



Lincoln University

BA 376 – Business Proposal and Report Writing COURSE SYLLABUS Fall 2025

Instructor: Dr. Susan R. Stryker
Associate Professor
Lecture Schedule: Wednesday, 9:00 AM – 11:45 AM
Credits: 3 units / 45 lecture hours
Level: Mastery 1 (M1)
Office Hours: TBD
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Textbooks:

Kuiper, S. A. (2013). Contemporary business report writing. (5th Ed.). Mason, Ohio: South-Western Cengage Learning.
(ISBN: 978-1-111-82085-5)
Tensen, B. (2013). Research strategies for a digital age. (4th Ed.). Boston, MA: Wadsworth. Cengage Learning
(ISBN: 9780840028822)

Last Revision: August 01, 2025

CATALOG DESCRIPTION

The course instructs the student in the various forms of written proposals and reports. Students are taught to prepare informational and analytic business reports. Computer tools and programs, as well as Artificial Intelligence resources, will be used as relevant. (3 units) *Prerequisite: ENG 82 or BA 370*

LEARNING OBJECTIVES

- Enhanced academic and professional report writing skills
- Improved research and documentation abilities
- Capability to compose reports tailored to specific objectives
- Greater proficiency in applying selection, development, evaluation, and communication criteria for relevant business and professional report topics, contexts, purposes, and communication channels

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional ILO	Assessment activities
1	Develop writing skills for academic, professional, and socio-cultural purposes. Use topic specification, writing planning, research, design, development, editing, and documentation as needed. Use pre, during, and post writing strategies. Apply topic mapping and other resources.	PLO 1	ILO 1b, ILO 7b	Completed written assignments with attention to writing structure and consideration of the intended audience. Clear, audience-focused essays that are grammatically correct and submitted on time. Completed written work. Peer evaluation. Instructor evaluation.
2	Demonstrate written communication skills in writing and presenting their essays for personal, peer, and instructor evaluation.	PLO 3	ILO 2b, ILO 6b	Completed written work. Peer evaluation. Instructor evaluation.
3	Demonstrate achieved competencies in planning, drafting, editing, and documentation skills.	PLO 4	ILO 1b	Assigned essays. Completed written work. Peer evaluation. Instructor evaluation.
4	Composing well-organized written communications suitable for personal, academic, and professional purposes.	PLO 5	ILO 3b, ILO 4b	Assigned essays. Completed written work. Peer evaluation. Instructor evaluation.

INSTRUCTIONAL METHODS

The course sessions will include class lectures, presentations (text-based and other topically related slides and relevant audio/video/web resources), written and oral classroom exercises applying course concepts, small group and classroom discussions, student presentations of individual and group assignments based on course units, with emphasis on engaging students in learning by doing. Every student must participate in an intensive classroom activity. Assignments and projects require students to use the resources of the library actively. A detailed guide to business resources of the library, as well as the description of Lincoln University's approach to information literacy, is available at the [LU Library](http://lincolnuca.libguides.com) website (lincolnuca.libguides.com).

STUDENT RESPONSIBILITIES

Students are expected to consistently attend class punctually and fully (arriving on time and leaving the classroom only at the scheduled break and end times). Successful students participate in individual and group work productively, prepare and perform well on tests, complete

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Learning Outcomes Assessment](#) section of LU website.

assignments according to schedule and at a level appropriate to university rubrics, and take personal responsibility for meeting the objectives of the course.

TOPICAL OUTLINE

Topics covered include informative and persuasive report planning, drafting, editing, and formatting, research, and documentation skills.

HOMEWORK ASSIGNMENTS

For each of the units (as well as additional assignments given in class), students will do the following by the date listed on the schedule below:

Read assigned materials with care and understanding.

Respond to the main points of each chapter assigned by listing three or four key questions with answers (no more than two or three sentences each).

Reflect on the unit in writing (a brief paragraph or two).

Upload your assignments to Canvas before the date on the schedule.

Students must present final assignments in class and upload them to Canvas.

SCHEDULE

#	Date	Topic	Homework (<i>due by date listed</i>)
			CBR: Kuiper, Contemporary Business Reports, 5e RSDA: Tensen, Research Strategies for a Digital Age, 4e
1	8/27/2025	Introduction Research and Reports	CBR: C1 Report Characteristics RSDA: Part I: Research Basics
2	9/3/2025	Planning & Drafting	CBR: C2 Planning the Report CBR: C3 Producing the Report
3	9/10/2025	Designing and Proofing	CBR: C4 Writing Style and Lapses RSDA: Part 3: Incorporating Your Research
4	9/17/2025	Formatting	CBR: C5 Illustrating the Report CBR: C6 Formatting the Report
5	9/24/2025	Routine Reports	CBR: C7 Writing Routine Reports
6	10/1/2025	Non-routine Reports	CBR: C8 Writing Non-Routine Reports Informative report due
7	10/8/2025	Review	CBR: C9 Planning and Delivering an Oral Report
8	10/15/2025	Midterm	
9	10/22/2025	Research Plan	CBR: C10 Research Planning CBR: C11 Selecting Data Sources RSDA: Part 2 - Research Using the WWW
10	10/29/2025	Sources and Analysis	CBR: C12 Using Secondary Sources CBR: C13 Using Primary Data Sources
11	11/5/2025	Documentation	RSDA: Part 4 - Research Documentation CBR: C14 Documenting Data Sources
12	11/12/2025	Research Reports	CBR: C16 Writing Business Reports
13	11/19/2025	Policies, Procedures, Instructions, Business Plan	CBR: C17 Writing Policies, Procedures, and Instructions CBR: C18 Writing the Business Plan
	11/26/2025	Fall Recess	
14	12/3/2025	Presentations - Review	Persuasive report due
15	12/10/2025	Final	

Assessment Criteria & Method of Evaluating Students

Students will demonstrate their level of proficiency and achievement through appropriate and accurate application of classic and contemporary principles and best practices in oral and written communication for academic and professional purposes. Students attaining the higher levels of

course goals will show successful application of critical and creative communication skills in approaching and solving academic and real-world examples.

The following tables quantify assignment areas and grade distribution scales.

GRADING POLICY

Items	Points
Exercises/ Daily Assignments	15
Midterm - Informative Report	20
e-Portfolio/Journal I, II	20
Presentation of Assignments	10
Final - Persuasive Report	35
Total	100

Grading Standard:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Points	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-72	67-69	60-66	0-59

COURSE REQUIREMENTS

Students will be responsible for completing textbook chapter readings before the lectures. Individual homework assignments and examinations will be due by Sunday of each week by 11:59 PM and should be uploaded to Canvas. Assignments submitted past the due date will be considered late and may be subject to a deduction of 10% of the final grade for each week the assignment is late. No assignments will be accepted after the last day of class.

ATTENDANCE

Students are expected to attend each class session. If you can't attend class because of illness or bereavement, notify the instructor in advance. There will be no make-up assignments. Every student must participate in this course, and this is considered part of the grade. Come ready to ask questions and participate.

MODIFICATION OF THE SYLLABUS

The instructor reserves the right to modify this syllabus at any time during the semester. Announcements of any changes will be made in the classroom.

WRITTEN REPORT RUBRICS				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel, and thought-provoking.	Demonstrates clear and concise identification of a research problem.	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally	The development of ideas is present; the conclusion is	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not	The report lacks organization.

	well-developed and support a thoughtful and engaging conclusion.	effective and directly addresses the original thesis.	developed; the conclusion is vague and/or does not address the original thesis.	
<i>Sources and formatting</i>	A variety of high-quality sources are used; all factual claims are supported with citations. The report follows the APA style guidelines.	A few high-quality sources are used; most factual claims are supported with citations. The report mostly follows the APA style guidelines.	Sources used are of questionable quality; factual claims are not supported. Use of APA style is inconsistent.	Sources are not identified or of poor quality; factual claims are unsubstantiated. The report is poorly formatted.
PRESENTATION				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	
<i>Style and Organization</i>	The presentation is clear, confident, engaging, well-structured, and effectively uses visual aids and timing.	The presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	The presentation is unclear, with limited audience engagement. Visual aids are used inconsistently and may cause distraction. The structure could be improved to make more efficient use of time.	
<i>Questions and Answers</i>	A Student demonstrates extensive knowledge of the topic by providing confident, precise, and appropriate responses to all audience questions.	A student demonstrates knowledge of the topic by responding adequately to questions from the audience.	A student demonstrates a lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.	

PLEASE NOTE:

Revisions to the schedule will be announced in class as needed. Class attendance is required. Required textbooks should be obtained as soon as possible and brought to class for each session. Class participation is encouraged for enhanced learning through applied content, group interactions, and individual and small group presentations. Plagiarized content is strictly prohibited: Researched materials must be documented using a consistent style for both in-text and end-text citations of sources using the published standards of the most recent subject-appropriate style guide, such as APA (social sciences) or MLA (humanities), for example. Missed exams and assignments require certified excuses (signed documentation by an appropriate medical or other official representative). All assignments, except class presentations, will be submitted in Canvas.