

CURRICULUM PROPOSAL FORM 2000-2001

**NON-GENERAL EDUCATION PROCESS A**

**\*DEADLINES:** Deadline dates for 2000/2001 submissions: Regular proposals: October 20, 2000 to be implemented in Fall 2001; Short-Term proposals: December 8, 2000 to be implemented in Fall, 2001; Regular proposals February 16, 2001 to be implemented in Spring, 2002; March 23, 2000 for short-term courses to be implemented in Spring 2002.

**PROPOSAL TITLE:** *Managerial Communication*

**SPONSOR(S):** *Janice Rowan, Chair, College Writing*  
*Dr. Erin Herberg, College Writing*

**DEPARTMENT:** *College Writing*

**COLLEGE:** *Communication*

IF LAS CHECK ONE:  History/Humanities  Math/Sciences  Social/Behavioral Sciences

Check one:  Undergraduate  Graduate

ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

New non-gen-ed course *graduate*

Short-term non-gen-ed course

Minor curricular changes (fewer than three) to:

- existing non-gen-ed course
- non-gen-ed degree requirements
- major
- minor, specialization, concentration, track, certificate program

**DEPARTMENT**  
(Signature indicates approval)

*Janice Rowan* 10/19/00

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Dept/Chairperson / Date

*Janice Rowan* 10/19/00

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Dept/Chairperson / Date

**ACADEMIC DEAN**

Approved  Not Approved  Comments:

Dean's Signature/Date *[Signature]* 10/19/00

**COLLEGE CURRICULUM COMMITTEE**

Date of open hearing (if necessary) 11/29/00 Approved  Not Approved

Comments: Needs to change structure to 3 periods

Signature of College Chair/Date: Walter J. [unclear] 11/29/00

**UNIVERSITY CURRICULUM COMMITTEE**

Date Received/Processed 12/15/00

Comments:

Curriculum Chair Signature Walter J. [unclear] Date Announced At Senate 1-23-01

**EXECUTIVE VICE PRESIDENT/PROVOST**

Approved  Not Approved  If no, reasons are as follows:

Student Credit Hours \_\_\_\_\_ Faculty Load Hours \_\_\_\_\_ Equalized Credit Hours \_\_\_\_\_

Official Copy & Approval Sheet Filed (Date): \_\_\_\_\_ Executive VP/Provost Signature/Date [Signature] 2/5/01

**REGISTRAR**

Date Approved Course Description Received \_\_\_\_\_ Hegis Taxonomy & Course Number Assigned 3601-560

Registrar Signature/Date [Signature]

**NOTIFICATION FORWARD**

Senate Curriculum Committee Chairperson  Academic Dean(s) Transmitted 2/16/01  
 Department Chairpersons  Registrar \_\_\_\_\_ Sponsor(s)

## Course Proposal

0601-560

### 1. Details

- a) Course Title: Managerial Communication
- b) Sponsor: Janice Rowan, Chair, and Erin Herberg, Assistant Professor, College Writing Department, College of Communication
- c) Credit Hours: 3 credit hours
- d) Course Level: 500-level graduate
- e) Curricular Effect: Required course for a Managerial Communication Track in the Master of Arts in Writing and a to-be-proposed Certificate of Graduate Study. Recommended for students in the Composition/Rhetoric and Creative Writing/Journalism tracks in the Master of Arts in Writing. Also recommended for students in the M.A. in Public Relations, M.B.A. graduate students, and students in other post-baccalaureate programs. Available to senior-level undergraduates who are eligible under the Rowan University "Senior Privilege."
- F) Prerequisites: Graduate Standing
- G) Time/Scale of Implementation: Fall 2001/one section
- H) Resources: Teaching faculty are on staff, and computer equipment in Bozorth is available, consistent with the College of Communication budget. Some new software and library acquisitions will be required over time.

### 2. Rationale

This proposed course is the foundational course in a new track in Managerial Communication in the Master of Arts in Writing and one of four courses in a to-be-proposed 12-credit-hour Certificate of Graduate Study. As the foundation course, it provides students with theoretical and practical insights into Managerial Communication, introducing genre, approaches, and contemporary influences that are constantly changing the way messages are constructed and sent in the workplace. Its purpose is to train highly competent, versatile, and scrupulously ethical communicators who can meet the challenges of a continuously evolving workplace. The course will focus on the critical assessment of communication forms used in the workplace and the skills necessary to generate, process, and exchange those forms. The course is geared toward the knowledge workers of the 21<sup>st</sup> century.

As most of the top-ranked MBA programs in the U.S. recognize, managerial communication addresses the challenges of managerial literacy, which is a “sophisticated, advanced literacy that encompasses discourse in schools and in the workplace”.<sup>1</sup> Furthermore, such a course recognizes that “leadership activity cannot exist independent of communication activity [. . .] and thus such courses often are sought out by those seeking post-graduate education or training.”<sup>2</sup> This course recognizes that people who make the strongest contribution to their organization are people who communicate wisely and skillfully.<sup>3</sup> Furthermore, the course is predicated on the realization that skillful communication requires resisting the uncritical use of templates and models.<sup>4</sup>

The information workers of this century will be faced with rapid and significant changes in their workplace. They will undoubtedly seek specialized advanced degrees and specialized instruction to improve written and oral professional skills in their leadership positions (the two most required skills for professional and managerial workers). Furthermore, these professionals will often seek to re-assess and upgrade their critical knowledge and skills. The changing elements of the workplace, which motivate continued education and awareness of managerial communication, include the increasing tendencies toward global communication, self-directed teams, and flattening management hierarchies. Technology will continue to reshape the forms and speed of our communications and information processing and will change the ways we organize and shape our messages.

A recent study conducted by Pitney-Bowes reported that the average American worker sends or receives 190 messages a day.<sup>5</sup> According to a survey by Dorn, the most important managerial writing skills are 1) explaining 2) summarizing 3) describing 4) analyzing 5) editing 6) critical thinking 7) instruction 8) persuasion 9) synthesizing and 10) outlining. These are some of the important skills Managerial Communication will address.

The Department of College Writing, within the College of Communication, offers the best resources for housing a track in Managerial Communication and for developing and offering this

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<sup>1</sup> Melinda Knight, “Management Communication in U.S. MBA programs: The state of the Art.” *Business Communication Quarterly* 62.4: 9-32.

<sup>2</sup> Michael S. Hanna and Gerald L. Wilson *Communication in Business and Professional Settings*. 4/e. New York: McGraw Hill, 1998.

<sup>3</sup> *Ibid.*

<sup>4</sup> Elizabeth Dorn. “Case Method Instruction in the Business Writing Classroom.” *Business Communication Quarterly* 62.1: 41-63.

<sup>5</sup> Mary Ellen Guffey, *Business Communication: Process and Product*. Cincinnati: South-Western College Publishing, 2000.

particular course. It possesses the faculty and resources for this course and builds on the undergraduate Writing for the Workplace course. This course also reflects a dominant trend in managerial communication instruction. In a study of the top 32 MBA schools in the country (see Knight), communication courses are generally offered outside of professional degree programs, especially when offered at a school with a large communication program. Furthermore, when the resources of a communication-based faculty are available, such managerial communication courses are offered as part of a formalized program of study. However, in the spirit of interdisciplinary study, the College Writing Department will capitalize on the resources of other departments, both within and outside the College of Communication, in implementing this course.

### **3. Essence of the Course**

#### **a) Objectives**

This proposed course has 11 objectives:

- (i) To help students recognize that managerial communication exists and is created within a rhetorical framework and to identify the available rhetorical strategies for successful communication.
- (ii) To help students develop leadership communication skills.
- (iii) To provide students with communication management skills so they are able to evaluate and manage the writing of others.
- (iv) To explore the current uses and effects of technology in the workplace, including electronic mail, multimedia presentations, websites, and other Internet technology, and to help students anticipate the workplace technology of the future.
- (v) To instruct students on how to develop interpersonal written and spoken communication skills, particularly for collaborative group and meeting settings.
- (vi) To improve students' critical reading and listening skills so they become better communicators on all levels.
- (vii) To help students identify the most current workplace research methods, practices, and sources.
- (viii) To make students aware of the ethical implications of personal and organizational managerial writing and to help them adopt and support personally and socially ethical standards.
- (ix) To help students learn how to develop workplace communication policies.

(x) To help students understand the effects of globalization on internal and external organizational communication.

(xi) To familiarize students with various genres of managerial communication, including an emphasis on the visual aspects of document design.

## **b) Topical Outline**

This course offers the following components:

(i) Course introduction: Students will be introduced to the current environment of managerial communication and the rhetorical theory informing the course.

(ii) The modes of managerial communication: Students will be introduced to the current modes of writing and how best to achieve them in specific situations for specific audiences. Informational, instructional, descriptive, analytical, synoptical, and persuasive communication will be emphasized.

(iii) The genres of managerial communication: Students will be introduced to current genres of managerial communication, which will include both written and verbal communication and their respective specific categories of memos, emails, letters, reports, newsletters, webpages, phone-calls, conversations, meetings, and presentations. The historical development of genres will be discussed so that students recognize managerial communication as a culturally responsive communication form.

(iv) The role of technology in managerial communication: The goal is a continued and in-depth exploration of technology in workplace writing and an examination of how technology modifies and expands the choices for speaking, listening, writing, and reading in the workplace. The course will emphasize the current and future forms and influences of technology on communication. The technological background provided by this course will prepare students for additional graduate coursework, such as Information Architecture and Technical Writing.

(v) Document design and visual elements: This course will expose students to the current theory surrounding document design and the visual components of all written managerial communication. The specific issues to be addressed include the use of white space, template formats and their variation, images, colors, and industry-specific options for creating non-verbal visual messages in a variety of formats. Document design also includes issues of arrangement in complex documents. This course will provide students with a background in the theory of design for use in other graduate courses, such as Information Architecture and Technical Writing.

(vi) Communication with diverse audiences and communities: Issues such as determining audience sensitivities, cultural markers, cultural expectations, and cross-cultural communication will be covered as a part of this component. Students will be expected to become aware of the cultural issues affecting communication and to develop approaches for creating culturally sensitive and effective communication.

(vii) Ethics and the power of the communicator: The role of information workers in producing ethical communication within and outside the organization will be emphasized. Amidst the course's ongoing discussion of organizational communication (e.g., horizontal, downward, upward, and external), the ethical position of the writer in responding to communication situations will be explored.

(viii) Research practices, opportunities, and methodology for managerial communication workers: The course will present researchers' ethical responsibilities in designing and implementing research tools and in conducting the traditional research activities of literature/document searches. Research opportunities and sources will be discussed for the various types of business writing.

### **e) Course Assignments**

Course assignments are rooted in a pedagogy that

- reflects the desire to create a course informed by the needs of students, the workplace, faculty, and the society at large;
- creates contexts for writing that are real and sophisticated (through the use of case studies, real clients, and/or service learning with community organizations); and
- optimizes contexts for effective collaboration.

To achieve these goals, students will be required to complete various assignments:

#### Seminar Reports

Students will present an instructional report to the class on a chosen aspect of current practices in managerial communication. This report will identify a piece of writing or a practice, the extent of its use, and its potential for future applications. Possible topics for this report may include electronic communication, visual design (non-electronic documents), or industry-specific issues.

#### Individual Written Projects

Course projects will reflect the complexity of current business practices and will revolve around multi-document projects that evaluate student analysis and writing from a project's inception to its final transmission to the reader(s). As such, projects will be

case-based assignments. The total number of pages produced for all of these assignments should total 15 to 20 and incorporate writing skills that emphasize informing, analyzing, instructing, describing, summarizing, and persuading. All writing projects must also include a rhetorical analysis by the student. Students will learn to analyze a situation as well as produce professional quality documents. The choice of actual assignments will be left to the discretion of the professor, but could include the following:

- An internal crisis response requiring students to inform production, management and sales personnel of an upcoming site closing.
- A software instructional seminar requiring students to create a presentation script and perform a live demonstration for a hypothetical onsite training seminar.
- A research project requiring students to research the legal and social implications of a potential corporate practice and its impact for a higher-ranking company official.
- An industry specific report requiring students to research current writing research practices within a chosen industry.

Note: *Texts chosen for this course all use case-based assignments.* Other resources are also available for identifying stimulating and challenging projects, including the online collection of writing assignments from the Association of Business Communication and the extensive professional experience of the graduate faculty within the College Writing Department.

### Collaborative Written Project

To reflect the team orientation of contemporary business culture and the practice of using groups to produce high-risk persuasive documents, students, as groups, will produce one formal, high-risk document of 18 to 25 pages. Students will be expected to produce evidence of their planning, charting, and management of this project, conduct relevant, accurate, and supportable research and produce a technical, complex, and polished final document. The audience for this document should be a live-client organization from the community.

### Student Participation

A high level of sustained student participation will be required through course readings, class discussions, and contributions. Student participation will primarily be evaluated by the professor based on the work produced; however, in any collaborative project the professor will provide a method for peer-student evaluation.

#### **d) Sample Course Outline**

##### **Week One**

Course introduction and introduction to the rhetorical elements of managerial communication, including the issues of audience awareness, message development, and delivery medium: The necessity of identifying audience needs, interests, and concerns in all forms of managerial communication will be emphasized. The role, potential, and limitation of author position, invention strategies, organizational issues, and stylistic options for managerial communication will also be covered. The ethical expectations for student work will be outlined.

##### **Week Two**

Genres and modes of managerial communication: Week two will introduce the current expectations of genres and modes, including the expected formats for written communication and the formats for the most common communication types. Students may be asked to select a type of industry writing to analyze to demonstrate their understanding of course materials.

##### **Weeks Three and Four**

Creating internal, horizontal, and downward communication within an organization: Weeks three and four will focus on projects that create internal informational communication. Issues of usability, accessibility, ethics, goodwill, effectiveness and expediency, style, and tone will be emphasized, as well as presentation skills. Professors may ask students to present their information orally as a hypothetical training project. The roles of the researcher and the writer will be explored as well as the role of technology in shaping, sending, and presenting internal organizational communication.

##### **Week Five**

Crisis management and problematic communication within an organization: Week five will explore the negative messages information workers create for readers up and down the organizational hierarchy. Questions about audience sensitivity will be explored. Week five will also cover options for document organization and the advantages and disadvantages of using technology in negative messages. Students may be asked to respond to a negative internal organizational situation, which may involve single or multiple readers.

### **Weeks Six and Seven**

Communication outside the organization: Weeks six and seven will focus on various types of non-sales messages that are sent to customers, associates, and stakeholders of an organization. Cultural sensitivity issues will be considered for various types of organizations. Issues may include organizational image, the ownership of organizational writing, and options for organizational image-building, such as articles and research findings. The roles of the researcher and the writer will be explored as will the role of technology in shaping external communication. At this point in the semester, students should be introduced to their formal project.

### **Weeks Eight and Nine**

External crisis management: Weeks eight and nine will explore the types of crisis management often faced by organizations, including product recalls, negative political publicity, and incidents that occur due to shifting socio-economical issues. Students will explore the historical nature of these issues in profit and non-profit organizations. Students may be asked to offer either a strategic approach to a hypothetical external organizational crisis or to produce an analytical report on a current or historical crisis faced by an organization. The roles of the researcher and the ethical writer will be explored as well as the role of technology for expediting such messages.

### **Weeks Ten and Eleven**

Using technology to communicate within and outside the organization: The role of the Internet and public domain technology sites for managerial communication will be explored. Students will review current literature on professional web design, potential uses of webpages, anticipated technological developments, and actual assessment research on the effectiveness of websites. Students may be asked report their finding to their class or to create a formal document summarizing, informing, and analyzing a selected client's options for utilizing web potential.

### **Week Twelve**

Complex and formal documents: Students will be introduced to the various formats and messages normally contained in multi-page, multi-authored, formal documents, such as reports and research documents. Formal research will be introduced, including methodology and the ethical responsibilities of formal research, such as in the creation of surveys, the treatment of study subjects, and the attribution and correct use of sources. How to plan, develop, research, and manage complex projects will be covered, as will how to maintain working relations in collaborative groups. The role of the individual as a collaborative writer—as well as the available technology for managing groups and large projects—will be explored.

### **Week Thirteen**

Recognizing the available means of persuasion in high-risk corporate communications: In week thirteen, issues of persuasion and selling major ideas/proposals/recommendations will be discussed. The necessity of a problem/solution paradigm will be introduced and

methods and approaches for determining the most persuasive paradigm. Research issues will focus on audience awareness and identifying external and internal issues that affect the persuasiveness of the proposal. As student groups begin to analyze and compile their research data for their formal research project, they will be taught how to recognize, select, and organize relevant research findings, and how to evaluate project progress.

### **Weeks Fourteen and Fifteen**

Completing the final project: Students will compile and organize data, place their proposal in an appropriate historical context for the audience, and address the technical aspects of organizing the document. Issues of visual design will be thoroughly discussed, along with the final revision process, proofreading, final assembly, and distribution. Professors have the option of requiring student groups to present their proposal to the class.

### **e) Evaluation and Grading Procedures**

The final course grade will be based on the quality of student assignments throughout the duration of the class. Group project assignments will reflect peer grading from group members on each student's performance and contributions to group projects. Assignments can include projects, portfolios, or webfolios, and seminar presentations.

### **f) Course Evaluation**

The proposed course will be evaluated using the College of Communication student evaluation forms and critical review by the Master of Arts in Writing faculty. Student evaluation forms will assess effectiveness of content and content delivery, assignments, and texts. The critical review by faculty will determine whether or not the course meets the goal(s) outlined or whether additional courses are needed. Critical departmental review can be met in several ways: classroom observation, syllabus review, and faculty meetings at regular intervals to assess progress.

## **4. Results of Consultations**

### **a) Consultants**

Dr. Don Bagin, Public Relations/Advertising; Dr. Kimble Byrd, Management/MIS; Dr. T.R. Chandrupatla, Engineering; Dr. Suzanne Sparks FitzGerald, Public Relations/Advertising; Prof. Anthony Fulginiti, Public Relations/Advertising; Dr. Diane Hamilton, Management/MIS; Dr. Carl Hausman, Journalism and Creative Writing; Dr. Jooh Lee, Chair, Management/MIS; Dr. Antoinette Libro, Dean, College of Communication; Dr. Anthony Marchese, Engineering; Dr. Dilip Mirchandani, Management/MIS; Prof. Ed. Moore, Public Relations/Advertising; Dr. Marion Rilling, Dean of the Graduate School; Dr. George Romeo, Accounting and Finance.

## **b) Consultants' Written Statements**

See attached. Other statements forthcoming.

## **5. Additional Supporting information**

### **a) Recommended Texts**

Texts recommended for this class include a case-based rhetorically informed text and a handbook. Some suggested texts that would fulfill the course goals are listed below:

#### Texts

- (i) *Professional Writing Online*. Authors: James Porter, Johndan Johnson-Eilola, and Patricia Sullivan, 1/e Allyn and Bacon, 20001 (Paperback and online text).
- (ii) Munter, Mary. *Guide to Managerial Communication: Effective Business Writing and Speaking*, 5/e. Upper Saddle River, NJ: Prentice-Hall, July 1999 (Paperback).
- (iii) Bovee, Courtland, and John V. Thill. *Business Communication Today*, 6/e. Upper Saddle River, NJ: Prentice Hill, 2000 (Cloth).

#### Handbooks

- (i) Woolever, Kristin, R. *Writing for the Technical Professions*. New York: Longman, 1999 (Paperback).
- (ii) Sorenson, Ritch, Grace Debord, and Ira Ramirez. *Business and Management Communication: A Guide Book*, 4/e. Upper Saddle River, NJ: Prentice Hall, 2001 (Paperback)

### **b) Additional Course Resources**

Adams, Katherine H. *A History of Professional Writing Instruction in American Colleges: Years of Acceptance, Growth and Doubt*. Dallas: Southern Methodist UP, 1993.

Adler Ronald B., and Jeanne M. Elmhurst. *Communicating at Work: Principles and Practices for Business and the Professions*. New York: McGraw Hill, 1998.

Andrews, Deborah C., and Rebecca Worley, eds. "Focus on Writing: Visuals." *Business*

*Communication Quarterly* 59.1 (Mar 1996): 86-102.

Chan, Herur K C. *Communicating with Customers Around the World: A Practical Guide to Effective Cross-Cultural Business Communication*. San Francisco: AuMonde International, 1994.

Extejt, Marion. "Teaching Students to Correspond Effectively Electronically." *Business Communication Quarterly* 61.2 (June 1998): 57-67.

Dyrud, Marilyn, and Rebecca Worley, eds. "Focus on Teaching: Critical Thinking." *Business Communication Quarterly* 61.2 (June 1998): 57-67.

Ford, Wendy S., and Gary Kreps. *Communicating with Customers: Service Approaches, Ethics, and Impact*. Cresskill: Hampton, 1998.

Geffner, Andrea B. *Barron's ESL Guide to American Business English*. Hauppauge: Barron's Educational Series, 1998.

Graham, Margaret Baker. "Administrative Writing: Bringing Context to Pedagogy." *Journal of Business and Technical Communication* 12.2 (Apr 1998): 238-252.

Hagen, Patricia. "Teaching American Business Writing in Russia: Cross-Cultures/Cross-Purposes." *Journal of Business and Technical Communication* 12.1 (Jan 1998): 109-126.

Jablonski, Jeffrey. "Teaching the Complexity of Business Proposals." *Business Communication Quarterly* 62.3 (Sep 1999): 108-111.

Jenkins, Diane J. *Communication? It's Easy!: Instruction and Activities for Business Communication, Interpersonal Communication, Public Speaking, Teacher Communication*. Portsmouth: Success, 1998.

Johnston, Joyce P. "Value Added: A Communications Assignment That Develops Ethical Perception." *Business Communication Quarterly* 61.4 (Dec 1998): 121-123.

Kostelnick, Charles, David Roberts, and Sam Dragga. *Designing Visual Language*. Upper Saddle River, NJ: Prentice-Hall, 1997.

Knight, Melinda. "Management Communication in US MBA Programs: The State of the Art." *Business Communication Quarterly* 62.4 (Dec 1999): 9-32.

Kryder, LeeAnne. "Integrating Computer Literacy: Why and What Can Be Done." *Business Communication Quarterly* 62.2 (June 1999): 81-86.

- Kowicz, Jan. *Business Research Projects*. Florence: Thomson-Learning, 2000.
- Locker, Kitty, and others. "Doing Research: Studying the History of Business Communication." *Business Communication Quarterly* 59.2 June (1996): 109-127.
- Mabrito, Mark. "Teaching Students to Write for the World Wide Web." *Business Communication Quarterly* 62.2 (June 1999): 90-92.
- Munter, Mary. "Meeting Technology: From High Tech to Low Tech." *Business Communication Quarterly* 61.2 (June 1998): 80-87.
- Netzley, Michael. "Introduction: Are we requiring what our students most need?" *Business Communication Quarterly* 62.1 (March 1999): 7-9.
- Pearce, C. Glenn, and Iris W. Johnson. "Enhancing Student Listening Skills & Environment." *Business Communication Quarterly* 58.4 (Dec 1995): 28-33.
- Rogers, Priscilla. "Business and Management Communication Cases: Challenges and Opportunities." *Business Communication Quarterly* 61.1 (Mar 1998): 7-25.
- Trosborg, Anna, ed. *Analysing Professional Genres*. Erdenheim: John Benjamins, 2000.
- Vitanza, Victor. *Writing for the World Wide Web*. Needham Heights: Allyn and Bacon, 1997.
- Worley, Rebecca, ed. "Focus on Teaching: The Internet and WWW in the Business Communication Classroom." *Business Communication Quarterly* 60.4 (Dec 1997): 91-103.

**Websites:**

Business Communication Quarterly website: [bcq.theabc.org](http://bcq.theabc.org)

The Association for Business Communication Resource Page:  
[www.theabc.org/resource.htm](http://www.theabc.org/resource.htm)

Synthesis of Research in Business Communication Curriculum Issues (1984-1994):  
[www.theabc.org/bibliogr.htm](http://www.theabc.org/bibliogr.htm)

## **6. Course Description**

Managerial Communication introduces students to the theoretical and practical insights of communication in business. The course helps students develop leadership communication skills and is designed to improve communication skills for managers, information workers, and other professional writers. Students will learn about rhetorical strategies for responding to communication situations, current forms of managerial communication, effects of technology and globalization on managerial communication, and guidelines for ethical communication. Students will prepare a variety of professional quality documents in response to real-world, case-based assignments.



*College of Business  
Department Of Management &  
Management Information Systems*

Oct. 30, 2000

Professor Janice Rowan  
Chair, College Writing  
College of Communication

Dear Professor Rowan

Managerial Communication, a course proposed by Janice Rowan, chair, and Erin Herberg, Assistant Professor, College Writing Department, College of Communication would be a valuable addition to our University. As well as being a core course in the College of Communication, it may also be taken by MBA students as an elective.

The objectives of the course are clearly identified. The topics to be covered and assignments for completion of the course are clear and concise. Many important topics are indicated in the outline as well: technology, document design, ethics and research practices are elements that can be of value to our graduate students throughout their lives.

The collaborative written project is consistent with our MBA program mission of preparing our students to be team players and team leaders. I believe the course as a whole will be an asset to Rowan University.

Sincerely,

Jooh Lee, Ph.D.  
Chair of Management and MIS Department



To : Janice Rowan, Chair, College Writing Department

From: George Romeo, M.S. in Accounting Director

Date: November 27, 2000

I have examined your course proposal "Contemporary Corporate Communication." I highly recommend this graduate course. It will be a valuable selection for business students who want to improve their communication skills in business.

I would support implementing this course as an advanced writing course elective for our students in the B.S. in Accounting or as a graduate elective for our students in the M.S. in Accounting.

Thank you and good luck in proposing this course.

*I've sent copies of this letter -*

*goes of 2/11*



*College of Business – MBA Office*

October 18<sup>th</sup>, 2000

Janice Rowan  
Chair, College Writing  
College of Communication

Dear Janice Rowan:

Re: Proposal for a Graduate course titled, “Managerial Communication”

The course you are proposing is appropriate and timely for preparing students who wish to work in a corporate environment. It is very important for students to develop proficiency in managerial communication and also understand how to effectively use computer-mediated forms of communication.

I support the proposed course, as it will be a useful and relevant elective course for MBA students.

Sincerely

Dilip Mirchandani, Ph.D.  
MBA Program Director



*Dean of The Graduate School*

To: Professor Janice Rowan  
Professor Erin Herberg

From: Dr. Marion Rilling *M. R.*  
Dean, The Graduate School

Subject: Support for the proposed new course:  
**Contemporary Corporate Communication**

Date: October 17, 2000

Thank you for providing the opportunity to review the proposed new course, **Contemporary Corporate Communication**. I must leave it to others to comment on the specific academic content included in the course for this is not an area of personal academic expertise. However, I feel comfortable in noting the potential importance of this track in the M.A. in Writing program and in commending you for preparing this foundation course in a timely and professional manner.

Graduate School staff contacts with potential students interested in the graduate writing program have shown that they come from a variety of backgrounds and have a variety of goals for graduate study. Beginning this new track in the Master's program appropriately expands opportunities at Rowan and continues our tradition of meeting current and emerging educational needs.

Your course proposal indicates a careful review of the area of study and sound organization of the topics to be covered. Student assignments, in my opinion, are at the appropriate level for graduate study. I am pleased to indicate support for this proposed new course.

Best personal regards.

MR/klh  
c: Dean A. Libro



*College of Communication  
Office of the Dean*

TO: Janice Rowan, Chair, College Writing Department  
FROM: Toni Libro, Dean, College of Communication  
DATE: October 16, 2000  
RE: New Contemporary Corporate Communication Course

I have read the new Contemporary Corporate Communication course proposal with considerable interest and am pleased to offer you my enthusiastic support for the course. Also, I am pleased that we are developing course work for the upcoming Corporate Communication track in the Master of Arts in Writing, as the need for in-depth instruction in this area is much needed.

The course proposal is very well developed and written. I found it to be clear, concise, and comprehensive. As sponsors, I appreciate the work that you and Erin Herberg did to create this challenging new course for the Master's in Writing program.

As you have stated, Contemporary Corporate Communication will train "highly competent, versatile, and scrupulously ethical communicators" to meet the needs of the evolving workplace in the 21st century. Indeed, your real-world, case-based approach, coupled with the effects of technology and globalization on corporate communication, should give the Rowan graduate student a welcome edge in the competitive market place.

c. E. Herberg



*Mechanical Engineering*

16 October, 2000

Janice Rowan  
Department of College Writing  
Rowan University  
201 Mullica Hill Rd.  
Glassboro, NJ 08028-1701

Dear Janice:

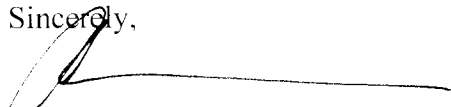
I am writing this letter in support of the proposed course, Contemporary Corporate Communication, which will be offered at the graduate level within the M.A. in Writing.

As you are well aware, one of the major goals of the College of Engineering is to be an economic catalyst in Southern New Jersey. However, we can only succeed in this endeavor, by developing partnerships with other departments within the university. Engineering and College Writing have already developed such a partnership and it continues to be one of the major highlights of our program to date. With the proposed Southern New Jersey High Technology Center on the horizon, courses and programs such as the Contemporary Corporate Communication course and the 12-hour certificate program you have described will be key in helping the economy of our region grow.

We in engineering not only support your proposed course, but we look forward to the continued growth in our partnership with College Writing. Specifically, we would be quite interested in providing your graduate level Technical Writing students the opportunity to work as part of our multidisciplinary teams as we continue to interface with local industry.

In closing, we enthusiastically support the proposed course in Contemporary Corporate Communication. If you have any questions at this time, or if you wish to further discuss how we can help you with the course, please contact me at (856) 256-5343. Thank you.

Sincerely,



Anthony J. Marchese, Ph.D.  
Associate Professor of Mechanical Engineering



Oct. 15, 2000

*Department of Journalism and Creative Writing*

Professor Janice Rowan  
Chair, College Writing


Dear Professor Rowan:

I would like to offer my wholehearted support to your course on Contemporary Corporate Communications. It is thoroughly researched and well-organized.

If I could, I would like to recommend a minor addition, and that would be a bit more stress on the international aspects of both internal and external communications.

But that is a small aspect of my review and in total I find the proposal dead on target.

Cordially,



Carl Hausman

**To:** "rowan@rowan.edu"@ROWANDOM.GWIA  
**From:** "Diane Hamilton" <hamilton@rowan.edu>  
**Subject:** Contemporary Corporate Communications  
**CC:**  
**Date Sent:** Friday, October 13, 2000 3:00 PM

In the interest of time, I am replying electronically to your letter of October 9th, received today.

I think your course proposal looks great! I fully support it. I'm glad to see that you also sent a copy to Dilip Mirchandani, who advises our MBA students. I think the course will make a good elective choice for them. I