



**JAIPURIA INSTITUTE OF MANAGEMENT**  
**PGDM; TRIMESTER I; ACADEMIC YEAR 2019-20**

**Business Text Analysis: Reading & Writing**

**1. Course Information**

Course Code and title	BTA101: Business Text Analysis: Reading & Writing
Credits	1.5 (12 Sessions)
Term and Year	I Term, 2019 – 20
Course Pre-requisite(s)	N/A
Course Requirement(s)	Basic English language skills
Course Schedule (day and time of class)	
Classroom # (Location)	
Course Instructor	
Email	
Telephone Number (for office appointments)	
Student Consultation Hours	
Office location	

**2. Course Overview**

Texts (reading and writing) are integral part of a business. New technologies, the influences of globalization and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts, in preparation for a future in business. This course is designed to support those students in further development of their textual analytical skills, reading, comprehending and writing. They require these skills to participate confidently and constructively when interacting with others by using language clearly and effectively and thereby achieve purposes and convey meanings. The course shall help to develop abilities in reading, comprehending, and writing in the business context with clarity and depth in content and proper organization. These skills would sharpen their ability to be more responsive to and effective in diverse social contexts and complex business situations. The course would further enable them to become confident,

effective and hone the skills to interpret the texts and language empathetically and act as per requirements in different business situations.

We want the students to <b>LEARN</b>	The course will <b>PREPARE</b> them to	They will <b>BECOME</b>
To develop a habit of reading, writing and analyzing business content.	Take informed decisions in different business contexts	Management professionals who will thrive in the VUCA world.

### 3. Course Learning Outcomes

PLO1: **Communicate** effectively and display good inter-personal skills.

PLO1(a): Communicate Effectively: Be able to **produce written documents** and oral presentations that **communicate ideas and information effectively for the intended audience and purpose**.

At the end of the course the learners will be able to:

CLO 1 Make use of reading tools to analyze general business texts ((APPLYING) (PLO 1a)

CLO 2 Utilize writing tools to write with clarity & organization (APPLYING) (PLO 1a)

CLO 3 Develop a habit of preparing and leverage on professional content repository (APPLYING) (PLO 1a)

### 4. Course Content:

<b>VITAL</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Make use of reading tools to analyze general business texts	Utilize writing tools to write with clarity & organization	Develop a habit of preparing and leverage on professional content repository

### Distribution of Vital, Essential, and Desirable in Course Content

	Vital	Essential	Desirable
VED Ratio	1	1	1
VED %	50	30	20

## 5. Topics under ‘Beyond Classroom Learning’:

End Term Assessment has been formulated as continuous assessment in the form a student artifact. The student artifact, a journal, has a major part as beyond the classroom learning activities. Spread over the 12 weeks of the trimester, the students are required to prepare a journal with newspaper article analysis with special focus on business news and editorials, business magazine articles analysis etc. The analytical reading and writing has to be done in the students own time.

## 6. Session Plan

Session No.	Topic/Sub Topic	Session Details	
1	ICE Breaking Importance of Reading & Writing in Business Context	<b>Text Book/ Reading</b>	Course Outline Pre-Read The Fall, and Rise, of Reading The Chronicle of Higher Education, April 21, 2019
		<b>Pedagogy</b>	Class discussion
		<b>CLO</b>	1, 2, 3
		<b>SLO*</b>	At the end of the session, the student will comprehend what the Course Outline is all about. The students will also follow the assessment tasks of the course.
2	Business Reading & Analyzing Techniques	<b>Text Book/ Reading</b>	Pre-read on Business Reading & Analyzing Techniques: Skimming, Scanning, Close Reading, ?
		<b>Pedagogy</b>	Pre-classroom reading, Classroom Discussion and writing
		<b>CLO</b>	1, 3
		<b>SLO*</b>	At the end of the session the students will get acquainted with Business Reading & Analyzing Techniques.
3	Newspaper Article Analysis : Business News	<b>Text Book/ Reading</b>	Analytical Reading of a Business Newspaper article
		<b>Pedagogy</b>	Pre-classroom reading, Classroom Discussion and writing
		<b>CLO</b>	1, 3
		<b>SLO*</b>	At the end of the session the student would get a beginner’s idea about analytical reading of general business texts.

4	Analyzing a Business Magazine Article	<b>Text Book/ Reading</b>	Analytical reading of a Business Magazine article
		<b>Pedagogy</b>	Pre-classroom reading, Classroom Discussion and writing
		<b>CLO</b>	1, 3
		<b>SLO*</b>	At the end of this session, the student improves a little more to the extent that they can read and interpret business texts (Business Magazine Article) of a certain length better than before
5	Analyzing a Business Case	<b>Text Book/ Reading</b>	1000-2000 word business cases
		<b>Pedagogy</b>	Pre-classroom reading, Classroom Discussion and writing
		<b>CLO</b>	1, 3
		<b>SLO*</b>	At the end of this session, the students move ahead in their skills of analyzing and interpreting business cases
6	Business Writing Techniques : Deductive, Inductive & AIDA Techniques of Writing	<b>Text Book/ Reading</b>	Pre-reads on Business Writing Techniques : Deductive, Inductive & AIDA Techniques of Writing, MECE
		<b>Pedagogy</b>	Pre-classroom reading, Classroom Discussion and writing
		<b>CLO</b>	1, 3
		<b>SLO*</b>	At the end of this session, the students move ahead in their skills of analyzing and interpreting business cases
7	Business Email Writing	<b>Text Book/ Reading</b>	Email Writing Etiquettes, <i>Email Writing Assessment – I</i>
		<b>Pedagogy</b>	Pre-classroom reading, Classroom Discussion and writing
		<b>CLO</b>	2
		<b>SLO*</b>	At the end of this session, the students will understand the importance of email writing etiquettes. The students will also practice writing business emails.
8		<b>Text Book/ Reading</b>	Feedback on <i>Email Writing Assessment I</i>

	Feedback on <i>Email Writing Assessment I</i>	<b>Pedagogy</b>	Case Reading, Analysis and Writing Answers
		<b>CLO</b>	1, 2
		<b>SLO*</b>	At the end of this session, the student shall practice the skill of reading and interpreting business cases and showcase the improvement over the last few weeks. The students will also get a feedback on their Email Writing Assessment I.
9	Business Letter Writing	<b>Text Book/ Reading</b>	Pre-read on types of business letters, Do's & Don'ts of business letter writing
		<b>Pedagogy</b>	Pre-classroom reading, Classroom Discussion and writing
		<b>CLO</b>	2
		<b>SLO*</b>	The students learn to write business letters of various types.
10	Writing intra-organizational communication texts at workplace : Memos, Minutes, Event Reports, Notices	<b>Text Book/ Reading</b>	Pre-read on internal communication texts at workplace : Memos, Minutes, Reports
		<b>Pedagogy</b>	Pre-classroom reading, Classroom Discussion and writing
		<b>CLO</b>	2
		<b>SLO*</b>	The student would learn what a business plan entails
11	Writing inter-organizational communication texts at workplace : Business Letter Writing, Event reports, Press releases Practice Session 1	<b>Text Book/ Reading</b>	Practice Session of Business Letter Writing : Routine Letters, Bad News Letters, Persuasive Letters, Sales Letters, Collection Letters, Job Application Letters
		<b>Pedagogy</b>	Writing & Discussion, Feedback by Faculty
		<b>CLO</b>	2, 3
		<b>SLO*</b>	The students will get to practice their business writing skills (business letters)

12	Business Email Writing Assessment II & Business Letter Writing Assessment	<b>Text Book/ Reading</b>	<i>Email Writing Assessment – II (After Feedback on first email assessment) Business Letter Writing Assessment on given Prompts</i>
		<b>Pedagogy</b>	Student Writing
		<b>CLO</b>	2
		<b>SLO*</b>	The students will get to practice their business writing skills (email and business letters)
With End Term Examinations	End Term Viva on the student Artifact (Journal)		End Term Viva on the student Artifact (Journal)

\* Session Learning Outcome

### 8. Course Linkage

- **Before:** This is a pre-management course and it serves as a necessary foundation for understanding management courses. It has pre-linkage with ability to comprehend language and preliminary knowledge of English.
- **After:** This course will make students understand all subjects as it involves the skills of reading and writing which is part and parcel of everything that one does whether it is professional or personal. This course will provide fundamental premise for all your learning and development in the management school as well as the corporate world.

### 9. Learning Task and Assessment:

Assessment criteria set out the details by which performance in each task will be judged. This information will give a clear and explicit understanding of the expected standards to be achieved relative to the marks awarded.

	<b>Assessment Task</b>	<b>Assessment Type</b>	<b>Weight age</b>	<b>Week Due</b>
1.	Business Email Writing Assessment I & II (with feedback in between) FORMATIVE ASSESSMENT: ASSESSMENT FOR TEACHING	Written Submission (In Class Activity)	20%	Session 8, 12
2.	Business Letter Writing: One in Classroom & one on Turnitin SUMMATIVE ASSESSMENT: ASSESSMENT TO ASSESS	Written Submission (In Class Activity)	20%	Session 12
3.	End Term – Student Artifact (Journal of Text Analysis, Reading & Writing) Handwritten FORMATIVE ASSESSMENT: ASSESSMENT FOR TEACHING  VIVA as SUMMATIVE ASSESSMENT: ASSESSMENT OF LEARNING	Student Artifact	60%	Continuous VIVA with End Term

## Assessment Task 1: Business Email Writing

1) Assessment Details:

**The student writes an email on give prompts in the classroom. The students get feedback on their Emails in a subsequent session. In second phase, students again write an email on another given prompt.**

- 2) Criteria used to grade this task: Clarity of Content, Organization, Writing Style
- 3) Task Assessor: Peer to Peer with faculty moderation
- 4) Suggested time to devote to this task: 13<sup>th</sup> Session, presentation in session 8 & 12
- 5) Submission details: Classroom
- 6) Feedback and return of work: in two phases

### *Rubrics for Business Email Writing*

Criteria	Below Expectation	Meets Expectation	Exceeds Expectation
<b>Content</b> <b>CLO 2</b>  <b>40 MARKS</b>	Subject line is lengthy, boring and unclear. Does not give any clear idea of the message contents  Main idea is supported by few or no explanations or facts.  0-15	Somewhat clear but less impactful subject line that gives some idea of the message contents.  Some explanations or facts used to support the main idea  16-30	Brief, clear, interesting and well- formed subject line that accurately gives the idea of the message contents  Appropriate explanations or facts used to support the main idea.  31-40
<b>Organization</b> <b>CLO 2</b>  <b>30 MARKS</b>	Lack of understanding of proper salutation, closing and signature.  Email seems to be a collection of unrelated ideas. 0-10	Either salutation, closing or signature is incorrect or missing.  In the body, most ideas are expressed in a clear and organized manner. 11-20	Proper use of salutation. Email contains complimentary closing and signature with all required items like name, title, company name, contact information. In the body, all ideas are expressed in a clear and organized manner. 21-30
<b>Clarity</b> <b>(Writing Style, Use of Language)</b> <b>CLO 2</b>	Words and phrases do not create a formal tone. In fact, words and phrases create an informal and/or rude tone. Contractions, slang,	Most words and phrases are appropriate for creating a formal tone without being rude; rare use of contractions, slang or emoticons.	Words and phrases are appropriate for creating a formal tone without being rude; no contractions, slang or emoticons used.

<b>30 MARKS</b>	and/ or emoticons were excessive.	Spelling, punctuation, capitalization and grammar are somewhat correct and pose some difficulty in clear understanding of the mail.	Spelling, punctuation, capitalization and grammar are mostly correct and does not affect the clear understanding of the mail.
	Several errors in Spelling, punctuation, capitalization, incorrect use of grammar that make the understanding of the message very difficult.  Presentation of content is barely reader-friendly.	Presentation of content is somewhat reader-friendly	Presentation of content is mostly reader-friendly.
	0-10	11-20	21-30

### Assessment Task 2: Business Letter Writing

1) Assessment Details:

**The student write a business letter in the classroom on a given prompt. Another one is submitted through Turnitin.**

- 7) Criteria used to grade this task: Clarity of Content, Organization, Writing Style
- 2) Task Assessor: Internal Faculty
- 3) Suggested time to devote to this task: 13<sup>th</sup> Session, presentation in session 12
- 4) Submission details: Classroom Activity
- 5) Feedback and return of work: In the class

### *Rubrics for Business Letter Writing*

Criteria	Below Expectation	Meets Expectation	Exceeds Expectation
<b>Content</b>  <b>CLO 2</b>	Purpose unclear.  Lack of appropriate explanation or facts to support the main idea, hard to follow.	Purpose somewhat clear Some explanation or facts used to support the main idea, somewhat hard to follow.	Letter clearly states the purpose. Appropriate explanation or facts used to support the main idea, easy to follow.
<b>40 MARKS</b>	0-15	16-30	31-40
<b>Organization</b>  <b>CLO 2</b>	Several noticeable errors in use of correct business letter format (heading, greeting, introduction, body closure, signature enclosure, and copy)	Mostly uses correct business letter format (heading, greeting, introduction, body closure, signature enclosure, and copy)	Accurately uses correct business letter format (heading, greeting, introduction, body closure, signature enclosure, and copy)



<b>30 MARKS</b>	0-10	11-20	21-30
<b>Clarity</b> <b>(Writing Style, Use of Language)</b> <b>CLO 2</b>	Words and phrases do not create a formal tone. In fact, words and phrases create an informal and/or rude tone. Contractions, slang, and/ or emoticons were excessive. Several errors in Spelling, punctuation, capitalization, incorrect use of grammar that make the understanding of the message in the letter very difficult.	Most words and phrases are appropriate for creating a formal tone without being rude; rare use of contractions, slang or emoticons.  Spelling, punctuation, capitalization and grammar are somewhat correct and pose some difficulty in clear understanding of the message in the letter.	Words and phrases are appropriate for creating a formal tone without being rude; no contractions, slang or emoticons used.  Spelling, punctuation, capitalization and grammar are mostly correct and does not affect the clear understanding of the letter.
<b>30 MARKS</b>	0-10	11-20	21-30

**Assessment Task 3: End Term – Student Artifact (Journal of Text Analysis, Reading & Writing) Handwritten**

1) Assessment Details:

**Each student reads, analyses and prepares a journal with reflective/narrative writing on following Business related texts:**

- a. **20 Business Newspaper articles (10 Business news articles, 5 editorial, & 5 international business news)**
  - b. **10 Business magazine articles (5 National & International Business Magazine articles)**
  - c. **1 Business related report published by any Business research body**
- 2) Criteria used to grade this task: Writing Style, Clarity, Organization, Content, Analytical Reading (depth of reading), Viva
  - 3) Task Assessor: Internal Faculty
  - 4) Suggested time to devote to this task: Continuous and Viva will be in session 15 & 16, Faculty checks the progress at least thrice during the trimester
  - 5) Submission details: Hand written student artifact (journal)
  - 6) Feedback and return of work: continuous & at the end

*Rubrics for Student Artifact*

<b>Criteria</b>	<b>Below Expectation</b>	<b>Meets Expectation</b>	<b>Exceeds Expectation</b>
<p><b>Content</b></p> <p><b>CLO 1</b></p>	<p>Reader rarely comprehends the complexity of the text, is unable to identify the central idea and write up merely offers a broad summary.</p> <p>Writing based on reading is both narrower than appropriate and superficial. Fails to recognize varied interpretations and implications of topic.</p> <p>Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.</p>	<p>Reader mostly comprehends the complexity of the text, is able to identify the central idea and analysis is broad focused on the evidence present in the text.</p> <p>Of the following 2 tasks, does one well and the other partially or does both partially</p> <p>a) Recognizing varied points of view</p> <p>b) Exploring the topic in depth from one point of view.</p> <p>Content indicates original thinking and develops ideas with sufficient and firm evidence.</p>	<p>Reader fully comprehends the complexity of the text, is able to identify the central idea and provide appropriate analysis specific to the evidence present in the text.</p> <p>Writing based on reading displays a full understanding of the complexity of the issue addressed and multiple points of view. Recognizes varied interpretations and implications.</p> <p>Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.</p>
<b>40 MARKS</b>	0 - 15	16 - 30	31 - 40
<p><b>Organization</b></p> <p><b>CLO2</b></p>	<p>Significant lapses in the order of ideas. Transitions are inconsistent and weak or missing.</p>	<p>Logical sequence with few lapses. Transitions and connections are made.</p>	<p>Logical sequence. Transition/connections are eloquent. A strong sense of wholeness is conveyed.</p>
<b>20 MARKS</b>	0 - 4	5 - 12	13 - 20
<p><b>Clarity</b> <b>(Writing Style, Use of Language)</b></p> <p><b>CLO 2</b></p>	<p>Words and phrases do not create a formal tone. In fact, words and phrases create an informal and/or rude tone.</p>	<p>Most words and phrases are appropriate for creating a formal tone without being rude; rare use of</p>	<p>Words and phrases are appropriate for creating a formal tone without being rude; no</p>

	Contractions, slang, and/ or emoticons were excessive.  Several errors in Spelling, punctuation, capitalization, incorrect use of grammar that make the understanding of the content very difficult.	contractions, slang or emoticons.  Spelling, punctuation, capitalization and grammar are somewhat correct and pose some difficulty in clear understanding of the content.	contractions, slang or emoticons used.  Spelling, punctuation, capitalization and grammar are mostly correct and does not affect the clear understanding of the content.
<b>20 MARKS</b>	0 - 4	5 - 12	13 - 20
<b>Viva (Based on student's reading)</b>  <b>CLO 3</b>	Student grasps very little or no information, student is hardly able to answer questions about subject.  The student artifact is very rarely checked by the faculty member. No interim feedback received by the student.	Student can answer most of the questions with satisfactory explanation and elaboration  The artifact is checked by the faculty member at least 04 times in the trimester. The feedback is somewhat incorporated in the subsequent writings.	Demonstrates full knowledge by answering all questions with clear explanation and elaboration.  The artifact is checked more than 04 times by the faculty member. The feedback is well-received and used in the subsequent writings.
<b>20 MARKS</b>	0 - 4	5 - 12	13 - 20

### 10. Student Responsibility

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document.

It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, the preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

It is advisable that student maintains a separate Note Book for this course which can be used for keeping class notes, library notes, and notes of other readings. It is important to develop the habit of writing notes of classroom discussions and any readings that the students come across.

The table below is an example of the suggested time allocations for this course.

Classes	2-3 hours per week for 12 weeks	22.5 hours
Reading of Pre-reads before almost every session	Prescribed readings and making notes	30 hours
Preparation of student artifact (Student Journal)	Including shared and group exercises	40 hours
Preparation for classroom assessments	Reading and writing	20 hours
<b>TOTAL</b>		<b>112.5 hours</b>

### **11. Referencing**

Assignment, Term Paper etc. should have proper referencing in APA format.

### **12. Attendance and Participation**

Refer STUDENT HANDBOOK

### **13. Late Submission**

Assessment tasks submitted after the due date, without prior approval/arrangement, will be penalized at 10% of the available marks per day. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

### **14. LMS-Moodle/Impartus**

LMS-Moodle / Impartus is used to host course resources for all courses. Students can download lecture, additional reading materials, and tutorial notes to support class participation.

### **15. Plagiarism**

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read Section ..... of Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.

Please note that Plagiarism is a serious offence.

### **16. Required Course Materials**

- Provide specific information about required readings, including title, author(s), edition number and availability (from where they can be purchased or borrowed) and if possible, indicate how each reading relates to a particular topic in the course.
- Course Pack along with print and online links for the materials listed in the course pack.

- Optional course materials-recommended readings, textbooks, etc.

### **17. Institute’s Policy Statements**

- Academic Integrity- Consequences of cheating, plagiarism and other academic offences.
- Attendance requirement.
- Any other additional policies governing issues which affect students (mentioned in the students’ handbook).

### **18. Any Additional Information**

#### **List of PLOs**

PLO 1: Communicate effectively and display inter-personnel skills

PLO2: Demonstrate Leadership and Teamwork towards achievement of organizational goals

PLO 3: Apply relevant conceptual frameworks for effective decision-making

PLO 4: Develop an entrepreneurial mindset for optimal business solutions

PLO 5: Evaluate the relationship between business environment and organizations

PLO 6: Demonstrate sustainable and ethical business practices

PLO 7: Leverage technologies for business decisions

PLO 8: Demonstrate capability as an Independent learner

#### **List of GAs**

GA 1: Self-initiative

GA 2: Deep discipline knowledge

GA 3: Critical thinking and Problem solving

GA 4: Humility, Team-Building and Leadership Skills

GA 5: Open and Clear Communication

GA 6: Global outlook

GA 7: Ethical competency and sustainable mindset

GA 8: Entrepreneurial and innovative

**Prepared by,**

**Reviewed by**

**Approved by**

(Name of  
faculty)

(AreaChair)

(Director/Dean-A)