in school and in your career. The search strategy takes you from the general to the specific, from older materials to recent developments. As you go through the process, you will become familiar with both the library that contains the information you need and the standard sources basic to research in computer science and data processing.

By following the steps in the worksheet, you will be gathering the information and compiling the bibliography you will need to write a Research Proposal. When the Proposal has been accepted, you will need to build upon the basic information you have found to write the Library Research Report.

Your immediate objective is to plan and implement a search strategy on a topic:

1. Select a particular subject by using the "Computer Science" section of the list of "Subjects for Technical Writing Research" (handed out in class).
2. Learn the location and arrangement of the campus libraries that contain most of the information in the field you have chosen for this project.
3. Choose the sources you need to complete your assignment by using the annotated bibliography (handed out in class) for the discipline you selected.
4. Narrow the scope of your research to one aspect of your subject by using background information.
5. Formulate a topic statement.
6. Identify articles on your topic by using the indexes and abstracts listed on the annotated bibliography.
7. Find the periodicals you need by using the Serials List and the card catalog.
8. Write a Research Proposal, using the information you have gathered.
9. Locate additional information to complete your Library Research Report.

STEP I. GETTING STARTED

1. Use the list of "Subjects for Technical Writing Research" as a starting point. Each subject mentioned is too broad to use for a research assignment. Select a problem to focus on.

Write your preliminary topic here:

2. For the research strategy to be most useful, you need to *read* the materials you list as you progress through each step of your search. This enables you to choose the kinds of information you need and avoid spending time listing items that are not directly related to your topic. Plan to keep a record of your research for these reasons:

- * You will save time. You will be able to avoid retracing all your steps when you want to go back to an item you have already used.

- * You will have an accurate record to use for the bibliography for your Proposal and Report.

- * Others will be able to find the same information you have found.

One way to keep a record is with *bibliography cards* and *note cards*.

a) A *bibliography card* has a *complete citation*. FOR BOOKS, a complete citation includes author or editor, title, publisher, and place and date of publication; FOR ARTICLES, author, title of the article, title of the publication, volume number, date, and the page numbers on which the article appears.

Some items are neither books nor articles; for example, technical reports, conference proceedings, or government documents. The citation for each of these materials must include the complete name of the agency or group that issued it. You should also record any other information given in the bibliography. Then, if you have trouble locating the item, a librarian will be able to help.

b) A *note card* has the author's last name, page numbers, and notes.

3. The materials listed on the annotated bibliography are all in the Perry-Castañeda Library (PCL). To use PCL efficiently, you need to know how to find your way around in it.

When you first enter PCL, notice the Information Desk. The people there can direct you to various areas in the library, help you to use the Public Catalog, and provide handouts when you need them. If you like, you can pick up the Self-Guided Tour of PCL at the Information Desk.

STEP II. FINDING BACKGROUND INFORMATION

To complete this section, you need to use the annotated bibliography (handed out in class) for your subject area.

This step will help you to narrow the scope of your research and formulate a statement which defines the precise topic you will research and report on.

A general familiarity with the basic information in a subject is essential. Background sources can provide a concise summary of research and development to a certain date, thus giving you a framework in which to structure your search. Be sure to note the copyright date of sources you use. Information may be outdated by new developments.

A background article will familiarize you with the terms used in that subject area. These terms will help you to locate information later, when you supplement older background sources with more recent material.

If you are unable to locate background information in any of the sources listed in the annotated bibliography, you have a genuine problem with the topic you have selected. *Talk to a librarian* before you spend any more time on research. The time you spend on solving the problem now will save you many frustrating and unproductive hours later.

1. As you read the background source you have located, notice any references to other sources. Sometimes these sources are cited in the article itself, but most often you will find a bibliography at the end of the article. The sources cited are generally key works in that subject area. If you think any of the items will be useful in your research, be sure to make a bibliography card for each. You will need a complete citation.
2. After reading background materials, you should be able to make some decisions about your topic. Will your original idea for a topic work? Do you need to make some changes? You are writing a *Research Proposal*, so there are some limitations on *what* you can write about and *how* you can approach the topic.

Imagine your audience to be the head of your department, the business manager of the agency you work for, or the board of directors. Your objective is to identify a problem, explain it to people who know little about it, and give enough information to enable them to decide, on the basis of the facts you provide, whether or not to approve your Research Proposal.

Define your topic in one or two sentences, below. Your statement should clearly describe the *problem* you will be researching.

STEP III. FINDING PRIMARY SOURCES AND RECENT MATERIAL

Once you have identified the problem, your research begins to develop a focus. As you continue your research, you will look for possible solutions to the problem by using "primary" sources and recent materials that directly relate to your topic.

Primary sources are reports by researchers of their own work; *secondary sources* discuss the work of others. If you are preparing a highly technical report, you may find primary sources particularly useful. You will also need *recent material* and will focus your attention on locating information found in journals and technical reports. (The terms "journal," "periodical," "magazine," and "serial" are often used interchangeably.)

The most efficient way to find primary and recent materials is to use indexes. Some indexes are *abstracting indexes*. While indexes lead you, by subject, to material in journals, technical reports, conference proceedings, and government documents, an *abstracting index* also gives a summary of the item.

1. Identify useful materials:

- a) From the sources listed in this section of the annotated bibliography for your field, select one that seems appropriate for your research. Use several issues, and make bibliography cards for at least four items.
- b) If the index you used did not seem very useful, ask a librarian for suggestions. There are many more indexes, some of which cover very specific subject areas. A librarian can help you choose the one most appropriate for your topic.

2. Locate the items you listed on bibliography cards:

- a) Categorize the items: are they books, articles, government publications, technical reports?
- b) To find *articles*, use "How to Find a Periodical in PCL," (handed out in class) to learn how to find the magazine or journal you need.
- c) To find *books*, look in the Name/Title Catalog under the name of the author or the organization that issued it. The card catalog in the Perry-Castañeda Library (PCL) lists the materials in most of the campus libraries. Ask a librarian for help if you don't find a record of the materials you want.
- d) To find *government publications*, *technical reports*, or other material you can't identify, ask a librarian for help.

3. Select *one* of the articles that you locate. On a separate sheet, write an *abstract* and a critical evaluation of the article. Although you are writing only one evaluation, the points listed below can help you to determine the value of other articles as well.

Points to consider: Is the article recent? Does it cover your topic in depth? Does it deal only briefly with your topic? Does it cover recent developments? give an historical perspective? Is it a report of the writer's own research or someone else's? Does it add to the information you already have? Is there a bibliography? Are there footnotes? Are any of the sources listed items that you have already included in your bibliography? Will you use this article in preparing your proposal on your topic?

STEP IV. USING YOUR RESEARCH

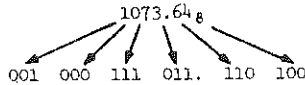
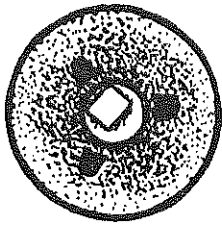
By the time you are ready to write your Research Proposal, your topic should be narrowed to a specific problem, and you should know what kinds of solutions are possible. In your Research Proposal, then, you explain the problem and how you intend to research the solutions to that problem.

STEP V. FINDING ADDITIONAL INFORMATION

To find solutions to the problem you propose to solve, you will need more information than you have collected so far. You will need to repeat some of the steps outlined in this worksheet to find additional material. There are many other sources that have not been included in the annotated bibliography. A librarian can help you to identify those that will be most useful for your project.

In your Library Research Report, you will explain the problem, explore the possible solutions, and make a recommendation.

computer sciences



63
2345
2345
2345

This is an *annotated bibliography* of basic research sources in the computer sciences. Each annotation tells you the subject areas covered and describes why the source is useful.

This guide is arranged in *search strategy* order. A search strategy is a method of doing research that progresses in a logical manner from one type of information to another, from general sources to highly specialized ones. By developing and using a search strategy, you can find materials you need without missing important sources and without wasting time on irrelevant ones.

To complete this assignment, start your research in the Perry-Castañeda Library (PCL). As your research continues, you may find that you need to use other libraries on campus as well.

FINDING BACKGROUND INFORMATION

When you are beginning research in any unfamiliar subject area, you first need an overview of the subject. There is no single source that provides a good discussion of all topics in the computer sciences. Read the annotations carefully to determine which of the sources listed below will be most useful for your topic and your level of expertise in this field. Your own textbooks may also provide some information.

QA 76.15 *Encyclopedia of Computer Science and Technology.* New York: Marcel Dekker, 1979. 15 vols.

E5
REF

This encyclopedia is especially good for finding information on technical topics and issues related to computer systems and technology. All major topics related to hardware, software development, and artificial intelligence are explored. The articles included are long (30 to 40 pages), detailed, and easy to read. Volume 15 covers recent developments in the field. This is in the Reference Services Department.

QA 76.15 Ralston, Anthony, ed. *Encyclopedia of Computer Science.* New York: Petrocelli/Charter, 1976.

E48
REF

Since this volume covers all aspects of the field in easily understandable terms, it is a good place to begin if you need to acquire a basic familiarity with your topic. Articles are normally two to three pages in length and include references to other good introductory materials. Use the index to locate articles relevant to your topic. This is in the Reference Services Department.

-2-

Q
121
M312
REF

McGraw-Hill Yearbook of Science and Technology. New York: McGraw-Hill.

Keeping up in as fast-moving a field as computer science is difficult. Each year new systems are introduced, fresh applications are devised, and unforeseen problems come to light. This yearbook covers current developments in all branches of the sciences, including computer science. Use the index to identify articles relevant to your topic. More general background articles on computer-related subjects are in the *McGraw-Hill Encyclopedia of Science and Technology*. (Q/121/M3/1977/REF). Both sources are in the Reference Services Department.

QA
76
A3
RESERVES
UNIT

Advances in Computers. New York: Academic Press. 1960 to the present.

This is a good source for the advanced student. A new volume of *Advances in Computers* appears each year. It contains review articles of current interest to computer scientists. Review articles summarize significant publications on a particular subject, mention other sources to consult, and often indicate areas of the subject which require further research. The most recent five years of this title are kept in the Reserves Unit. Older editions (back to 1960) are shelved on the 6th floor of PCL.

QA
76.9
C66
S26
1981
RESERVES
UNIT

Sanders, Donald H. *Computers in Society*. 3rd edition. New York: McGraw-Hill, 1981.

Use this to find information on the applications of computers to various walks of life. Use the index and the table of contents to find information on your topic. This is in the Reserves Unit.

QA
76.9
C66
L63
RESERVES
UNIT

Logsdon, Thomas S. *Computers and Social Controversy*. Potomac, MD: Computer Science Press, 1980.

This book contains good background chapters on computer technology and memory systems and describes ways in which computers affect our society. Consult the table of contents to find the chapters which are most relevant to your topic. This is in the Reserves Unit.

Dictionaries

Some of the terms used in the materials you find may be unfamiliar to you. Use one of these dictionaries to find definitions.

QA Sippl, Charles J., and Sippl, Roger J. *Computer Dictionary*. 3rd
76.15 edition. Indianapolis: Howard W. Sams, 1980.
S5 This dictionary gives brief definitions for terms used in any area
1980 of computer science, including personal computers. It is on the
REF shelves in the Reference Services Department.

QA Weik, Martin H. *Standard Dictionary of Computers and Information*
76.15 *Processing*. Rev. 2nd edition. Rochelle Park, NJ: Hayden, 1977.
W4 The definitions in this dictionary are a little more substantial
1977 than in the dictionary listed above, but some recent terminology is
REF not included. It is on the shelves in the Reference Services Department.

FINDING PRIMARY SOURCES AND RECENT MATERIAL

There are several ways to find recent materials and original reports of research on a particular subject. You can use an *index*, which lists materials by subject. Some indexes contain *abstracts*, which summarize articles. Others are *citation indexes*. A citation index is particularly useful for finding out who cites (in footnotes, for example) an article that you found helpful. This leads you to more recent articles on the subject.

When you are using an index, you need to be aware of certain things. First, you need to determine the terms used by the index for your topic. The terms that were used in your background sources provide a good starting place. Some indexes are *keyword indexes*. A keyword index takes every important word in a title and lists the title alphabetically under each of those words.

Another term used in discussing indexes is *cumulation*. Most indexes are published several times a year, then put together, or cumulated, into one or more volumes. Begin with the cumulative volumes...you can find articles more quickly in an index that is cumulated.

Almost all indexes abbreviate the titles of sources, but each provides a list of abbreviations. The list is usually in the front of each volume. Be sure to use the list of abbreviations to determine the correct titles of the sources you plan to use. You will need the full title to locate the item in the library.

The list of indexes begins on the next page. Read the description for each source to determine which ones will be most appropriate for your topic.

Indexes and Abstracts

QA
76
I46
REF

Computer & Information Systems Abstracts Journal. Riverdale, MD:
Cambridge Scientific Abstracts, 1965 to the present.

This is the best place to begin finding current information. It covers all major aspects of computer science, including computer software, computer applications, computer mathematics, and computer electronics. Begin with the subject index. Look for key terms that describe your topic. After each title listed there is a number. In the other section of the volume, articles are listed numerically. Under the number, you will find both a complete citation and an abstract of the book or article. This is on the index tables in the Reference Services Department.

QA
76
Q3
REF

Computer Literature Index. (formerly *Quarterly Bibliography of Computers and Data Processing*). Phoenix, AZ: Applied Computer Research, 1977 to the present.

Begin here if your topic is not too technical or if you want references to good basic material rather than detailed articles or scholarly reports. This index is designed for people who are actively engaged in the computer profession, like consultants, managers, and other computer users. Therefore, there is good coverage of the impact of computers on society and the uses of computers in many different professions and activities. Subject headings are in bold-face print. Be on the lookout for articles labeled "Highlight": these are particularly informative and substantial. Abbreviations of journal titles are spelled out in the back of each volume. This is on the index tables in the Reference Services Department.

QA
76
B486
REF

ACM Guide to Computing Literature. (formerly *Bibliography of Current Computing Literature*). New York: Association for Computing Machinery, 1960 to the present.

This index covers all major fields in computer science with special emphasis on technical topics. Look in the Keyword Index for each term that describes your topic. Under that term, or *keyword*, titles of books and articles are listed. In each title, an asterisk (*) replaces the keyword to save space. A *number* is listed after the title of each item. Turn to the front of the volume, where sources are listed in numerical order, to find the complete information you will need to find that source. This is on the shelves in the Reference Services Department.

530.5
Sci 27
Ser. C
ENGIN

Computer and Control Abstracts. London: Institution of Electrical Engineers and the Institute of Electrical and Electronics Engineers, 1973. to the present.

For any aspect of computer science, especially computer electronics and computer mathematics, this abstracting index will lead you to numerous articles. To locate recent articles, find your subject and its classification number in the Subject Guide at the end of each monthly issue of the index. Then, to find the page number of the abstracts, look for the classification number on the "Classification and Contents" page on the back cover of the issue. This is on the index tables in the Engineering Library.

Q
1
S3435
SCIENCE

Science Citation Index. Philadelphia: Institute for Scientific Information, 1961 to the present.

There are several ways to use this index. You can look up your *subject* to find articles. Or, if you have found a particularly good article, you can use this index to locate other articles by the same *author*, or other articles that *cite* (refer to) that article.

This index can also be used as a means of *evaluation* of your sources. An item that has been cited by many writers is most likely to be one that has made a valuable contribution in its field, and will probably be very useful for your research as well.

Science Citation Index is on the index tables in the Science Library. This index is very different from other indexes, so read the instructions for using it, located with the volumes, before you begin. If you have trouble with it, ask a librarian for help.

When you have followed the steps described in this bibliography, you should have located the materials you need for your research. If you have any problems, ask a librarian for help.



THE UNIVERSITY OF TEXAS AT AUSTIN
THE GENERAL LIBRARIES

SELECTED REFERENCE SOURCES NO. 26
MARY SENG, COMPILER

January 1978

The marketing of goods or services is a basic business function which, according to the *Handbook of Modern Marketing* (658.8/HL91/BUS ECO), "determines (1) what the product or service shall be; (2) how it shall be presented, promoted, and distributed to the customer and kept useful to him; and (3) how it shall be priced." The marketing function, which both precedes and follows the production process in corporate planning, requires familiarity with such interrelated fields as advertising, packaging, psychology, marketing research, distribution, and sales management and with such facets of marketing as retailing, franchising, and international marketing.

Major reference titles available in the field of marketing are included in this bibliography. Fewer new titles are being published for marketing than for other fields of business such as finance or accounting, perhaps because marketing is evolving into so interdisciplinary an area. Many reference titles in related subject fields--advertising, psychology, or sociology--are valuable sources for marketing research.

All titles in this bibliography are available in the Perry-Castañeda Library. For additional locations of these titles, consult the Public Catalog in the Perry-Castañeda Library.

GUIDE TO AND HISTORIES OF THE FIELD

Guides and histories provide an overview of a field and an introduction to its literature.

658.806 American Marketing Association. *Proceedings of the . . . Conference.*
Am35 Chicago: American Marketing Association, 1954-

Includes the proceedings of various conferences, most of which cover specific aspects of marketing theory and practice. AMA Bibliography Series No. 10 (HF5415/K522/BUS ECO) indexes the 1955-1965 proceedings. Since 1968 each volume includes author (and sometimes subject) indexes.

658.8
B281d
BUS ECO

Bartels, Robert. *The Development of Marketing Thought*. Homewood, Ill.: Richard D. Irwin, 1962.

Traces the development of marketing theory in general and in relation to credit, advertising, marketing research, wholesaling, and retailing. Appendix A includes the thoughts of outstanding marketing pioneers on the factors that shaped their outlook toward the field. Appendix B is a bibliography of articles and books on marketing from 1900-1960.

658.83
F8515m
1969
BUS ECO

Frank, Nathalie D. *Data Sources for Business and Market Analysis*. 2d ed. Metuchen, N.J.: Scarecrow Press, 1969.

As an old but still useful guide to the literature, this source describes relevant federal and state government publications as well as publications of universities, trade associations, business firms, and advertising firms. In addition, other chapters describe various types of marketing publications--directories, periodicals, abstracts, indexes, bibliographies, etc. Includes a subject index.

016.658564
J716p
BUS ECO

Jones, Gwendolyn. *Packaging Information Sources*. Detroit: Gale Research Co., 1967.

Provides a thorough introduction to such areas of packaging as management considerations, materials and methods, machinery and machine operations, standardization, physical distribution, or packaged special products. This introduction can serve as a basis for further research. Sections on associations and periodicals are useful. Includes author/ title and subject indexes.

BIBLIOGRAPHIES

AMA Bibliography Series. Chicago: American Marketing Association, 1956-

Each title in this series of in-depth bibliographies on basic areas of marketing: marketing research, retail marketing, new product planning, marketing data sources, mathematical methods, etc., is cataloged individually. Check the Public Catalog for call numbers.

016.6588
B456c
BUS ECO

Berman, Linda and Berman, Barry. *Case Studies in Marketing: An Annotated Bibliography and Index*. Metuchen, N.J.: Scarecrow Press, 1971.

Chiefly an index to the case studies in twenty-eight textbooks, this title is arranged in two parts. Part I provides brief annotations of case studies under sixteen subject areas such as consumer behavior, retailing, etc. Part 2 is an alphabetical subject index to the cases. As an aid to marketing faculty in selecting appropriate cases for class use, this title is somewhat dated.

016.330973 Gunther, Edgar. *Current Sources of Marketing Information*. Chicago:
G958c American Marketing Association, 1960.
BUS ECO

Although written in 1960, most of the publications annotated are still available; these titles are chiefly serial publications. This work is arranged in seven sections: 1) basic sources of information; 2) the national market; 3) regional data on the economy; 4) activities that make up the economy; 5) market behavior; 6) advertising and promotion; and 7) distribution. Section 4 is very useful in locating statistical information on sales and consumption patterns for specific products or industries. Many of the serials included are U.S. Government publications.

HF Pennington, Allan L. and Peterson, Robert A. *Reference Guide to*
5415 *Marketing Literature*. Braintree, Mass.: D. H. Mark Publishing
P384 Co., 1970.
REF

This is a numerical list of 3,007 articles published in twelve marketing and business journals between 1960 and 1969. The articles included are indexed by number under various subject headings. Although not annotated, this title is a useful guide to marketing thought during the 1960's.

INDEXES

Indexes access marketing information in periodicals, trade publications, pamphlets, and government publications.

HA *American Statistics Index*. Washington, D.C.: Congressional Informa-
205 tion Service, 1973-
A4477

DOCS

ASI provides access to statistical information published by the U.S. Government. An Abstracts volume lists, by department or agency, descriptions of that department's statistical publications. A typical abstract includes the title; publication data, including price; a description of statistical data; and a description of statistical tables. An Index volume provides access to the abstracts by subject and name, by categories, by titles, and by agency report numbers. The index by categories is especially useful for locating data presented in very specific ways--for example, by city, county or SMSA; by income, industry or occupation; or by age, race, or sex. *ASI* is published annually with monthly supplements.

HF *Business Periodicals Index*. New York: H.W. Wilson Co., v.1- ,
5001 Jan. 1958-
B883

REF

A basic subject index to business periodical literature, this index includes major marketing and advertising journals. It provides cross references to related subject areas to help readers locate additional information. Published monthly (except July), issues cumulate in an annual bound volume.

HC
10
F135
REF

F & S Index International. Cleveland: Predicasts, 1968-

Indexes industry, product, country, and company information in business and trade publications. Section 1 lists citations on industries, on products, and on the economy by Standard Industrial Classification (SIC) number.

Section 2 lists citations by world region, then by country within each region. Section 3 lists citations alphabetically by company name and includes foreign companies and the foreign operations of U.S. companies.

Published monthly, this index cumulates quarterly, then annually in bound volumes.

F & S Index International is available online through the Lockheed DIALOG Online Retrieval Service. Ask a PCL reference librarian for additional information.

HG
4961
F8
REF

F & S Index of Corporations and Industries. Cleveland: Predicasts, 1960-

Indexes company, industry, and product information in a wide range of business and trade publications. Section I lists citations on products, on industries, and then on the economy by Standard Industrial Classification (SIC) number. Section 2 lists alphabetically citations on U.S. companies and the U.S. operations of foreign countries.

Monthly issues cumulate quarterly, then annually.

F & S Index of Corporations and Industries is also available online through the Lockheed DIALOG Online Retrieval Service. Ask a PCL reference librarian for additional information.

AI
3
I5334
DOCS

Index to U.S. Government Periodicals. Chicago: Infodata International, 1974.

An author/subject index to all U.S. Government periodicals which contain articles of lasting research value, this index provides quick access to many business periodicals including *Survey of Current Business*, *Overseas Business Reports*, *Foreign Economic Trends*, *Business Conditions Digest*, and *Monthly Labor Review*.

JA
81
P826
REF

Public Affairs Information Service. *Bulletin of the Public Affairs Information Service*. New York: Public Affairs Information Service, 1915-

PAIS selectively indexes articles in periodicals as well as pamphlets, government documents, and other publications in the area of public affairs. Sources include English language publications throughout the world. Citations in marketing and related subject areas such the youth market, etc. are included.

Published weekly, this title cumulates in five issues throughout the year and in an annual bound volume.

DICTIONARIES AND ENCYCLOPEDIAS

Specialized dictionaries briefly define the terminology of a field; encyclopedias provide an overview of a field and often include bibliographies of suggested titles for further research.

658.803 American Marketing Association. *Marketing Definitions*. Chicago:
Am35m American Marketing Association, 1963.
BUS ECO

The third report of the AMA's Committee on Definitions, this volume provides definitions, as well as comments of AMA members, on approximately 100 terms.

q
HF
5353 *Encyclopedia of Business Information Sources*. Edited by Paul
E52 Wasserman. 3d ed. Detroit: Gale Research Co., 1976.
1976

REF A guide to business information arranged by subject, then subdivided by type of publication with lists of sources. The narrow, specific subject headings used make this a useful source for business information.

HF
5803 Graham, Irvin. *Encyclopedia of Advertising*. 2d ed. New York:
G68 Fairchild Publications, 1969.

1969 In this old but useful encyclopedia of advertising terminology,
REF words and phrases are fully defined. Illustrations are occasionally used to clarify concepts.

HF
5415 Strand, Stanley. *Marketing Dictionary*. New York: Philosophical
S868 Library, 1962.

REF Gives complete definitions and examples for words and phrases commonly used in business but with an emphasis on terminology used in marketing. Old but useful.

HANDBOOKS

Handbooks contain basic information useful to practitioners as well as to students of a field.

HF
5813 Barban, Arnold M.; Jugenheimer, Donald W.; and Young, Lee F.
U6 *Advertising Media Sourcebook and Workbook*. Columbus, Ohio:
B327 Grid, 1975.

REF Although intended as a workbook for persons engaged in planning media campaigns, this title is useful for students in marketing and advertising. It includes the names of firms publishing advertising media information, their addresses, and sample pages from their publications.

659.1 Barton, Roger. *Handbook of Advertising Management*. New York:
B286h McGraw-Hill, 1970.
BUS ECO

Designed for advertising managers in corporations, this handbook covers the major facets of the advertising manager's job under planning, copy; media, research, legal aspects, and special kinds of advertising. This handbook also includes a glossary of terms and a subject index.

HF Britt, Steuart Henderson. *The Dartnell Marketing Manager's Handbook*.
5415 Chicago: Dartnell Corp., 1973.
B7

1973 Consists of seventy-three chapters on aspects of marketing, each
BUS ECO written by an authority in the field. Most chapters include brief
bibliographies. Some of the subjects covered include the advertising
department, consumer motivation and behavior, diffusion of innovations,
packaging, wholesaling, retailing, export marketing, etc.

HF Ferber, Robert. *Handbook of Marketing Research*. New York: McGraw-
5415.2 Hill, 1974.
F419

REF This comprehensive collection of articles was written by experts
on all aspects of marketing research including its history and develop-
ment; techniques, such as research design, surveys, and statistical
analysis; and major areas of application, including advertising research,
sales analysis, and new product development. The interrelationship of
marketing and such other fields as mathematics, sociology, and economics
is stressed. Each chapter includes a brief bibliography, chiefly of
periodical articles.

658.8 *Handbook of Modern Marketing*. Edited by Victor P. Buell. New York:
H191 McGraw-Hill, 1970.
BUS ECO

This comprehensive work covers twenty functional areas of mar-
keting in 120 chapters written by specialists. Both theoretical and
practical aspects of each topic are covered. Many chapters include
selective bibliographies.

KF Rosden, George Eric and Rosden, Peter Eric. *Law of Advertising*.
1614 2 vols. New York: Matthew Bender, 1973-
R68

REF Contains forty-five chapters on ten broad areas of advertising law.
Each chapter contains a synopsis of the subject and ample footnotes con-
taining citations to pertinent cases. Volume 2 includes a topical in-
dex and a case name table.

STATISTICAL SOURCES

Statistical sources provide data needed in marketing planning research.

- HF
5415
A2
A592
1973
BUS ECO
- American Marketing Association. *1973 Survey of Marketing Research*.
Chicago: American Marketing Association, 1973.
- In this fifth in a series of surveys of the marketing research function in a representative number of U.S. and Canadian companies, data is presented chiefly in chart or graphic form.
- 330.5
B97
BUS ECO
- Business Conditions Digest*. Washington, D.C.: Government Printing Office, 1961-
- Six sections in this monthly compilation of economic time series in graphic and tabular format cover national income and product, cyclical indicators, anticipation and intention, other key indicators, analytical measures, and international comparisons.
- HC
101
A13122
MAIN
- Business Statistics*. Washington, D.C.: Government Printing Office, 1951-
- A biennial supplement to the *Survey of Current Business*, *Business Statistics* provides historical data on the statistical series which appear monthly in the *Survey's* blue S-pages. Statistics on subjects such as general business indicators, foreign trade, domestic trade, and the labor force are provided as well as statistics on specific industries. Includes extensive explanatory notes and a subject index.
- HC
101
A5
E36
MAIN
- Economic Indicators*. Washington, D.C.: Government Printing Office, May 1948-
- A monthly compilation of statistics on gross national product, employment, prices, and other indicators which are used in measuring changes in economic conditions.
- HG
4961
F3
REF
- Fairchild's Financial Manual of Retail Stores*. New York: Fairchild Publications, 1928-
- In this directory published annually, entries include addresses, officers and directors, business activity, divisions, number of stores, and condensed financial information for major retail stores.
- An introductory section provides comparative statistics for leading general merchandise, drug, shoe, and food chains.
- An alphabetical index of parent and subsidiary companies is included.
- HC
101
G86
REF
- Guide to Consumer Markets*. New York: Conference Board, 1970-
- Provides statistics on consumers and the consumer market in graphic or tabular form in six sections--population, employment, income, expenditures, production and distribution, and prices.
- The time series vary greatly in the number of years covered. In most cases, data for ten to twenty years is given as well as sources for each series.

An appendix includes definitions of terminology, a description of census and survey sources, a list of graphs, and a subject index.

Most of the tabular data can be located in the *Statistical Abstract* (HA202/U572/REF); however, the graphs make this a useful source.

HD
9720.1
P7334
REF

Predicasts. Basebook. Cleveland: Predicasts, 1973-

Each annual edition contains data on over 17,000 time series on product, industry, and general economic statistics. Entries are arranged in a modified Standard Industrial Classification (SIC) hierarchy.

Each entry provides data for fourteen years, lists the unit of measure (e.g., millions of dollars), the source of the data, and the percentage of growth or decline.

Comparisons of time series show effects of wages, employment, gross national product, and other economic indicators on industry growth. An alphabetical index for SIC numbers is included.

This title is available online through Lockheed's DIALOG Online Retrieval Service. Ask a PCL reference librarian for additional information.

HC
101
P7
REF

Predicasts. Cleveland: Predicasts, No.1- , Oct. 1960-

This annual statistical compilation provides historical data and statistical forecasts on products, industries, and general economic factors.

Entries are arranged by modified Standard Industrial Classification (SIC) and include SIC number, product, status, years (base, short term, or long term), forecasted quantities, unit of measure, source of the data, and forecasted annual growth. A special section provides *Predicasts'* composite forecasts on a limited number of time series.

An alphabetical index to SIC numbers is included.

Data in these volumes, as well as as data for additional years and/or series, is available online through DIALOG's Online Retrieval Service. For additional information about this service, see a PCL reference librarian.

q
G
1021
R3555
REF

Rand McNally and Company. *Rand McNally Commercial Atlas and Marketing Guide.* Chicago: Rand McNally, 19 -

Includes data for marketers for cities and Standard Metropolitan Statistical Areas (SMSA's) as well as for trading areas and principal business centers.

The state maps are very detailed. The introduction includes an explanation of terminology, derivation of data, and general information for travelers.

658.83
S232s

Sales Management. *Survey of Buying Power.* New York: Sales and Marketing Management, 1931-

Part I of this July supplement to *Sales and Marketing Management*

provides a market index for metropolitan areas, cities, and counties based on population, retail sales, and effective buying income. Marketers can use this data to pinpoint prime markets, to compare the effectiveness of marketing techniques in different areas, and to plan future marketing sales programs.

Data is given by state, then metropolitan area, county, and city.

Part II provides additional data including an annual survey of newspaper markets, an annual survey of television markets, etc.

332.11
Un3fb

U.S. Board of Governors of the Federal Reserve System. *Federal Reserve Bulletin*. Washington, D.C.: Government Printing Office, 1915-

Monthly issues contain articles on current issues in banking and finance. Statistical sections provide U.S. and international statistics on interest rates, balance of payments, credit, production, etc. In addition, special features appear once each year in given months (e.g., "Banking and Monetary Statistics," in the March issue).

331.9
Un3m

U.S. Bureau of Labor Statistics. *Monthly Labor Review*. Washington, D.C.: Government Printing Office, v.1- , July 1915-

This monthly publication contains significant articles on all aspects of labor and contains over thirty current labor statistics series.

q
HA
202
A36
REF

U.S. Bureau of the Census. *County and City Data Book*. Washington, D.C.: Government Printing Office, 1949-

Almost 200 statistical items are tabulated for counties, Standard Metropolitan Statistical Areas (SMSA's), and cities. Source notes provide citations to the sources of the statistical data used and definitions of the terminology.

q
HA
202
B87
1976
REF

U.S. Bureau of the Census. *Historical Statistics of the United States, Colonial Times to 1970*. 2 vols. Washington, D.C.: Government Printing Office, 1976.

This title is the third in a series of compilations designed to provide a convenient source of historical statistics on twenty-four broad topics encompassing important aspects of economic and social life. Topics covered include population, labor, prices, national income and wealth, agriculture, manufactures, energy, transportation, etc. Textual notes describe each statistical series, explain derivations of data and any changes in data collection methods, and list original sources. A subject index is included.

HA
202
U572
REF

U.S. Bureau of the Census. *Statistical Abstract of the United States*. Washington, D.C.: Government Printing Office, 1st- , 1878-

This title is "the standard summary of statistics on the social, political, and economic organization of the United States." Each of thirty-four chapters contains an introductory section which explains terminology, describes data collection methods, and provides background on the subject. Includes a detailed subject index. Annual.

DIRECTORIES

Directories are lists of persons, companies, and products which may be arranged alphabetically, geographically, or in other ways for the convenient location of factual information.

HF *Directory of Franchising Organizations and a Guide to Franchising.*
5429 New York: Pilot Books, 1960-

D5
REF

Lists approximately 600 franchising organizations alphabetically by type of business. Most entries provide the name and address of the organization and the approximate investment required.

q

HF Dun and Bradstreet. *Middle Market Directory.* New York: Dun and
5035 Bradstreet, 1964-

D8
REF

Published annually, this directory lists companies whose net worth is between \$500,000 and \$999,999. Four sections list businesses alphabetically, geographically, by product classification, and by D-U-N-S number. The fullest citations which include address, product, annual sales, number of employees, and top management are given in the list of companies alphabetically.

q

HC Dun and Bradstreet. *Million Dollar Directory.* New York: Dun and
102 Bradstreet, 1959-

D8
REF

This directory lists companies whose net worth is \$1,000,000 or more. Four sections list companies alphabetically, geographically, by product classification, and by D-U-N-S number. A fifth section lists top management alphabetically. Fullest company data is supplied in the alphabetical list of companies which provides address, annual sales, number of employees, principal product, and top management. Published annually with three supplements each year.

HD Dun and Bradstreet. *Principal International Businesses.* New York:
69 Dun and Bradstreet, 1974-

I7
D9534
REF

A useful annual marketing directory of over 50,000 businesses throughout the world, this title is arranged in three sections: 1) geographically by country; 2) numerically by Standard Industrial Classification (SIC); and 3) alphabetically by company name. Each listing in Section 1 includes the business name, address, sales, SIC number, number of employees, lines of business, and chief executive. Since entries in Section 2 and 3 are brief, users must consult Section 1 for complete information.

q

HF Editor & Publisher. *Market Guide.* New York: Editor & Publisher,
5905 V.1- , 1924-

E38
REF

Intended as a market survey of over 1,500 daily newspaper markets in the United States and Canada, this directory is chiefly a listing by state and then by city of data on fourteen areas of interest: location, transportation, population, households, banks, passenger autos,

electric meters, gas meters, principal industries, climate, tap water, principal shopping centers, department stores, and newspapers. A preliminary section provides Editor & Publisher's market rankings of cities by population, personal income, retail sales, food sales, etc.

HG
4961
M65
REF

Moody's Bank and Finance Manual. New York: Moody's Investors Service, 1900-

Provides corporate data on 10,000 financial institutions such as banks, savings and loan associations, investment companies, and insurance companies. Each annual bound volume gives addresses, officers, the number of stockholders, the number of employees, condensed financial statements, and information on capital structure for each institution. Semi-weekly supplements provide miscellaneous up-to-date information from corporate releases. A "Special Features Section" provides statistics on the largest of various types of financial institutions.

HG
4961
M67
REF

Moody's Industrial Manual. New York: Moody's Investors Service, 1900-

Provides corporate data on leading industrial corporations. Each annual bound volume includes a brief history, its subsidiaries, business, property, management, condensed financial statements, capital structure, descriptions of stock and bond issues, dividend record, etc., for each corporation. Semi-weekly supplements keep the service current. A "Special Features Section" includes geographic and product indexes, economic data on basic industries, and statistical data for investors.

HG
4931
M58
REF

Moody's Municipal & Government Manual. New York: Moody's Investors Service, 1900-

Provides information on the bonds of the United States, individual states, federal and state agencies, municipalities, school districts, foreign countries, and other issuers of bonds. A typical entry in the annual bound volumes includes a description of the issuer, Moody's bond rating, officers, address, description of bonds, debt due, valuation, taxes, and comparative financial statistics. A "Special Features Section" includes statistical charts, graphs, and tables of tax exempt bond yields, bond yield averages, new issue activity, etc. Semi-weekly supplements include new offerings and other current data.

HG
4961
M7237
REF

Moody's OTC Industrial Manual. New York: Moody's Investors Service, 1900-

Provides corporate data on over-the-counter industrial corporations. Annual bound volumes list the history, business, property, subsidiaries, officers, directors, the number of stockholders, the number of employees, condensed financial statements, debt, capitalization, description of outstanding stock and bond issues, etc. Weekly supplements keep this service current. A "Special Features Section" contains a geographical index and statistical tables.

HG
4961
M7245
REF

Moody's Public Utility Manual. New York: Moody's Investors Service, 1900-

This manual provides corporate data on public utilities. The annual bound volumes describe each public utility's capital structure, history, business, property, management, franchises, balance sheets, financial and operating statistics, subsidiaries, long term debt, and capital stock. Many maps of public utility districts are included. A "Special Features Section" provides statistical tables and charts on the price range of public utility securities and other investment information. A semi-weekly supplement keeps this service current.

HG
4971
M74
REF

Moody's Transportation Manual. New York: Moody's Investors Service, 1900-

Includes corporate data on airlines, bus and truck lines, steamship companies, railroads, etc. Provides corporate history, management, address, the number of stockholders, the number of employees, and comparative financial statistics. This information is updated by semi-weekly news supplements. Many maps of areas served by transportation companies are included. The "Special Features Section" provides detailed statistical data on transportation as well as on the bonds of transportation companies.

HD
2791
N388
REF

News Front. 25,000 Leading U.S. Corporations. New York: Year, 1972.

Published irregularly, this title lists 25,000 leading manufacturing and non-manufacturing companies in four lists: 1) publicly-held companies by Standard Industrial Classification (SIC) number ranked by sales; 2) a ranked list of both public and private companies, by SIC number; 3) a geographic list of all companies by zip codes; 4) an alphabetical list of all companies. Information is derived from annual reports, from Securities and Exchange Commission Reports, or from a News Front questionnaire.

This title is useful for estimating market share for publicly held corporations.

q
HG
4057
A4
REF

Poor's Register of Corporations, Directors, and Executives, United States and Canada. New York: Standard and Poor's, 1928-

This useful three-volume directory is published annually with quarterly supplements. Volume 1 listings include the address, principal officers, sales, number of employees, and SIC numbers for principal businesses. Volume 2 includes brief biographical sketches on the executives of these companies. Volume 3 lists these same companies by SIC and by geographical location. Companies may appear under several SIC numbers depending upon their lines of business.

HD
9321.3
P75
MAIN

Progressive Grocer's Marketing Guidebook. New York: Progressive Grocer, 1st, 1968-

Designed to point out "which companies are key factors in wholesaling and retailing in each of seventy-nine market areas in the United

States," this directory is arranged in seven geographical regions, and within regions by market area. A typical market area description includes general characteristics, major distribution centers with company data including key personnel, and a map of the market area. An introductory section ranks leading chain stores with estimated retail sales figures. Published annually.

q
T
12
T612
REF

Thomas' Register of American Manufacturers. New York: Thomas, 1st- ,
1905-06-

Volumes 1-6 list companies by product or service, then by state. Volume 7 lists companies alphabetically and provides mailing addresses and telephone numbers. Volume 8 contains an index to all products and services and a brand-name index. Volumes 9-11 contain some manufacturers' catalogs. This directory is published annually.

JOURNALS

The journals listed below provide current information in marketing and advertising. Many journals in these areas regularly publish special issues which contain hard-to-locate data. For example *Advertising Age* publishes "Advertising Costs for Automobiles" in its August issue. *Vending Times*, "VT/Vend Census of the Industry" in June; or *Sales & Marketing Management*, "Survey of Industrial Purchasing Power" in April.

Guide to Special Issues and Indexes of Periodicals (PN4855/D49/REF) is useful for locating the special features and indexes published in business periodicals.

Academy of Marketing Science Journal (HF5415/A319a/BUS ECO)
Advertising Age (Film/5230)
Journal of Advertising Research (HF5801/J6/MAIN)
Journal of Consumer Research (HF5415.3/J68/BUS ECO)
Journal of Marketing (658.805/J826/MAIN)
Journal of Marketing Research (658.8072/J826/MAIN)
Sales Management (658.05/Sa32/MAIN)
Vending Times (qHF5483/V4)

PLEASE CONSULT A LIBRARIAN FOR ADDITIONAL INFORMATION.

Relying on these fine library aids should alleviate an instructor's understandable anxiety about advising the student-writer researching a field that the instructor him/herself does not know well. Indeed, many students will return from the library stacks with a greater knowledge in their specialized area of concentration than their instructors currently possess (or are even apt to want to possess). But the conscientious teacher can still sit in judgment on these efforts, despite their technical focus in an alien field (alien to us English instructors). The students can be required to define all terms (first usage only) that are likely to confuse the layman (we needn't mention to them that this category might include their instructors); and their basic grade for the project derives, after all, from matters that we are still competent to judge--coherence of organization; adequate explanations; inclusion of details, examples, and quotations; persuasiveness of argument; quality of prose style, including spelling, grammar, diction, and transitions--even if the factual material takes us into unfamiliar territory. A repeat instructor of the Writing for Business section of E.346K is likely to improve his knowledge of banking, investment, and real estate procedures, and within a semester or two he or she can probably make some essential suggestions about library readings without relying entirely on the patient professional librarian.

Section Six

Readings

Section Six

Textbooks and Readings

More than any other aspect of E.346K, the selections for the textbooks and readings can insure that this course does not duplicate the existing offerings in the Department of General Business, particularly Business Communication 324 and 325. The following two textbooks are currently popular with the faculty of these Business Communication courses. By studying their content and organization, we can gain an impression of the writing skills and exercises that these Business Communication courses emphasize.

Jessamon Dawe and William Jackson Lord, Jr. Functional Business Communication. Second ed. Englewood Cliffs, N.J.: Prentice-Hall, 1974. 510 pp. Hardbound.

Lord is a Professor of Business Communication at U.T. Austin. An idea of the contents can be gathered from certain of the thirteen chapter titles: The Information System of Business; Image-Building: The Public Relations Function of Written Communication; Persuading Toward Predetermined Action: Selling Ideas, Goods, and Services; The Art of Refusing and Other

Negative-Message Transmissions; Gathering Information for Business Decisions; Convincing Presentation of the Findings; Constructing Short Operational Reports; Career Planning; Writing Term Papers and Reports. Straightforward, with numerous examples.

Richard C. Huseman, James M. Lahiff, John D. Hatfield, Business Communication: Strategies and Skills. Hinsdale, Ill.: Dryden Press (Holt Rinehart and Winston), 1981. 431 pp. Four parts: Theoretical Considerations (The Nature of Persuasive Communication, Nonverbal Communication, etc.); Written Strategies (Good-News and Neutral Letters, Letters of Refusal, Persuasive Letters, The Long Report); Oral Strategies (Public Presentations, Interviewing as a Management Tool; Strategies in the Job-Search (Writing a Resume, Interviewing for a Job, Recognizable Patterns of Language). The latter chapter briefly reviews the elements of speech and cautions about commonly misused locutions.

The following list is a sampling of other Business Communication textbooks available in 1982:

Robert E. Barry, Business English for the Eighties. Prentice-Hall, 1980. Paper.

Harry M. Brown, Business Report Writing. Van Nos Reinhold, 1980. Paper.

Isabelle A. Krey and Bernadette V. Metzler. Principles and Techniques of Effective Business Communication: A Text-Workbook. Harcourt-Brace, 1976. 532 pp. \$11.95.

- Doug Newsom and Tom Siegfried, Writing in Public Relations Practice. Wadsworth Publishing, 1981. 384 pp. Paper.
- Louise A. Roberts. How to Write for Business. Harper-Row, 1978. \$10.95.
- Robert L. Shruter et al. Business Research and Report Writing. McGraw, 1965. Paper.
- Doris Whalen. Handbook for Business Writers. Harcourt-Brace, 1978. \$9.95.

Yet the readings for E.346K should also take a step beyond the "general" nature of E.325M, Advanced Expository Writing, an elective upper-division composition course that successfully employs contemporary readings in anthologies and a sophisticated grammar-and-style handbook to steer its students through six to ten writing assignments, which vary (depending on the instructor) from descriptions, editorials, analyses, and narrations to letters of application, investigative reports, book reviews, and grant-applications. The solution for E.346K could be a compact guide such as:

Charles T. Brusaw, Gerald J. Alred, and Walter E. Oliu, The Business Writer's Handbook. Second ed. New York: St. Martin's Press, 1982. 652 pp. Paper.

Alphabetical entries for every writing problem confronted in business, from "Graphs" and "Participial Phrase" to "Sales Proposals" and "Vogue Words." Very usable, although naturally slanted toward forms of business correspondence and reports rather than detailed analyses of the philosophy behind grammatical decisions.

A good combination might be either The Business Writer's Handbook or Wilma R. and David Ebbitt's Index to English, seventh edition (New York: Scott, Foresman, 1982), and one or two anthologies of modern readings, such as Popular Writing in America, ed. Donald McQuade and Robert Atwan (New York: Oxford University Press, 1977). The latter book contains a large section of representative magazine advertisements. Thus, the student will have several resources for consultation: a straightforward, upper-division-level handbook of style and usage tuned to the needs of the financial world, accompanied by an anthology (or anthologies) presenting illustrations of effective prose styles hooked up to a multitude of subjects. The latter types of readings are vital because the student is presumably looking for models in a composition course that constantly reminds him of the advantages of polished styles and the imperfections of his own.

If a business writing textbook is adopted, it should not be one currently in use by the Business Communication faculty. And the English lecturers and professors should avoid readings and exercises that deal extensively with the following topics, which have been the customary preserve of the established Business Communication courses:

Policy and procedure statements

Case analyses

Business letters

Letters of application

Résumés

Memoranda

Business reports (in-house)

Oral presentations of business problems

Research reports

What is left (although E.346K assignments might conceivably touch upon these preceding topics) is instruction in the elements of writing that are of paramount importance in any advanced English composition course: description, exposition, argumentation (or persuasion), narration (which has its place, even in the realm of business), analysis, and evaluation.

Section Seven

Course Policies

Section Seven

Grading Policies:

The instructor might wish to count one or more of the last papers more heavily in determining the final course grade; perhaps the six to eight essays could be worth a total of eighty per cent of the grade, with the latter essay worth twice (or one and a half times) as much as those that preceded them. This allows the student to demonstrate and profit from improved techniques of composition.

Many English instructors in writing courses have found it advantageous, moreover, to reserve a significant portion of the grade, perhaps twenty per cent, as a reward for the less tangible elements of a student's performance--attendance, class participation, familiarity with the readings and the lecture materials. Announcing this policy at the outset of the class meetings assures students that they will receive credit for reading and discussing the textbook assignments, and also serves notice that the higher marks cannot be attained without a well-rounded performance in the course. By this system, a series of mediocre essays cannot guarantee a good grade for the faithful attender of classes; neither can a gifted

but undisciplined student try to pick up a high grade without putting forth more effort than would be required by a correspondence course. This eighty-twenty proportion gives the main heft of the course to the composition grades, but it also enables the instructor to evaluate other criteria that are essential if the course is to remain lively and focused (and if the students are to succeed in other courses and in their subsequent careers).

As for the grading scale, most instructors of composition with whom I have spoken tend to recommend a fixed standard--that is, they suggest that the instructor present a constant, unvarying set of criteria for the achievement of an "A," "B," and "C," and that this cluster of requirements not shift throughout the semester. A result is that the students gain an early idea of what is expected of them, and they are able to measure their own progress toward those goals. This method departs from the habits of a few teachers, who like to "shake up" their pupils by awarding especially low grades--including an abundance of "F's" and "D's"--for the first few assignments; they feel that this shock-treatment gains the students' attention, makes them more willing (and certainly more desperate) to listen intently to instruction that they will then benefit from. Conversely, some other instructors in effect "lower" their standards for the opening essays, compromising their notion of what an outstanding essay should truly resemble, hoping that a few complimentary grades at the outset will encourage their students to "like" the course and strive diligently to retain these high initial grades. Although perhaps less damaging

to the student's relationship with his/her instructor, this latter variation also has hidden costs for the teacher-student relationship and for the course; when the standards are eventually elevated, the student, sensing that the rules are changing on him or her, resents this puzzling rearrangement of values. Often the student ends up feeling disappointed in the course and the instructor--or, possibly even worse--in him/herself; the lasting impression is that inexplicably someone spoiled the course. It is not a pleasant concluding sensation for either the student or the instructor. A stable, consistent scale is far better for its long-term pedagogical effect. One can always surprise the consistent "B+" student with an "A-" reward as a final grade in the course, if he or she seems particularly deserving; the grading standards for each individual essay, however, should be well understood by both the teacher and the student and should stay firm.

Late Papers:

In a composition course requiring at least six substantial papers, it seems a bit harsh to expect that each and every assignment absolutely must be turned in on schedule. Few of us could probably meet such rigid disciplines of promptitude in our professional writing. On the other hand, it's necessary for the student to begin to sense the real-world set of expectations that operate in one's field of business. Most people would agree that a chronically late individual is not going to prosper out there, and that we are

doing such a person no favor by coddling his procrastinations here in college. A humane compromise between the necessities of the business workplace and the liberality of our sympathetic inclinations might be a policy statement worded something like this:

Students may submit two essays after the scheduled dates without any academic penalty. Additional late papers will incur penalties ranging from half a grade to several full grades, depending upon their degree of tardiness. The two exempted essays must reach the instructor within a week of the due date under ordinary circumstances. However, every assigned paper must be handed in by the last class meeting of the semester; the instructor is not obliged to accept any outstanding papers thereafter.

Providing Models:

Every composition class generates its own best incentives and models--the exemplary papers produced by a handful of students for the first few assignments. Rather surprisingly, these superior papers sometimes make more impact if they are read aloud (in abridged versions) by the instructor. For the sake of variety and brevity, only one or two should be read and discussed each day. It is advisable not to identify the author by name or by a nod; this mysteriousness enables every student to pretend (or imagine) that he/she has written this fine piece, and prevents any

inward accusations of favoritism or instances of jealousy against a consistently excellent writer. Read a few pages and then pause, asking various students how and why they reacted to certain phrases. Inquire about the best elements in the paper thus far. Does it gain their cooperative support to this point? Why? Where does the paper begin to shift its strategy? How? Often even the least-expert students can be induced by this method to join in a full-scale discussion of the author's techniques and successes.

One variation of this oral paper-reading is the inclusion, from time to time, of less successful papers--again not identified by writer, of course. Here the instructor should be careful to point out several features of the essay that are effective, insuring that no student will ever gain the impression that he has utterly failed in his mission. However, a class of fifteen or more students will normally be quick to detect the weaker points of a flawed essay, and the students' criticisms of these defects is generally far more efficacious (and more memorable to the author) than anything the instructor might write on that essay--objections that, after all, might be dismissed by the student as simply one petty tyrant's hangups. But the discerning, detailed critiques of his/her peers, who are judging and dissecting an anonymous work after praising someone else's--this often supplies a nearly miraculous form of incentive. The student treated to this peer-evaluation seldom makes the same erroneous decision--in grammar, logic, or rhetoric--during the remainder of the course.

In all of these periods of reading aloud, the instructor should strive to cultivate an atmosphere of mutual goodwill and should leaven the discussion with humor (being scrupulous, however, not to insult anyone's written work). Preferably the oral excerpts are varied in length, and should never extend beyond the audience's level of interest. If signs of uneasiness and boredom become manifest, switch to another topic for the rest of the meeting and reintroduce other readings at the following meeting. Handled properly, these oral presentations can be an exercise actually welcomed by most classes.

The more conventional method, of course, is the distribution of Spirit-Master copies of outstanding student papers. This, too, has its place in a composition course, and very good talks about writing devices can result from handing out these copies and inviting the students to critique the anonymous paper. But the mediocre quality of these copies--and the interference of the instructor's written comments and markings on the already graded essay--often diminish the spontaneity and amount of student participation in such exercises. An instructor should give some thought to the advantages (and convenience) of presenting a few papers by the oral method, reading and analyzing each successive stage of the unreeling argument of an essay.

Peer Editing and Grading:

A number of instructors in our department utilize a system of evaluating written papers in which copies of the students' essays are placed on deposit at a central location, often the Undergraduate Library, and the class members visit this site to "edit" and grade these assignments. There are numerous possible variations on such an arrangement: sometimes only one or two people each week submit their papers to this form of scrutiny by their peers; in other instances, the entire class goes over everyone's paper for each assignment. Predictably, several instructors eschew this method altogether, preferring to establish a uniform, reliable standard of grading--their own--that never varies and thus gives the student fixed point of reference.

All of these systems have something to recommend them, but there is an additional possible variant that encapsulates the best qualities of every arrangement. It also avoids that "over-worked" feeling that some students get when they must confront and mark so many papers, and it endows with flexibility that otherwise authoritarian "I grade every single paper myself" concept. In this "mixed" adaptation, which I devised and used with encouraging results for several years in E.325M Advanced Expository Writing, the instructor marks and grades all of the initial assignments in order that the students can gain a firm idea of his criteria and the range of possible remarks and advice. Thereafter, the instructor continues to grade each and every paper, but only after a student

has previously read and marked the paper, and has assigned a suggested grade. The student-grader "signs" the paper with a code-number known only to the instructor, who is free to accept or reject the student's recommended grade and who can cancel or add to the student-grader's written comments. A small cardboard box attached to the instructor's office door provides a convenient exchange-point for the traffic in these papers: each submitted essay goes into the vertical box, where it is found and taken home by the next student who arrives with a completed paper. Graded papers are pushed through the mail slot in the instructor's door, so that he/she can give them another, independent assessment before returning them in class.

It is truly remarkable how astute these student-evaluations turn out to be; in many cases, they pinpoint faults that many instructors, distracted by other problems in the paper, might have missed. To my relief and amazement, my own assigned grades agreed with the students' opinions more often than not--and were almost always within a half grade or so of the students' trial-grade. Only five or six times have I needed to speak to people who were assigning absurdly inflated or viciously inferior grades, or who were slashing meanly in their comments (or, more commonly, were overlooking glaring stylistic errors). Best of all, the graders seem to benefit tremendously from this experience, and their own papers show marked improvement from week to week. All students expend fresh energy in polishing their texts, knowing that they

must withstand scrutiny by the searching eyes of their classmates. In every respect, the practice of paper-swapping injects a composition course with the sense of variety and unpredictability desirable for fashioning the model learning situation.

Length of Papers:

This fact hardly needs mentioning, since nearly everyone learns it in the process of teaching even a basic course like E.306, but it is generally better to commence with shorter writing assignments, building gradually toward more lengthy research efforts. There are always a number of students who have just returned to school after working in jobs where writing was not required, and they will testify that their composition habits and skills are "rusty"; other students from various vocationally oriented disciplines have had little recent opportunity to practice their writing techniques. These people and most other students will feel more confident about undertaking this last required English course if they are led initially through a series of brief-but-growing-longer assignments. It might even be efficacious to ask for a one-or-two page get-acquainted exercise, due the second or third day of class. The grade for this paper need not count in the final tabulation, and you can assure them of this fact in advance. But by writing this warm-up exercise, the students must come to terms with some of their enduring difficulties; what is more, you can take this opportunity to acquaint them with a few things that you will be watching for in the future assignments.

This introductory exercise does not have to be of the "What I Did Last Summer" ilk, but it can draw on their personal experience for the sake of convenience and speed. "My Best (or Worst) Business Job" might be a motivating topic. Or "The Typical Campus View of a Business Major"--a sure-fire winner. This would be a good time to begin reminding them to employ details, quotations, and examples--those hallmarks of any effective writing.

Marking Papers:

John Trimble and others who have taught writing in our department have long since concluded that students accept an instructor's marginal comments less resentfully when the markings and notes appear in green or blue ink rather than the dreaded color of red. Felt-tip pens are nice because their bright hues stand out easily from the student's typewriter ink and from the student's last-minute blue- or black-ink revisions. While a significant number of instructors prefer to write in pencil, it is perhaps less suitable for grading composition papers than for literary term papers; it lacks the conviction implied in ink (if so subtle a nuance can be mentioned), sometimes looking faint and defensive. Moreover, it can blend in with the student's penciled interlineations, making the task of deciphering too difficult for a nonchalant student. But of course nothing about the choice of a writing instrument is as important as what the instructor writes.

At this stage in their upper-division studies, the students can be expected to be familiar with the rudimentary symbols of proofreading, and the instructor should feel at liberty to employ--and encourage the students to use in their revisions--the signs signifying deletion, insertion, quotation marks, and so forth. Experience has convinced most long-time teachers of composition that lengthy notes are rarely read completely through by any but the most devoted students; far better to jot down a word or phrase ("awk.," "dangling modifier," "nice point," "wordy," "lacks transition") that is at least likely to get read and comprehended by the average student. Remember the merit of the question mark--it can take the sting out of virtually any suggested improvement in a student's prose. The pithy query "Too vague?" forces the student to decide for him/herself whether further details would have clarified the statement.

A summarizing, succinct set of observations at the end of the paper are often helpful; neither these nor the marginal notes necessarily need to be complete sentences, though now and then one should stop to deliver more complexly stated recommendations. Placing the letter grade at the end of these final jottings insures that the student will glance over the entire paper and the concluding notes before finding the instructor's grade, preventing hasty reactions on the student's part. In addition, the instructor can insist that no discussion of the paper take place until at least

the following day, giving the student adequate time to reread the paper and absorb the instructor's responses. Misunderstandings and specious complaints then decrease.

Office Conferences:

The advanced undergraduate is capable of conferring with his or her instructor more productively than the students of lower-division composition courses. Perhaps the instructor will want to make it clear that he or she considers it obligatory for students seeking an "A" or a "B" in the course to come by the instructor's office at least two or three times during the fifteen-week semester, explaining that the better grades only go to those whom the instructor knows personally and who have made visible efforts to solve writing problems they entered the course with. The advantage of allowing the students to declare in this manner their resolve to attain a grade higher than "C" is that it compels them to make a decision about their participation in the course; another benefit is that it makes the office conferences seem optional rather than compulsory, causing most students to value them more than otherwise. The cynic might also observe that (unlike the system of mandatory office appointments) it also frees the instructor from facing anyone who, despite the instructor's classroom efforts, truly doesn't care about his/her performance in the course. There is something to be said for that bonus, too.

One effective teaching device is for you to insist that those electing to confer with you bring along a sheet of paper containing two lists derived from their first three or four (graded) essays.

One list should stipulate which features of their writing they are already pleased with and would like to retain; the other list itemizes the problems, perhaps longstanding, that they intend to eradicate during this composition course. These two lists oblige the student to take some responsibility in charting his/her own progress thus far, and simultaneously insure that your marginal comments on the papers will be read with care (at least by those people desiring "A's" or "B's" in the course). They also mean that you can spend your office time more profitably and pleasantly than otherwise, coaching the student in ways to tackle the persisting "problems" rather than laboriously rereading the papers to identify what these problems are. After all, the junior or senior student should by now be learning how to assist with his/her education, preparing for the day when he or she must proceed alone in further steps of learning. This is an opportunity for the student to begin mastering the essence of self-education: recognizing the right questions to ask.

Perhaps I should stress again the wisdom of requiring the students to compile two lists; in certain ways, the list of the positive attributes of their writing is even more important than the catalogue of its faults. The student who becomes convinced that "nothing I do is ever right anyway," or that "mostly I write awful stuff," carries such a burden of a poor self-image as a writer that the instructor has extra work in the office conference. Indeed, if the student cannot find anything "good" about his/her writing,

the instructor should point out some commendable starting points. After all, most students will never take another composition course beyond E.346K; their view of themselves as writers is being set permanently at this stage. They should be made aware that everyone's prose has unique and irreplaceable traits, and that every writer's cultivated "voice" sounds pleasant and inviting in the right situations. It's more preferable to build on the student's perceived strengths than to spend the semester demolishing every fragile column of personality and habit in order to erect a gleaming but uninhabitable monument to the instructor's superior knowledge and experience. If much of the original foundation can be left undisturbed, the edifice will mount with encouraging rapidity. In most cases.

Rewriting Exercises:

Each instructor has convictions about the benefits (or drawbacks) of requiring students to rewrite their less-than-satisfactory essays. Unquestionably this process of revision forces the students to reconsider structure and vocabulary and to reread and rethink their teacher's annotations on the original paper. But for many students the rewards of this sort of discovery can turn into numbing, tedious drudgery if the requirement is inflexible; the students have the sense of "never finishing" their work on any given assignment, of staying on a treadmill of a given topic, of knowing in advance (even as they write the first draft) that they will be obliged to rewrite what they are then

setting down on paper. At the outset of starting a new paper they already feel like their own worst enemy.

For this reason, the instructor might want to make only one or two of the assignments subject to rewriting. Or the instructor could allow the students to choose one of their previously submitted papers for revision and resubmission--only announcing this fact after the papers have been graded and returned. This policy promotes a mood of flexibility and pleasant surprise rather than the stern, Draconian atmosphere fostered by the demand that "you must rewrite every word and sentence until you get them exactly correct" or the equally undesirable attitude of total permissiveness ("I'll look at every single revision effort you want to make, and raise your grade accordingly"). The happy median for most instructors will probably be either one or two revisions, assigned after the papers have been graded and returned, probably instituted toward the closing weeks of the course when the students have gained a firmer notion of what good writing really entails.

Examinations:

Although any U.T. professor has the prerogative to schedule whatever examinations seem essential to the pedagogy of a course, the majority of composition instructors in recent years have abandoned examinations in favor of other grading policies. This practice places more emphasis on the writing assignments, but it

also requires the instructor to use other methods to determine whether the students are reading the textbooks and contributing to the discussions. Quizzes are always possible, if announced as a method at the beginning of the course, and several instructors have designed their own grammar quizzes to reward those students who conquer the most common student errors. Quiz grades can be incorporated into that portion of the grade the instructor reserves to assess overall familiarity with the coursework materials and lectures. Remember to specify the policies about examinations and quizzes in a written statement--perhaps as part of the course description--handed out at the first meeting of the class.

Attendance:

Every teacher arrives at an individual policy regarding student attendance of class meetings, but it might be noted that these advanced courses in composition pose special temptations for many students. Nearly every business student wants to write proficiently, but how many individuals have you known who looked forward to a required course? And these students are hardly awed freshmen who imagine that faithful attendance alone might insure a good grade in required English courses. Moreover, a writing course can strike the complacent junior or senior as an academic endeavor easily accomplished without much attendance--after all, one simply hands in the mandatory essays at the stipulated times. In most sections there are no examinations to jar this illusion.

For the sake of the cavalier types, and also for the benefit of the students who do plan to come to class regularly, it's best to express your notions regarding the merits of good attendance, and to do so during your first lectures. To emphasize this attitude, you might include some variant of the following advice in a written course description handed out at the first class meeting:

This course cannot be absorbed simply from reading the textbooks and copying other students' classroom notes. The instructor has many crucial points to make about the development of serviceable writing habits, and we as a class will continually arrive at fresh observations about the nature of good writing. Moreover, we shall occasionally benefit from guest speakers who visit our classroom. This is not a correspondence course, after all; excessive absenteeism forms part of the instructor's evaluation of your performance in the course. Anyone absent from more than three class meetings should notify the instructor in writing about additional absences.

Section Eight

Concluding Note

Section Eight

It has seemed advisable to phrase this syllabus in terms that assume only limited experience by instructors approaching an upper-division composition course. This will not be the case in instances where people have taught sections of E.325M, E.379C, or comparable courses; indeed, those who have instructed E.310, E.317, or even the freshman sequence can probably intuit much of what I sketch here. But many instructors, especially those new to this sort of composition course or those who have not recently annotated composition papers, might appreciate this detailed outline of various directions that the E.346K course might take.

At the time of my writing, it should be recalled, no sections of E.346K, Writing for Business have yet been offered. No models are available, no tested syllabuses on hand. When the course comes into operation, the author of this preliminary guide would enjoy looking at imaginative ideas and experiments that succeed in accomplishing the essential goals of this variant of the composition requirement. The evolution of this course has been filled with surprises and setbacks, but the creativity of its as-yet-unappointed instructors will ultimately decide whether or not the students and the university administrators conclude that

the Business sections of E.346K are challenging and worthwhile for students and their instructors alike. Upon these instructors' ingenuity depends much of our credibility regarding our capacity to serve one of the largest constituencies in this huge university, as well as a sector of society that welcomes our U. T. graduates into financially influential positions in industry, banking, real estate, investment, public relations, law, and government.

Section Nine

Appendix

GRADING CRITERIA

F Its treatment of the subject is superficial; its theme lacks discernible paper: organization; its prose is garbled or stylistically primitive. Mechanical errors are frequent. In short, the ideas, organization, and style fall far below what is acceptable college writing.

D Its treatment and development of the subject are as yet only rudimentary. paper: While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence of careful proofreading is scanty, if nonexistent. The whole piece, in fact, often gives the impression of having been conceived and written in haste.

C It is generally competent--it meets the assignment, has few mechanical paper: errors, and is reasonably well organized and developed. The actual information it delivers, however, seems thin and commonplace. One reason for that impression is that the ideas are typically cast in the form of vague generalities--generalities that prompt the confused reader to ask marginally: "In every case?" "Exactly how large?" "Why?" "But how many?" Stylistically the C paper has other shortcomings as well: the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow a predictable (hence monotonous) subject-verb-object order; and the diction is occasionally marred by unconscious repetitions, redundancy, and imprecision. The C paper, then, while it gets the job done, lacks both imagination and intellectual rigor, and hence does not invite a rereading.

B It is significantly more than competent. Besides being almost free of paper: mechanical errors, the B paper delivers substantial information--that is, substantial in both quantity and interest-value. Its specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are for the most part smooth, the sentence structures pleasingly varied. The diction of the B paper is typically much more concise and precise than that found in the C paper. Occasionally, it even shows distinctiveness--i.e., finesse and memorability. On the whole, then, a B paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

A Perhaps the principle characteristic of the A paper is its rich content. paper: Some people describe that content as "meaty," others as "dense," still others as "packed." Whatever, the information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The A paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. Finally, the A paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Not surprisingly, then, it leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece.

COURSE OUTLINE

Business Communication 324
 Spring, 1981
 Unique No. 02800

Office Hours:
 2:30-4 Tues.; others
 to be announced

John Penrose
 BEB 610
 471-3322

Course Objectives:

- To become familiar with various methods of communication in business organizations.
- To develop experience with written communication, including memos, letters and business reports.

Text:

Required: Business Communication: Strategies & Skills. Hussain, et. al. 1981.
Applications In Business Communication. Penrose. 1981.

SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>READING ASSIGNMENT</u>	<u>WORK ASSIGNMENT</u>
Jan. 20	- Introduction to course	Syllabus, Ch. 1	
22	- Human Communication	Ch. 2, 3, 4	
27	- Communication in Business		
29	- Introduction to letterwriting	Ch. 6	
Feb. 3	- Readability & written exercises		In-class
5	- Readability & written exercises		In-class
10	- Positive & neutral letters	Ch. 7	In-class
12	- Positive & neutral letters		In-class
17	- Letters of Refusal	Ch. 8	Pos. Letter
19	- Letters of Refusal		Neutral Letter
24	- Letters of Refusal		In-class
26	- Persuasive Letters	Ch. 9	Refusal Letter
Mar. 3	- Persuasive Letters		In-class
5	- Situational Letters		In-class
10	- Situational Letters		Persuasive Letter
12	- Memoranda	Ch. 10	In-class
14	- Memoranda		Situational Letter
26	- EXAM		EXAM

	31	- Exam discussion; Reports	Ch. 11	
Apr.	2	- Reports		In-class
	7	- Reports		In-class
	9	- Reports		In-class
	14	- Policies & Procedures	Ch. 12	In-class
	16	- Policies & Procedures		
	21	- Resumes	Ch. 17	Reports
	23	- Resumes		
	28	- Nonverbal Communication	Ch. 5	Policies & Procedures
	30	- Nonverbal Communication		
May	5	- Reports discussed		Resumes
	7	- Course evaluation		
	18	- Optional final exam (2 pm)		

GRADE DISTRIBUTION

<u>Letters</u>	<u>Instructor Graded</u>
Positive	5%
Neutral	5
Refusal	5
Persuasive	5
Situational	10
<u>Memorandum</u>	10
<u>Report</u>	20
<u>Policy & Procedure</u>	10
<u>Resume</u>	10
<u>Exam (Mid-term)</u>	20
<u>Final Exam (optional)</u>	(25%)

The business report, at 20% of the total grade, will probably be about six double spaced typewritten pages in body length.

The Mid-Term (20%) will be multiple choice, and short answer over text book, lecture, outside reading, and class discussion information.

The exams will be graded on a 90-80-70-60 scale. The written assignments will be letter graded. Letter graded assignments (F+, C-, and so on) will be converted to number grades as follows: A+=99, A=95, A-=91, F+=88, B=85, B-=81, C+=78, C=75, C-=71, D+=68, D=65, D-=61, attempted F=50, and an unattempted F=0.

B.C. 325

Summer, 1981

Unique # 03260

Instructor: Dr. John Penrose
BFB 610
471-3322

Office Hours: 10-11:30 M-F and
by appointment

Texts: Organizational Communication. Koehler, Anatol, and Applebaum.
2nd Ed., 1981.

<u>Grades:</u>	Mid Term Exam	25%	<u>OR</u>	Mid Term Exam	25%
	Group Presentation	20%		Case	15%
	Communication Research Report	30%		Comm. Research Report	35%
	Final Exam	25%		Final Exam	25%

Classroom Activities:

lectures, discussions, exercises, film, group presentations.

Credit/no credit students are expected to successfully pass all parts of the course to receive course credit.

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
June 2	Class orientation	K 1-2; C 1-3
3	Introduction to Organization Communication	K 3-5
4	Koehler 1 and 2;	
7	Exercise	
8	Koehler 3-5	
9	Form Groups	
10	Primary research methods	K 6
11	Questionnaires; case distributed	K 7
14	Group meetings, research disc.	
15	Exercise	K 8
16	Case; PROPOSALS DUE	K 9
17	Small Group Communication; CASE DUE	K 10
18	Film on nonverbal communication	
21	Nonverbal communication & exercise	
22	Proxemics	
27	Kinesics	
4	MID TERM EXAM	
5	Exam discussion & group meetings	K 11
28	Koehler 11	
29	Case & Noninal Group Technique	
30	Koehler 12	K 12-13
July 1	Group 1 presentation	
2	Group 2 presentation; RESEARCH PAPERS DUE	
5	Group 3 presentation; Course evaluation	
6	Projects returned and discussed; exam review	
8	Final Exam (2 pm)	

The Group Presentation

The group presentation is an oral, audio-visually-supported presentation of information to the class. Topics are presented for selection by your instructor. You form your own groups.

Some of the reasons for the inclusion of the group presentation in this course are:

1. You will most likely be required to make presentations of this form in your business life.
2. In business you will frequently work in groups toward a specific goal. This is an opportunity for you to further explore the mechanics of effective small group behavior.
3. You, personally, will become an expert on a specific aspect of your group's topic. The group, in turn, will be expert to the entire class on their topic. This is your chance, then, to further your knowledge of an aspect of communication.
4. You are presented an occasion to practice your public speaking skills before those skills are put to more severe test, i.e., on the job.
5. Audio and visual aids, we know, enhance the reception of oral and verbal information. It is therefore important to be exposed to available equipment and to actually use other equipment.

Two major criteria exist:

1. The group's ability to present good, useful information.
2. The group's ability to present that information in a memorable fashion.

Either one of the criterion without the other is an unsuccessful presentation.

Grading:

The grading of the presentation is at several levels. An anonymous audience evaluation of your presentation guides the instructor in determining a "group grade." Each member of the group completes an evaluation of each group member. These confidential "group evaluations" may raise an individual's grade above, or lower it below, the "group grade."

The actual presentation is the culmination of individual and group research, meetings, practice sessions, and so on. You are graded on the "entire package," not just the presentation.

GROUP PRESENTATION TOPICS

1. The effective use of audio-visual aids.
2. Interpersonal conflict and conflict resolution.
3. How to communicate motivation to subordinates.
4. Categories and techniques of interviewing.
5. Group decision making: effective techniques.
6. Office designs that promote communication.
7. How to change an organization's "communication climate."
8. Communication as a system.
9. Political Communication.
10. The Age of Technology: Business Communication in 2000.
11. Do Women Communicate Differently Than Men?

Suggested procedures:

1. Exchange names and personal background (major, classification, phone numbers, address, etc.)
2. Determine possible meeting times.
3. Brainstorm a list of major topic headings.
4. Divide major topic headings among members for individual research. (In books, look at Table of Contents; in articles, watch for relevant footnotes).
5. Meet (in or out of class) to compare research findings and to determine direction for additional research. Remove unwanted topics; bring in new topics as appropriate.
- 6-10. Repeat step 5.
11. Combine relevant findings into a coherent package. Organize the information.
12. Prepare audio-visual group presentation on the results of your research. Audio-visuals are used to enhance the reception of information.

The Research Report

The research report is your written presentation of your research findings. The report may reflect primary research (interviews, questionnaires, observations, etc.) or secondary research ("library research"). The topic is to be narrow, specific, and communication-oriented. You are asked to do the research report for several reasons:

1. To learn how to conduct scientific research.
2. To learn how to present your research findings in appropriate written form.
3. To increase your knowledge on a communication topic of interest to you.
4. To sharpen your communicative skills.

The report is to be typed, double-spaced (with some exceptions), and is mildly formal in tone. Some report elements are required (e.g., the abstract), some are encouraged if appropriate (e.g., illustrations), and others are required depending on the research used (e.g., footnotes and bibliography).

Many interrelated parts work in concert to make a high quality research report. You will be graded on the following:

- * The quality of the research conducted.
- * The completeness of your presentation, from introduction to conclusions. That is, the content of the report.
- * The correctness of your spelling, punctuation, and grammar.
- * The ability to present format elements in their correct manner.
- * The general visual presentation, including neatness, typing quality, margins, and illustrations.

The first two of these items are the most important, but neglect of any one item can severely damage the overall report.