



# Business/Workplace Writing Programming in the Two-Year College

Julia Warren | Other Programs Report



## Structure of this presentation:

The following presentation contains three sources from *Teaching English in the Two Year College* that pertain to business or workplace writing course content.

I have chosen to include assignments and other concrete course practices that can be directly applied in the classroom setting.

For each source, there is a summary of the assignment, a discussion of the implications, and a key quote from the article.

Finally, I conclude with key takeaways pertaining to business/workplace writing course content for the community college instructor.

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# Helping Students Analyze Business Documents

Devet, Bonnie



# Assignment: Analyzing Business Documents

Students are provided with two source documents:

1. A handout from a janitorial company for businesses from a business exposition and
2. A direct mailer (ValPak insert) from a home cleaning maid service.

Students are asked to compare and contrast the format, delivery, *ethos*, and *pathos* for the handouts.



# Implications: Analyzing Business Documents

In this assignment, students are developing skills in:

- Business to business (B2B) writing
- Writing to certain audiences (businesses or consumers)
- Recognizing marketing strategies

**"By showing that the audience interacts with layout, delivery, ethos, and pathos, professors will enrich students' understanding of writing to an audience" (407).**

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# Career Exploration, Composition, and Creative Writing

Michelle Shin



## Assignment: Creative Career Story

“Students write a short story in the timeline of one day from the perspective of a person in their chosen career pathway” (49).

- Character must face and handle a crisis
- Combination of research and narrative
  - Accurate and researched information must be integrated seamlessly into the narrative
  - Character must have a pathway and story arc





# Assignment: Creative Career Story

Research and planning: the assignment is broken down into smaller sections with specific due dates.

- First draft: students are required to consult with the writing center
- Second draft: peer editing
- Third draft: instructor feedback



## Implications: Creative Career Story

- Students are learning about their chosen career path while developing creative writing skills.
- Students consult different sources for draft responses and learn to break assignments into smaller chunks in a process.

**"Through this, students can explore their options and gain an idea of the choices out there and which ones might best fit their needs, wants, and skills. If they learn how to effectively explore their options, then the opportunities are endless" (52)**

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# Using Google Drive to Prepare Students for Workplace Writing and to Encourage Student Responsibility, Collaboration, and Revision

Marianne Cotugno



# Google Drive in the Classroom

## Getting started

- Students create individual folders to share with the teacher
- In-class set-up with instructor verification
- Explain to students the prevalence of cloud-based computing in workplaces

## Student responsibility

- Check in-class work in real time
- Private conversations between student and teacher are made possible using the comment tool
- Draft work becomes more fluid/constant rather than happening in chunks
- Greater completion rate on a shared homework submission page



# Google Drive in the Classroom

## Collaboration

- Simultaneous work on a single document
- Saved history: no need to memorize what was said in class
- Visual similarities between teacher feedback and peer feedback

## Assisting revision

- Teachers can view revision history and ask students to focus on different types of revising
- Comments have a threading function that enables replies to or resolution of the comment on the draft
- Students can be assigned to review their own revision history to recognize patterns



# Implications: Google Drive in the Classroom

## Problems/pitfalls

- Some students struggle with new technology (all the more reason to use it in class).
- Can't print a page with comments.
- No offline function.
- Google Groups function not effective replacement for a Sakai (learning management system) online discussion forum.

## Conclusion

- More egalitarian classroom situation with Google Drive; students don't have to pay for the software and work is saved when technology becomes unreliable.

**“...Google’s omnipresence  
remains the reality of most  
students’ daily experience”  
(66)**

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## Principle takeaways

1. Real-world examples to analyze writing to business audiences can be easily obtained and students are able to recognize these differences if given proper context.
2. Students can learn about their respective chosen career paths in the context of a creative writing assignment.
3. Using new and prevalent technology in the classroom exposes students to workplace-like cloud computing practices.



## Works Cited

Cotugno, Marianne. "Using Google Drive to Prepare Students for Workplace Writing and to Encourage Student Responsibility, Collaboration, and Revision." *Teaching English in the Two Year College*, vol. 42, no. 1, 2014, pp. 65.

Shin, Michelle. "Career Exploration, Composition, and Creative Writing." *Teaching English in the Two Year College*, vol. 46, no. 1, 2018, pp. 49-55.

Devet, Bonnie. "Helping Students Analyze Business Documents." *Teaching English in the Two Year College*, vol. 28, no. 4, 2001, pp. 407.