

Memorandum

To: Dr. Joyce Walker, ISU Writing Program Director

From: Hilary Selznick

Date: December 20, 2012

Re: ENG 145.13 WAC Research Pilot Project Report

Introduction:

This report analyzes the data collected from the Spring 2012 English 145.13 WAC Research Pilot Project. Specifically, this report looks at the results of student interviews with the ISU Business College professors, local business professionals and upperclassman business majors in regards to the writing expectations and genres most practiced in various business courses and the workforce. In addition, this report analyzes the effectiveness of the pilot project for both the students and professors of English 145.13 and offers recommendations for a future installment of this project.

Background:

The impetus for the English 145.13 WAC Research Pilot Project came from a study done by instructor Anne Norton to investigate student satisfaction in regards to the relevance of English 145.13: Business Writing to their studies in the ISU Business College. The results of the studies indicated that the students wished for a stronger connection between the writing practices taught in English 145.13 and the writing expectations desired in their business courses. Consequently, the English 145.13 WAC Research Pilot Project was developed to investigate the relationship between the Writing Program's goals for writing research in English 145.13 and the Business College's expectations for the 145.13 course. The project aimed for 145.13 students to research the business genres most often taught in the Business College and to analyze and attempt to produce these genres. In addition, the project asked 145.13 students to investigate the importance of writing in various business fields.

Methods:

Ten sections of English 145.13 participated in the WAC Research Pilot Project. Six instructors and approximately 180 students investigated the genres and writing research practices of the College of Business professors, local business professionals and upperclassman. Data collected includes: interviews, collection of sample business documents (genres), analyses of documents (genre analyses), attempts to produce the documents in collaborative groups (genre

productions), end-of-project reports and assessments of the project. A basic assignment sheet for the project was distributed by the ISU Writing Program to English 145.13 instructors in addition to interview release forms, student consent forms, and assessment surveys (to be completed by 145.13 instructors and students at end of the project cycle). Instructors had the freedom to choose how and when to teach the project. All instructors had students work in groups for the interviews and for the genre analyses portions. Only some instructors had students produce their own genres. Some of these productions were done by individual students and some by teams. All instructors organized their groups by majors within the Business College, such as: marketing, business administration, accounting, finance, etc...Students started the project by requesting via email interviews from either local business professors, upperclassman or ISU Business College professors. For some groups, multiple interview requests emails needed to be sent out to find participants (this was especially the case for groups choosing to interview Business College professors). The project ended with assessment surveys during finals week; however only a few of the surveys were completed. All teachers assigned The 145.13 WAC Research Pilot Project as one major course project.

Results:

Business Genres:

The following is a list of the most common business genres noted by ISU Business College, professors, upperclassman, and business professionals organized by majors from interview data and other student research:

Accounting: professional emails, budgets, memos, graphs/charts, research guidelines, budget analyses, FARS, case briefs, financial statement analyses, audit reports, article summaries and audit engagement letters.

Business Administration: business letters, memos, activity reports, incident reports, scholarly articles, PowerPoint presentations, business plans, videos/commercials and article summaries.

Marketing: case studies, book analyses, concept analyses, feasibility reports, quality control plans, business plans, advertising plans, promotional scripts, PowerPoint presentations, article summaries, sales letters, professional emails, flyers and brochures.

Insurance Majors: insurance plans, insurance claim reports, quotes, and professional emails.

Architecture: interoffice memos, business letters, and scope-of-work reports.

Finance: professional emails, formal reports, PowerPoint presentations, executive summaries, business plans, business proposals and research papers.

Business Management: executive summaries, corporate analyses, memos, emails, resumes, brief reports, and contracts.

PLEASE NOTE: Both business professionals and Business College professors listed memos, letters, emails and PowerPoint presentations as the most popular genres in the business fields. When pressed, other answers were given. Most of the interviewees did not understand what was meant by genres and often began talking about writing skills instead. It is also important to note that the advanced genres (such as case studies) were taught mostly in higher level classes (usually 300 courses).

Writing Expectations/Skills:

The following is a list of the most frequently mentioned writing/expectations and skills needed in business careers by the interviewees. In many instance, the skills are single adjectives:

brief	accurate	structured	
concise	factual		formal
to the point	respectful	clear	
professional	clean	efficient	
proper punctuation	neat	organized	
good grammar	correct formatting	detailed	
objective	persuasive	readability	
correct Spelling	critical thinking	proper	

On the Importance of Writing:

The following is my summary of the student findings on the importance of writing in business fields. Data for this summary includes interviews of COB professors; business professionals and upperclassman business majors; student group reports; student interview notes and student genre analyses.

Overall, all interviewees agreed that writing is important to the Business discipline. The COB professors seemed more concerned about writing than the business professionals. Business professionals were more concerned with communication in general, such as writing a professional email, giving a good presentation, and speaking on the phone to clients in a professional manner. When asked about genres the business professionals had a difficult time identifying the types of writing their employees needed to have experience in, rather they focused on computer programs that they wanted employees to already know when hired such as Microsoft Excel and PowerPoint. Some business professionals noted that they had templates made for employees to follow and did not need to do any more writing instruction. Only a few business professionals said that they teach writing skills on the job or have any type of writing training. They expect that their employees have basic writing skills before hiring. The COB professors also expect their students to have “basic” writing skills before entering their classroom, even 100 level students. Many COB professors agreed that their students should

have better writing skills, but few of the professors teach writing. Although not exactly stated, I have the sense that the COB professors expect the writing instruction to be handled by the English department. Few professors said they had “time” to teach writing in their classes, yet most of them wanted their students to write “better.” In the future, a question perhaps could be added regarding the solution to improving students’ writing skills. Most of the COB professors and business professors do not identify with writing as a practice and instead think of writing as being able to put together a grammatical sentence.

Upperclassman said that writing was not taught in their business classes. The expectation was that that they already knew how to write and if not they could pick it up. Some of the upperclassman noted that they wished their business college professors took class time to review genres they were expected to already know such as article summaries, research papers, reports, memos, etc...Overall, upperclassman noted that the higher level classes, especially 300 level courses, had more writing assigned than the lower level courses. The higher level courses asked students to do case studies and conduct analyses of corporations. Upperclassman said the most common business genres they had to know in the business college were emails, memos and PowerPoint presentations. Some interviewees stated that they did not need to do much writing in their business courses.

While reviewing the research findings, I noticed that the Marketing major was expected to do the most writing and Accountancy the least. Marketing professors stressed that critical thinking and good writing skills were necessary to persuade an audience to purchase a product, develop marketing plans and run advertising campaigns. The marketing professors’ interviewed were the most willing to engage in conversations about writing as a type of research and practice. Some marketing professors said they did teach students how to write case studies and article summaries. The Business Administration major was the second leading major to stress the importance of writing. This was mostly the case in human resources, since students in that specific field need to communicate effectively and carefully with employees. Business professionals, COB professors and upperclassman in the accounting field agreed that there is not much writing in accountancy. Instead students and employees in accountancy worked on learning accounting systems like FARS, how to balance client accounts, and how to do audit reports.

Recommendations:

Overall Suggestions

Overall, the 145.13 WAC Research Pilot Project has been a success. Most students found the project useful, especially the interviews. The only complaint from the students was that it was hard to find time outside of class to work with their teams. However, I would say this is often

the case with team work and not necessarily unique to this project. Instructors should allow ample time for students to find interviewees since students often had to send out more than one email requesting an interview. No complaints were received from COB professors regarding interviews. There was a concern early on in the development of the project that the COB professors might be bombarded with too many interviews, but this was not the case. Only one COB professor emailed me about setting up a group appointment combining students from several classes to interview her and her request was congenial. Originally, the students working on the WAC Research Project were to only interview COB professors; however some instructors had their students' interview upperclassman and business professionals. The findings from the upperclassman interview proved to be least valuable. I would recommend not continuing with upperclassman interviews in the future. Both the COB professor interviews and interviews with business professionals seemed to be useful to students and instructors. For the purposes of collecting data, it would be best for instructors to have their students choose to either interview all business professionals or all COB professors. This change would eliminate confusion with the multiple permission forms and make it easier to compare data from both groups. Conversely, the project would still be effective and valuable if all classes interviewed only COB professors. However, there could be a slight problem with the same COB professors being asked multiple times for interviews. Perhaps it might be best then for instructors to assign the project at different times during the semester. Keeping the project consistent would also help with some of the stress that some instructors had with organizing the multiple parts of the project. I did not receive any written complaints from the instructors regarding the project; however a few mentioned that they were stressed by the project when I ran into them in the hallways.

I would also suggest that every instructor use the ISU Writing Program Assignment Sheet for the project in the future. This would allow for more consistency in the data. Every instructor had the choice of how to assign the project and as an effect, students from different classes collected different data and there were too many variations and interpretations of the project by students and instructors. As of now, the assignment sheet does not ask students to produce genre attempts even though some instructors added this part to the assignment. I think it is very valuable for students to attempt to produce the genres but that decision should be left to the instructors. The interviews and genre analysis reports should continue to be mandatory.

One instructor, Celine Bourhis, did use the ISU Writing Program Assignment Sheet with no variations and her data was easy to organize and retrieve. Students seemed to also benefit from how Bourhis organized and presented the project. Sample of her student work and teaching can be found in Appendix B.

Interview Questions:

I recommend that all instructors use the same interview questions agreed upon by the 145 Program Assistant and the ISU Writing Program. I agree that the current interview questions need improvement; however changes should be made only by the 145 PA and the Writing Program. After changes have been made, all instructors should receive the new questionnaires and stay true to the questions listed.

I would also recommend some changes to the interview questions (see Appendix A). Both COB professors and business professionals had trouble with understanding the term “genre.” It might be better for students to ask their interviewees what “types of writing” are expected of students and employees in the Business discipline. Also, students could ask “what type” of writing assignments, writing activities, and writing projects will they be expected to produce in the classroom and the workforce. Some of the questions were repetitive as well as the answers given. In regards to the business professional interview questions, it might be useful to combine Question #5 & Question #6 and Question #1 and Question #4. I would also consider rewriting Question #2 which asks the interviewee what modes of communication they mostly use in the workplace because the question shifts the interviewees focus from writing to faxing, texting, and other telephone usage not relevant to this study.

As for the COB professor interview questions, I think they are all useful. I would not delete any of the questions. However, I would add to either Question # 3 or Question #7 and ask the professors their thoughts on how students can improve in their writing. Most professors answered that they do not teach writing in their classes, yet they want their students to be better writers. I am assuming that the COB professors expect students to learn more “basic writing skills” in their English courses, but perhaps they do have other ideas about how their students can become more skillful writers.

As stated earlier, the interviews with the upperclassman proved the least valuable based on student and instructor reports on this project. I would suggest no longer interviewing upperclassman for this project.

Data Collection:

For the English 145.13 WAC Research Project Pilot, instructors were asked to save all documents for this project in their Stevenson 250 folders. In addition, instructors were also asked to give the 145 PA instructions on how the data was organized in the folders. Some instructors provided instruction on how the work for the project was organized via email while some left instructors in their 250 folders. A few instructors left no directions on how to read their materials. Consequently, the data for this project was hard to organize and analyze. Also, the student materials in the 250 folders were randomly placed in either a project folder or individual student folders. Since most of the work was done in groups, it would have been more

useful to have the groups create one folder for the project rather than save the documents across the individual folders. Also having instructors designate a specific folder for the project would have been best, since much of my time was taken up organizing the data, rather than analyzing and assessing the data. **When this project is assigned in the future, I recommend the 145 PA in conjunction with the ISU Writing Program to provide instructors with a form that explains how project materials should be organized. There should be no deviations from the directions given.**

Conclusion:

As stated in the introduction, the data collected and analyzed proved the effectiveness and usefulness of the English 145 WAC Research Pilot Project. This project allowed students to become writing researchers and to understand that writing is not just a collection of skills but a practice and a process. In addition, students were given the opportunity to find out what the ISU College of Business and business professionals value and what writing projects they will need to prepare for in the future. English 145.13 instructors may also wish to adapt their syllabi based on the student findings and include instruction on the business genres investigated. If this project is continued for a few cycles, the content of 145.13 will be more aligned with the content students are expected to know in the College of Business. It is not my intention to suggest that the ISU Writing Program should make changes to the 145.13 course just to please the COB; however having a better idea of what the COB professors expect from their students will allow the Writing Program to prepare our students for future business courses (if that is one of the goals of 145.13).

I also recommend this project because it promotes teamwork which is a value of the Business discipline. Also, the project is useful because it has students' gain knowledge in their specific fields of study (accountancy, marketing, finance) within the Business discipline. In conclusion, this project is a robust writing research project with many benefits to English 145.13 students and instructors, the ISU Writing Program and the College of Business. Consequently, it is worthy of another cycle with the changes suggested implemented.

Appendix A: Current Interview Questions

ISU College of Business:

1. What genres should students already know how to do before taking your course? (genres might be any kinds of writing that you think students already know how to do, or kinds of writing that you would prefer them to know, but find they sometimes don't know)
2. What kinds of genres (these might be written genres, like emails, essays, reports, etc., but they might also be visual/oral genres like presentations) do your students learn how to produce in your course?
3. What aspects of writing (if any) do you spend specific time teaching? Does your class include studying examples or models of the genres you teach, or other kinds of research on how to write particular genres (if yes, can you describe?) How much of your class time (or individual time with students) would you say you spend teaching specific aspects of writing to your students?
4. If you had to give a list to an incoming business student of the most important genres to master by the time of graduation, what would be on it? Memos? Proposals? Feasibility Reports? Business Letters? Power Point Presentations? Would there be some "out of the box" genres on the list that most students would not expect to have to produce in your course?
5. How much variation is there when it comes to assignments in the Business College? Are there specific genres that all business college students should know and/or does the particular field of study determine what genres they should know? For instance, are the expectations much different for a marketing major than an accounting major? In the specific area in which you teach are there any unique kinds of writing that you (as a professional) do and/or that students might eventually have to learn?

6. How do the genres you teach in your classes transfer to the workplace? What types of writing do you think will be more important for students as they enter the workplace?
7. Overall, do you have any thoughts about the importance of teaching writing and how writing in the university can transfer to writing in the workplace?
8. If you had unlimited resources, are there ways you would change how student learn to write in the college of business?

Interview Questions Business Professionals

1. What genres of writing should I know how to do before I gain employment in this field? What would the employer already expect me to know how to do efficiently (specific to writing/communication)? What written genres or modes of communication would set me apart from other employees if I know how to do them?
2. What modes of communication (examples would be emails, texting, fax, business proposals, presentations, etc.) do you find yourself using frequently in your job and/or with clients?
3. What genres of writing are used in the business workplace? What type of training, if any, is given to create those documents? What sources for teaching those types of writing are used frequently in training sessions or workplace? How much of your time would you say is spent training for the specific aspects of writing?
4. What are the most important kinds of writing styles you believe a student should learn before entering the workforce? What kinds of writings or reports do you feel are the most commonly used in the business world? Are there any new writing skills you can only obtain the business world that aren't taught in school?
5. Have you used any writing techniques in your line of work that you learned in college? Is there much variation in the types of writing within different levels of your organization? Have you noticed much variation in writings in your organization? In your current position, what kinds of writings do you use on a daily basis?

6. What writing techniques did you learn in college that you use in your daily work? What types of writing do you think will be more important for newcomers as they enter the workplace?
7. Overall, what types of oral and written communication skills do employers, in your field, value when considering new hires? How does working in groups/teams play into this?

Interview Questions for Upper Classmen

1. What genres of writing should I already have learned before I take classes in my major? What do business professors already assume that I know how to write? Are there any written genres that you wish you would have known how to do before taking classes in your major?
2. What types of projects (examples would include PowerPoint, proposals, group work, etc.) have you completed in your business classes and how have they helped you to better understand your field of study?
3. What aspects of writing (if any) do you feel are the most important as an upper classman in the college of business? Do you think learning certain genres, or exploring other types of research on how to write particular genres can be beneficial before taking those classes? How much of your work time would you say your professors actually devoted to teaching writing?
4. What genres do you feel are used the most in business classes (Proposals? Business Letters? Power Point Presentations?)? Have you ever had to write a memo or feasibility report (or feel free to insert your own genres here)? Are there any genres that you have not used that you think are important?
5. Have you seen a lot of variation in your classes and professors' teaching styles, or have you noticed many of the same concepts repeated throughout all of your major classes? What's your major? What kind of genres have you had to write that were specific to your major? Do you feel there are any more writing styles that should be taught in business classes?
6. What type of writing is required for your classes you taking right now? Do you think you will use these same writing genres when you enter the work force?

7. Overall, have any assignments helped develop valuable skills that have aided in your search for a job or internship? Or, do you think that any of the assignments (preferably written assignments) that you have done in your major classes will aid you in your career or internship?

**Appendix B:
Celine Bourhis, English 145.13 WAC Research Project Pilot Materials**

PART A:

Instructions to Students for English 145.13 WAC Research Project

Below is a list of document each group is required to produce.

A Log (Keep track of all tasks completed every time your group meets. It should be detailed.)

An Archive (all documents should be saved in each of the group members' folders)

The Report

Your analytical report should include the following parts:

Title page

Descriptive Abstract

Table of contents

Introduction

Methodology used to create the report:

1-Explain how you collected your data

2-What steps did you have to follow to collect it? You need to be specific here. Explain what documents were used, and how you contacted your interviewee.

Interviewee's Profile

1-Give some biographical and professional information about the professor you interviewed

2-How does s/he represent your discourse community? List publications and courses taught by this professor.

Analysis of what you found out about your major or a specific course regarding writing practices

1-Summarize the main points of your interview. (see document "Tips to report data from interviews and surveys) and mention that the interview questions and notes are in the appendix.)

2-Briefly describe the course or field your surveyed

3-What are the expectations? What are the learning outcomes of this course?

4-What are the writing practices assigned in the course? (Assignment sheets and activities)

5-Analyze the different genres: What is specific to each of them? What skills does it require student to use (Research skills? Analytical skills? Critical skills?)

This part requires you to be very specific and descriptive. Explain what the purpose of the document is, who the audience is, what the writing conventions are (style, tone) what the format is (if it is a long document constituted of several sections, mention them), and what type of communication this writing piece falls under (internal or external).

Conclusion

Summarize the report and what you learned about your specific area of business

References

Appendix

All sheets collected and used to complete this report should be included in this section.

Additional documents (individual work)

In addition, **each member** is required to:

1-Produce two of the business genres analyzed

2-Assess your team members' contribution (in a one page memo)

Note: Each group will present their findings on the day the project (group work) is due. Keep in mind that you will be graded on your presentation.

Note (2): This project is designed to be produced in class. Unexcused and repetitive absences will negatively affect your grade. While I expect to give the same grade to all members of a same group (for the group work), I reserve the right to lower that group work grade for any member who doesn't full contribute to the group meetings and work.

GRADING STANDARDS & BREAKDOWN

Group Work: 80 points

- Report + Interview (60 pts)
- Presentation (10 pts)
- Log + Archive : (10 pts)

Individual Work: 20 points

- Production of two genres
- Assessment

The following criteria will be taken into consideration to assess your grade:

- 1-Effective and concise report and analysis of interview and data
- 2-Properly addressing your audience
- 3-Properly formatting all documents, observing writing conventions and organizing data logically
- 4-Writing effectively and concisely (points will be deducted for run-on sentences and repetitive grammatical and punctuation errors).
- 5-Using proper citation format

Materials for the ENG145.13 Research Project: (in spring 2012, students in ENG 145.13 will be participating in a research project to collect and analyze information about the genres produced in the College of Business here at ISU, and also to do the same for local area business professionals and their writing genres. Below are the materials students will need for the study (a list of research questions for participants, permissions forms, and an introductory letter from the Writing Program that explains the project to potential participants).

- **For Upper-level ISU Students**
 - [ISU_students_introduction_letter_145_research_project](#)
 - [ISU_students_145_Research_Project_Permissions](#)
 - [ISU_students_interview_questions_145_research_project](#) (these can be done as an interview, or interviewees can be asked to fill it out before the interview and then it can be used as a reference in the interview).

- **For College of Business Faculty**
 - [COB_Faculty_Introduction_letter_145_research_project](#)
 - [COB_faculty_145_Research_Project_Permissions](#)
 - [COB_faculty_interview_questions_145_research_project](#) (these can be done as an interview, or interviewees can be asked to fill it out before the interview and then it can be used as a reference in the interview).
- **For Local Area Business Professionals**
 - [business_professionals_introduction_letter_145_research_project](#)
 - [Business Professionals_research_project_permissions](#)
 - [Business_Professionals_Interview_Questions_145_research_project](#) (these can be done as an interview, or interviewees can be asked to fill it out before the interview and then it can be used as a reference in the interview).
- **Permission from 145.13 students** for us to use the materials they've collected (Please remember that EACH student in your 145.13 class should fill out this form).
 - [145.13 PermissionsForm](#)

Part B: Student Samples from Celine Bourhis

Student Group Report

Marketing Sustainable Products Overview

Report Distributed March 26, 2012

Prepared for

ENG 145.13

Abstract

At Illinois State University, professors like Peter Kaufmann really emphasize practicing real world scenarios with the material the he teaches in the classroom session. As a group, we interviewed Professor Kaufmann and quickly learned that he has high expectations for your appearance and performance in the classroom. Professor Kaufmann assigns writing practices to understand different scenarios. These assignments include: Case studies, Book Analysis, and a Sustainability Concept Analysis. Professor Kaufmann hopes that the students obtain critical information to help them in the business environment. First information he hopes the students obtain is developing awareness of how a business can impact the natural environment. Second, is understanding the forms of technologies and strategies a company can use to minimize their impact on the natural environment. Third, is being knowledgeable in the environmental and legal framework for companies that want to be “green.” Lastly, he wants you to develop knowledge of the marketing opportunities for companies that minimize the impact on the natural environment. In the College of Business there are marketing tutors that will help guide you to a successful learning experience.

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Introduction

In this report we discuss and analyze the course Marketing 339.12, marketing Sustainable products, the specific class we chose, is taught by Professor Peter Kaufman. The course examines issues of sustainability in business and how marketing theory and techniques can be applied to promote more environmentally and socially conscious organizations. The course also gives examples of businesses that have been successful in marketing products along with limiting their impact on the environment. Professor Kaufman has been teaching at Illinois State University since August 2004. At Illinois State he also teaches Strategic Marketing Management (MKT 338). He also conducts research in his field, more specifically Marketing strategy, sustainability, and retailing. Before joining academia he studied at various colleges and universities such as University of Florida and University of South Carolina. In the work world he was employed with Nabisco biscuit Company and DuPont. He has even gained international business knowledge in Mexico City. Professor Kaufman has been the recipient of prestigious awards such as the Fulbright Award. Professor Kaufman has very specific, yet simple, expectations for his course. Each student should come to class having read and critically evaluated the assigned material along with being prepared to discuss said material. Also, all students must be dressed in business casual attire. In reading the report you will see that we have also included a detailed list of the information that will be learned in the class. In the class the assignments and writing practices are mainly case studies. these case studies give the students a view of how sustainability applies in a variety of businesses and industries. Professor Kaufman highly believes in real worked examples and business-oriented writing. He also believes that, compared to other majors, business students do not have enough writing experience. In the analysis his in depth views and the changes he would make regarding this issue are discussed. Marketing 339.12 is a very essential class to becoming a professional Marketer and Professor Kaufman has the knowledge, experience, and view to teach it right.

Methodology

Many different sources were used for this report. The first research we did as a group was the interview with Professor Kaufman. We contacted Professor Kaufman via email and arranged an interview on Friday, February 10th, at 11 A.M. This was our primary research as Professor Kaufman answered all the interview questions we had, and gave us examples of genres to look into. He also supplied us with his syllabus, which provided us with information regarding the class and what was expected from the students. Another source we used was Professor Kaufman’s information page on the Illinois State College of Business website. This source supplied us with lots of background information used in the interviewee’s profile; including education, publications, and the years he has worked at Illinois State

University. We also read reviews on Professor Kaufman on www.ratemyprofessors.com. This gave us a general idea of how students who have taken his course have felt. The final source we used was the U drive for the College of Business. We used this source to gather additional documents from Professor Kaufman's class for examples.

Interviewee Profile

In researching the genre of marketing classes, we chose to interview Associate Professor Paul Kaufman. Professor Kaufman teaches Strategic Marketing Management (MKT338) and Marketing Sustainable Products (MKT 339.12). He has taught here at Illinois State University since August 2004. Professor Kaufman is also conducting research in his field. Some of his research interests include: marketing strategy, retailing, sustainability, buyer-seller relationships, sales promotions, new product development, and interdisciplinary education. Some of his research has been published in prestigious marketing journals. His article "Customer response capability in a sense-and-respond era: The role of the customer Knowledge Process" was published in The Journal of the Academy of Marketing Science. He attended various universities such as Babson College for his B.S. degree, University of Florida for his MBA, Tufts University for his M.A., and University of South Carolina for his Ph. D. Before joining academia he had a few different jobs in the work world. He worked at Nabisco Biscuit Company. There he managed territories and developed and implemented store level sales promotions. He also worked for DuPont. At Du Pont he gained international business experience doing strategic planning in Mexico City. Professor Kaufman has achieved many awards such as; Watson Fellowship (1993), Fulbright Award (1999), and Small Business Administration Grant totaling \$250,000. He has also received a national teaching award from the American Marketing Association's, for innovative excellence in Marketing Education and is a co-recipient of the Outstanding Team Research Award provided by the university.

Analysis

The field that we have focused on is marketing. But more specifically we have focused on the course Marketing 339.12, Marketing Sustainable Products. This course, taught by Professor Kaufman, examines issues of sustainability in business and how marketing theory and techniques can be applied to promote more environmentally friendly and socially conscious organizations. His course highlights examples of successful businesses that market products while doing their best to minimize and in some cases eliminate damage to the natural environment.

His expectations for the course are simple. Professor Kaufman anticipates that each student comes to class having read and critically evaluated the assigned chapters and supplemental readings prior to class with the hope you are prepared to discuss the material. He also expects for each individual that walks into the class room to be dressed in business casual attire on a daily basis and to arrive to class on time.

The information that he hopes you obtain from his course includes:

- Developing awareness of how a business can impact the natural environment
- Understanding of the forms of technologies and strategies a company can use to minimize their impact on the natural environment
- Being knowledgeable in the environmental and legal framework for companies that want to be “green”
- Develop knowledge of the marketing opportunities for companies that minimize their impact on the natural environment

The writing practices assigned in his class include: Case studies, Book Analysis, and a Sustainability Concept Analysis. The case studies are to give students a well-rounded view of how sustainability can relate to a variety of industries and contexts. The Book Analysis is required for students to learn how to summarize a novel and assess the book and author’s position. The way in which this analysis is graded is based on thoroughness, quality, insightfulness and your critical evaluation of the book. The Sustainability Concept Analysis is for students to analyze and summarize news articles and present the material to the class in a professional manner. This is specifically to educate your audience using articles related to sustainability and marketing.

As a 300-level Marketing Instructor, Professor Kaufman emphasizes real world scenarios and believes in the importance of “Business-Oriented” writing as he stated repeatedly in our interview with him. Classes include Marketing in International Businesses, Marketing Strategies, and Professional Sales. Real-world case studies and group work makes up for a majority of his courses and he also stated that he wishes Illinois State University would focus on more Business Writing. Proper business writing has been an extremely valuable tool in his experience not only as a professor but in his previous career as well.

During our interview with Professor Kaufman our discussion had a lot of focus on the lack of writing business students do compared to other departments. As business students, we are not expected to write many papers because our focus is primarily on presentations. Kaufman stressed that because of the lack of practice writing, many assignments in his courses were missing a sense of professionalism. We went on to ask him what changes he would make to enhance the writing abilities of business students if he had unlimited resources. He stated, “In order to graduate students should have to attend mandatory workshops, meet with business professionals, and participate in tutorials.” We also conversed about how students should prepare for his course and what writing genres should be focused on. To prepare for his course he recommends that students read bestselling business books, success stories, and professional marketing plans. He also said that students should be knowledgeable in writing business letters, emails, memos, PowerPoint’s, and anything that relates to business communication. Professor Kaufman, throughout the entire interview, stressed the idea that business students do not get enough practice writing and that it is a major concern of his. He hopes that in the future that the business department will place more emphasis on the importance of professional writing.

Conclusion

The course marketing sustainable products is one of many offered in the State Farm Hall of Business. We have learned that the Business department as a whole is lacking a focus on writing in general. The professors, including Professor Kauffman, have many expectations of students when entering their class regarding writing skills, but the specifics of writing are not further acknowledged in the course. Although writing does take place within the department, such as; writing business memos, cover letters, and PowerPoint's, overall the students in the business department need a lot more focus on their writing skills.

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Genre Analysis Example: Case Study

Nantucket Nectars

This case was selected to give you experience thinking about how to grow a brand which got its start focused on sustainability.

1. What lessons do you draw from Nantucket Nectars early entrepreneurial story? Are these lessons relevant to push the business forward? **Getting an in-depth look into the founders of Nantucket Nectars from the beginning, I got a better understanding of their entrepreneurial story. Starting in the summer of 1989, former college acquaintances Tom Scott and Tom First created a company called Allserve whose daily operations included attending to boats on the harbor with food and accessories. Being a seasonal business in Massachusetts, they quickly realized the difficulty of making ends meet financially in the ferocious winters. This brought to them a lot of free time to experience mixing certain juices into a blender, striving to acquire the perfect taste. Tom First remembered a peach drink he became infatuated with on an earlier trip to Spain and attempted to duplicate it with all natural ingredients. Once they got their taste, they began bottling their own products and entered the financial world filled with many highs and lows. By 1991, they were not only juice manufacturers but distributor as well spreading their beverage products throughout Cape Code, Washington D.C., and Boston.**

2. Do you agree with product line decisions at Nantucket Nectars? Pricing decisions? Marketing communications? What would you change? **Yes, as a private company Tom & Tom have led Nantucket Nectars to not only a successful expansion nationally but internationally as well. As of 1997 Nantucket Nectars was sold in over 40 states in the U.S. Nantucket Nectars can often be found in small convenience stores, convenience store chains, delis, some grocery markets, gourmet food shops, health food stores, gyms, and cafeterias. Nantucket Nectars can be found in mixed cases (4-6 flavors per case) in many wholesale stores such as Sam's or Costco. Nantucket Nectars does not sell at a universal price instead letting the desired retailer set the price point for each beverage type.**

Nantucket Nectars decided to expand globally where products can now be found in England, Canada, South America, and Central America. In an advertising perspective, Nantucket Nectars actually has founders Tom & Tom indulge in embracing Nantucket Nectars throughout many cities and their prospective radio stations. Limited print radio has been established as well by management. In terms of marketing communications, Nantucket Nectars offers 51 flavors and has 8 distinct product lines including a 100% juice line, 17.5 oz. fruit juice cocktail line, 16 oz. Super Nectars line, and a 15 oz. Freshly Blended Nantucket Nectars line.

3. Does Nantucket Nectars correspond to your own personal definition of a strong brand?

I feel strongly that Nantucket Nectars is somewhat of a powerhouse for a privately labeled company. Nantucket Nectars incorporates a national and global expansion while maintaining Sales as high as 63 million in 2008. Nantucket Nectars offers the highest quality ingredients and offers the highest possible real fruit percentage in their cocktail line and a full line of 100% juices. Tom and Tom do not use high fructose corn syrup to sweeten their product, instead they use pure cane sugar which undergoes less processing and therefore is higher quality. Nantucket Nectars does not leave a syrupy, unpleasant after taste.

4. Will (or should) Nantucket Nectars become a leader in the mainstream consumer markets?

After Dr. Pepper Snapple group bought out Nantucket Nectars in 2001, and though the price of the purchase was not disclosed, it certainly paid dividends for Nantucket Nectars. After registering 59 Million I sales in 2001, Dr. Pepper made the wise decision to purchase the booming company. Dr. Pepper is a globally recognized brand and the fact they went out of their way to purchase Nantucket Nectars proves nothing more than its success as an overall company. Dr. Pepper will provide mass customization for Nantucket Nectars and increase production. As a resident of Normal, IL I know where I can find Nantucket Nectars in matters of a quick car ride. Nantucket Nectars can be found at Noodles Company, Potbellys Sandwiches, and Panera bread as well. It's emergence is a definite one and with their all natural sugar-less flavors, the organic juice should slowly but surely climb the wall of beverage superiority.

References Applied During Research(APA)

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Genre Production Example: Business Management

Memorandum

To: Ms. Bourhis
From: John Mijal
Date: 11/3/15
Re: Executive Summary

This report provides information about the different types of genres used in the Illinois State University's College of Business, Business Management's department. In order to find out our information, my teammate and I scheduled an interview with Professor Dale Fitzgibbons by emailing him and scheduling a time and date to meet with him. He also emailed us a copy of one of his projects he uses for his MQM 385 course. It was very interesting to see what the project entailed and it provided us with information to help us write our report. Professor Fitzgibbons is a professor in Illinois State University's College of Business, and teaches an Organizational Strategy course. Professor Fitzgibbons had some writing expectations that he wants every College of Business student to follow. He expects everyone to have basic writing fundamentals and good reading and writing skills. He would also like to eliminate all multiple choice tests and have more essay question based tests. He thinks that with essay question tests students will have to really know the material and he thinks it shows the students ability to comprehend the material better than a multiple choice test would. The main genres that are used in management that he went over are reports, essays, memos, and executive summaries. We learned a lot of valuable information that will be very important in the future for when we

enter our major's courses. This information will be essential for all future Business Management majors.

Appendix C:
Collection of Sample Student Work

Genre Analysis:

Commencement Speech

My scenario is giving a commencement speech at the ISU 2032 undergraduate graduation.

- The purpose of this speech is given to [graduating](#) students, generally at a [university](#), although the term is also used for [secondary education](#) institutions. The "commencement" is a ceremony in which degrees or diplomas are conferred upon graduating students. People use this text to give graduating students words of encouragement. Only for graduation or similar ceremonies. The audience already knows it is a powerful speech, but they may not know what the speaker is supposed to talk about with this text. The audience doesn't know how they will be impacted by the speech. What is to be gained from the person that created is helping younger people out, for the people it's dedicated to it's meant to impact their life.
- The audience is generally graduating students and family/friends of the students, and faculty and staff are all secondary audiences. I know it is the primary audience because the speaker speaks directly to them, the graduating class they are supposed to listen. The commencement speech is designed to give words of wisdom to the primary audience, and they are supposed to take in the knowledge and change their life for the better.
- The presentation of this speech makes it what it is. When experts write commencement speeches they follow a form, they first relate directly with the graduating class by referring to the day of graduation as a way to show something in common. Next the speaker goes on to give them words of wisdom, and how to prepare for life. After that they make a joke about another past experience, and inform the students again about life decisions. However, there is no real format to this specific speech but most people tend to follow the way a good speech was given. There is no mandatory for the genre. The customary length of this text is nearly about 2-3 pages, but sometimes it goes beyond 2-3 pages depending on the message in the speech.
- The use of language depends on the level of education of the students. At junior high graduations, the language is simple and formal. As you go up the language gets to be formal, informal, and technical because of the understanding that comes with age. Speeches like this do not require that much elaboration everything is meant to be understood all around. The writing is to be simple enough for the age of the primary audience to understand. It is best to use the active and passive voices in this speech, to speak on the present and to refer to old memories.

When the speech is given graduating students are to listen. They are to retain this useful information and carry it with them into the real world. Students are to realize they have completed another milestone in their life. This text is to inspire the primary audience by giving them guidance in the new

world they are approaching in. It is up to the speaker to have an impacting speech for the primary audience to understand and be inspired by.

Steve Jobs Commencement Speech at Stanford University

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it.

And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling

out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down - that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, *Toy Story*, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were

the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called *The Whole Earth Catalog*, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of *The Whole Earth Catalog*, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

Genre Production of a Speech

Hello everyone, I am excited to be back here at Illinois State University, at the Class of 2032

Spring Graduation. As a 2014 Business Class Alumni, it is a true honor. I would like to thank, Al

Bowman, our President and the rest of the of the Business faculty. It is really bitter-sweet to be back in Red-Bird Country, many memories. Memories that changed me as a person, into the man I am today.

Let me first say that this Business program has meant a great deal to me, both as a business alumni and as a man. In my life I've been face with plenty adversity; growing up on Chicago's southeast side is not any walk in the park. But I faced a different type here at ISU. As an African-American man I had to stare racism in the face hundreds of times, while keeping my head high and focused on school. School was another adversity. I often found myself juggling my social life with my education. Until my sophomore, when my academic advisor very confidently and straightforwardly told me to forget about majoring Business Administration. My party life over took my education, because I received a D in a College Algebra class (a major requirement). Do you know what a statement like that can do to a kid who is struggling to find his identity and passion in life? Maybe you do, I was crushed. But after much soul-searching and some parental guidance, her statement had the opposite effect. Not only did it end up intensifying my focus on what I love about business, it made my passion for this career stronger. It fueled me to get better grades. All I could hear in my head is my advisor telling me to give up. I knew it was a time for change my life around to focus on what is really important.

This situation reminds me of a quote that Michael Jordan once said, "I can accept failure, everyone fails at something. But I can't accept not trying. I've failed over and over and over again in my life and that is why I succeed". After reading this, it made me feel more comfortable with making mistakes and learning from them. My only failures were the times I

gave no effort and wondered what could have happened differently, if I would have tried. I knew there was no way I could continue my college career receiving D's in courses from not trying. This inspired me to give my full effort to avoid the possibility of failure. The only way I could get ahead was to make sacrifices; from woman, alcohol, weed, and parties. My social life had died down and I awakened my brain, ha ha.

What if I told you that you are about to embark on a great adventure, that you will be given all the proper equipment for this adventure; food, clothing, shelter. And what if I told you that you will have the rest of your life to complete this adventure, and that every day you will be able to discover something new along your path; new ideas, opportunities, relationships, people, maturity, and places. Would you want to go? Would you cherish every moment of the opportunity, and gather up all your strength to participate? Or will you get give up on the adventure? Would you need your parent's hands? Could you stand on your own? I really hope so because the real-world can eat you alive. Today is the day to accept nothing average or below it, setting goals, and taking risk. Life is what you make it; you are the only one that has control over yours.

This is the last time you can hold your parents hand. The real world is waiting for you. It may seem scary, but remember life is what you make it. Your future can be bright or dark, whichever one you prefer, remember not trying is the only failure.

Group Report:

Professor Joan Crooks

ENG 145.13 2:00-3:15pm

2/22/12

Lindsay Pastene, Clare Disser, and Josh Simons

Report

Writing Across the Curriculum

The person we chose to interview for the writing across the curriculum project was Bob Pastene. He works for Securitas Security Services USA Inc. and is the Vice-President of Sales and Marketing in the Healthcare division. Pastene graduated from University of Wisconsin Madison with a B.S. in Food Science. Soon after starting his career with E & J Gallo Winery Pastene was hired for the management development program and after the three-year training program, he was promoted to a district sales manager position. Over the next 18 years, he worked in sales and marketing for five different companies before joining Securitas in 2006, which is where he is today.

Pastene's current position with Securitas requires him to design and implement sales and marketing strategies nationwide for the Healthcare division. He defines the company's brand message and builds messaging campaigns for specific sub-segments within the Healthcare marketplace. Currently, he is working on renewing a contract with the company's largest client globally. Once that is complete, he will continue to work with the client in order to get service performance feedback.

We chose to interview him based on his expertise in marketing and because of the long list of sales and marketing positions he has held over the length of his career. Bob has worked as a Vice-President of Sales and Marketing for four companies: Philip Service Corp., Kenny Industrial Services, Aramark, and now Securitas. He said that the two main types of writing done in any marketing position are persuasive and promotional. He also said that one must be able to communicate orally as well as in the written form. It is essential to be able to communicate with people inside and outside the company as well. The four types of computer systems students must have knowledge on before entering the business world are: Microsoft Power Point, Word, Excel, and Outlook. Students should also be proficient in the use of social media like Facebook, Twitter, and LinkedIn. The three most important genres of writing for any person in a marketing position are: power point presentations, business proposals, and emails. We will now look further into each of these genres.

PowerPoint Presentations

PowerPoint is used in almost any business presentation today mainly because it is easy to use and it aids in presenting a wide range of topics to clients or other people inside the company. PowerPoint is software created by Microsoft that allows the user to generate an electronic slideshow specific to their topic. It was officially launched in 1990 when Microsoft introduced Windows 3.0. A newer version was then released in 1997, 2003, 2007, and finally the most recent in 2010. It functions on all computers as well as in many different languages. PowerPoint can also be saved in many different formats and viewed in many different ways like on a DVD, on the web, as well as on a regular desktop or laptop. It has many features, some

would say too many to list, but here is a list of some of the most important: picture editing tools, animation, slide transitions, web application, special effects, hyperlinks to websites, video support, audio, and pictures. PowerPoint not only has a lot to offer in terms of its actual slideshow creation, but has additional important parts including the actual presentation as well as the presenter.

PowerPoint is a visual communication tool and it should only be used as an aid in the user's presentation. Too many people use the slideshow as the focal point of their presentation, which is the opposite of what a professional business presentation should be like. A presenter should maintain authority and always keep eye contact with the audience members. The number of slides should be kept to a minimum and each slide should include a photo or chart as well as a short sentence. When creating a business presentation, it is common to use one type of font throughout the whole slideshow to keep it professional and easy to follow. Also, make sure the presentation has a color scheme. Use two to three colors that coordinate because this will create interest and catch attention. When using bullet points, do not write full sentences, just have short phrases. That way, most of what the audience is learning is coming from the speaker. Pictures and charts are the most important to use because it shows the audience what the speaker cannot through words. If the chart or graph is too detailed then it is best to use handouts, which should be passed out before the presentation.

The first thing a presenter must do when they are creating a slideshow is to determine the purpose. Is it to persuade or is it to inform? If it is to persuade a customer to buy the company's product or service, then the presenter must turn a customer problem into the

company's solution. The presenter must always focus on selling the value of what their company has to offer. The presentation begins with an explanation of the product or service, shows the benefits, lists the company's credentials, and lastly, highlights why the company is better than competing companies. Once the purpose of the slideshow is determined, the presenter must build credibility while still keeping the presentation simple enough to follow. While keeping the presentation simple, the presenter must also keep their audience engaged. Next they must structure their presentation. They first need to explain to their audience exactly what will be talked about, then further elaborate upon that, and finally remind them of everything that was presented. A sales or marketing presentation is all about repetition.

Marketing Proposals

Whether it is given to colleagues or clients, the marketing proposal is a great way to get the ideas of the company across efficiently. Writing a proposal is one of the most important parts of marketing saying that sometimes, it is the only awareness one company has about another's work (Middleton 31-32). That is why it is so important to know what to do for a project proposal. In the interview with Pastene, he explained that the proposal mainly includes the who, what, why, when, and where about a company. The proposals are additionally full of information about the company and/or the product that the company is attempting to sell. There are nine main components of the project proposal as told by Pastene which include: a cover letter, executive summary with key elements summarized, descriptive service model, company financial information, company biography of managers' resumes, management plan, quality of company, cost breakdown, and a contract document. Because he works for a service

company, when it comes to making proposals, Pastene is not only marketing the service of the company, but also the employees themselves. This means that the project proposal from companies that are selling a specific product would most likely not include elements like the company's financial information, management plan, and company bios of managers. One thing that was said in the interview was that there is really no training on how to write a proposal, it is basically just learned through experience. That can be a downside of proposal writing; one of the reasons project proposals are so important is that they are prepared to make company information readily available for clients (Hubbard 65). This means that if a proposal isn't written correctly, then the company's message or idea may not come across clearly or how they had intended. Even though mistakes are possible, proposals are not often difficult to make, so learning doesn't take too long. According to Pastene, there are usually two or more people that put a proposal together. This is beneficial because it makes it easier for someone to learn. In all, the whole point of the proposal is to answer questions about the company and what they do, and to make the company stand out so that the client knows what they are getting into when they begin working together. The marketing project proposal is a clear and well-organized way to inform others of a company's goals.

E-Mail

E-mail is considered to be the modern generation's cheapest, fastest, and most accessible form of communication. An e-mail is a method of communication where an author can exchange digital messages to one if not more recipients. In the field of marketing, where the sole purpose is to market specific products, having a tool like e-mail is key. During our

interview with Pastene, we were told that the main source of communication inside and outside of Securitas was e-mail. E-mails allow a marketer to share information in detail about various products and services with customers promptly in a non-intrusive manner. In other words, while in the past a typical form of marketing was door-to-door, e-mail provides the seller an opportunity to share all of the information that they would in person without getting a door slammed in their face! This gives them a chance to spring their product upon a potential customer, and make the first verbal interaction a follow-up phone call. The only con with this is that they lose the opportunity to provide solid eye contact, a firm handshake, and the chance to speak to the potential customers in a personable manner. In the field of real estate it is said that e-mail marketing reduces information sharing costs and improves agent performance (Acharya 33). Marketing tactics that could be used in real estate through e-mail could include sending out pictures of the insides and outs of homes, as well as a description of positives and negatives of the homes to potential customers. This gives potential customers something to be prepared for upon entering the home that they may be purchasing. Having more or less questions asked and answered prior to entering the house can increase the chance of the real estate agent making the sale. The CRM director of Hertz (a car rental company), David Oliver stated when their company was going through some of the toughest times of 2011, e-mail marketing was one of the few sectors where the budget was kept (Costa 31). John Baker, co-chief executive of the marketing agency Iris Digital, states that people think e-mail marketing is straightforward, but most companies use 10% of what they can actually do with e-mail (Costa 32). This shows that there is so much more about e-mail that could be learned. Being so

prevalent in the everyday world for the business person, e-mail has not just changed the changed the face of business; it has revolutionized the art of marketing.

Throughout the duration of this project we have learned a great deal about the genres that play into the field of marketing. After doing extensive research on PowerPoint's, business proposals, and e-mails, it is clear that there are many more facets to the concept of marketing than we had originally known. In conclusion, the Writing Across the Curriculum project has taught us a lot about marketing and what it will take to succeed in the professional business world.

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Acharya, Ram N; Kagan, Albert; Zimmerman, Travis. "Influence of E-Mail Marketing on Real Estate Agent Performance." *Literature* 18.2 (2010): 331-343. Print.

This article lists all the pros that e-mail marketing has on the field of real estate. It was stated that realtors who used e-mail as a marketing tactic had a higher success rate in making sales than those who did not.

Since marketing is such a broad field, this article helped us give an example of the positives e-mail marketing could have on another field. Seeing the advantages realtors got from using it, it helped us realize how numerous other fields could benefit as well.

Costa, MaryLou. "Email-Marketing: In-Box Clever to Fast-Track Engagement." *Marketing Week* (2010): 30-32. Print.

This article promotes the need for individual companies to begin investing more money into the fast growing field of e-mail marketing. It provides insight from people of high status marketing positions within their companies on all the benefits their companies could receive from investing in e-mail marketing.

It helped to get the opinions from the people of high status marketing positions to get quotes to add into the paper.

Henderson, Jeanette. "Stop the Boring PowerPoint Presentations!" *Machine Design* 79.13 (2007): 54-58. Print.

The objective of this article is to teach the reader(s) strategies to spice up their powerpoint presentations. The author explains the facts about powerpoint presentations, as well as things to consider when making them.

I think that reading the article gave a new perspective on how to improve powerpoint presentations. For instance, the example of putting a blank slide in between slides in order to let the audience know when to focus on you is something that I would've never incorporated into a presentation before reading this article.

Hubbard, Katherine, and Joyce Campbell. "Automated Proposal Preparation Techniques Using a Marketing Text Data Base." *IEEE Transactions on Professional Communication* 31.2 (1988): 65. Print.

Automated Proposal Preparation Techniques Using a Marketing Text Data Base is about how different tools, especially online text data bases can help gain information for things like business proposals. The time and efficiency of these databases help to get material for a business's topic of choice.

The source was for the most part helpful because it talked about different tools that can be used to aid in writing a proposal.

Middleton, Robert. "Pumping Marketing Iron: How to Flex Your Writing Muscles." *Journal of Tax Practice Management* 3.4 (2004): 32. Print.

This article is mainly about how writing affects the marketing profession and all professions really. Writing clearly in a business setting is important to get a company's point across in the correct way. The article goes into more depth in the examples used, like marketing proposals, creating websites, and crafting letters to both colleagues and clients.

This article was helpful. It gave reason to why any professions need to be decent writers and gave examples in the marketing profession.

Mills, Harry. "PowerPoints! How to Design and Deliver Presentations that Sizzle and Sell." Saranac Lake, NY: AMA COM Books, 2007. E-book (Milner Libray). Web.

This e-book was designed to show its readers how to speak with impact and deliver their powerpoints with flair. It also gives detail on Microsoft's 2007 makeover that describes the change in the way PowerPoint creates graphics and presentations.

The e-book was a useful source in regards to gaining more knowledge on the transformation of PowerPoint presentations over the years. This gave us the opportunity to see the difference between where PowerPoint was and where it now is.

Pastene, Bob. Personal interview. 2 Feb. 2012.

Pastene discussed the main genres used in a sales or marketing position. He gave examples and went into detail about three specific genres.

It was very interesting to interview him and learn about what he does at his job today and how exactly he got there. It was also fun to learn about what we will be doing once we graduate college.

Reager, Sue Ellen. "Global Presentations Using TTS and Automated Translation." *Speech Technology* 16.3 (2011): 4. Print.

This article focused on the facet of PowerPoints known as text-to-speech(TTS). TTS can translate audio into different languages, replacing the need for international voice recordings. For web presentations, TTS can boost multilingual online help and how-to instructions.

It was interesting to learn about TTS since it is a major component of PowerPoint, Web, and many other presentations that hardly anyone knows about.