**2013-2014 Writing-Intensive Course Committee Prize Submission Form**

**(To be completed by student(s) and instructor)**

Course number and title: 2196 Business Commuications

Semester/Year: Fall 2013

Department: Business Communications

Student name: Steven Leibovitz

 TUID: 914393606

 Phone: 215-495-7074

 Email: steven.leibovitz@temple.edu

(Note: Since the winner will not be contacted until after the end of the spring 2014 semester, if you are graduating in the spring, please be sure you will still be able to access the phone number and email address you list here after you graduate.)

Instructor Name: Elizabeth Matthew

 Phone: 215-292-9644

 Email: tuf35232@temple.edu

Course number and title: BA2196, Business Communication, Section 23

Please list the materials included in this submission:

Included in this submission are:

* Avoluntarily submitted rough draft for the Annual Report Analysis Assignment
* A final (graded) paper for the Annual Report Analysis Assignment
* A voluntarily submitted rough draft for the BP Oil Spill Response Analysis Assignment
* A final (graded) paper for the BP Oil Spill Response Analysis Assignment

Both of the assignments represented here are analyses of business documents, and both were completed for BA2196, the required Business Communication course in the Fox School of Business.

Instructor: Please briefly describe the assignment(s) and attach assignment sheet and grading rubric, if available. Please be sure to address how this assignment is or these assignments are intended to reflect the type of writing done by professionals or academics in this discipline.

**The two assignments included here are analyses of business documents (rubrics are attached with graded assignments). In the Annual Report Analysis, students are asked to explain the best rhetorical strategies that a company of their choosing employs in its annual report. In the BP Oil Spill Response Analysis, they are asked to explain the most effective aspects of BP’s crisis response website according to the best practices in corporate crisis management.**

**These assignments test and develop one’ ability to fully understand, intelligently analyze, and clearly explain the rhetorical strategies a company uses to relate to its audience according to that audience’s perspective, values, needs. These skills are crucial in business, as in life.**

Instructor – Please briefly explain why this example of student writing is deserving of recognition with this prize.

**The extent to which Steven’s writing has improved this semeseter is nothing short of incredible. Even more incredible are Steven’s persistence in the face of a challenge and his respect for the writing process. These qualities are reflected in the work that Steven—the kind of wonderful student who makes teaching a delight—has done to achieve such dramatic improvement as a writer in such a short time.**

**Steven is the most persistent student I have ever taught, and he demonstrated this persistence in abundance through his consistent attention to the hard work of drafting and redrafting throughout the semester. Steven came to my office hours with many drafts of each paper, beginning two and three weeks before a given paper was due. (Two examples of such drafts and the comments they received are attached here). The volume and breadth of the comments that I put on these early drafts would have received only half-attention from many students due to the sheer amount of time required to attend assiduously to such detailed commentary. But Steven was not such a student. Instead, he not only attended to my comments and but added edits of his own, doing a far deeper and more capacious rewrites than I would have imagined possible given the demanding nature of his many courses this semester. Even when this course and others were at their most demanding, he found time to put into his development as a writer as he showed up at my office hours week after week and month after month. The depth of critical thinking reflected in these papers is a direct result of Steven’s deep and abiding persistence in the face of what he often called the hardest course he had ever taken.**

**Perhaps even more remarkable than Steven’s persistence is his honest respect for the writing process. Steven received two C-range grades, two B-range grades, and one A-range grade this semester. (His two B-range grades are included with comments, rubrics, and grades here). He never complained about a grade that he received, but used the comments and rubric as a further opportunity to teach himself how he could improve. Steven clearly imbibed the idea that the process of editing is the process of writing, and he reflected this understanding in his consistent devotion to writing many drafts of each assignment and in his acceptance of the fact that, even once a piece of writing was turned in, it wasn’t necessarily “finished.” When a writer does so many edits on one piece of writing, it is very easy to get so attached to one’s own work that one can hardly imagine how it could be improved and takes offense at suggestions otherwise. Steven never reached this point, because he was his own writing’s harshest critic. He learned how to apply the comments from one final paper to the drafts of the next paper; as a result, his writing matured as well as improved.**

 **Steven’s unwavering persistence in the face of challenging assignments, and his adoption of the drafting and editing process as his own (as reflected in these attachments) are why he deserves to win this prize. I am honored to have had the opportunity to work with him this semester, and I know that his future professors and employers will be equally fortunate.**

Student—Please describe ways in which your instructor helped you develop your writing in this class. Why do you feel your instructor’s efforts deserve special recognition?

Professor Matthew is the best professor I had at Temple. On the first day, honestly, I thought Professor Matthew was going to be a really tough teacher from how she scared the students (including me) into thinking about the mastery exam, telling us if we do not prepare and put our time in, we will fail the exam. Thinking back on that day, I am glad she scared us. This made me really concentrate on perfecting my writing skills. Throughout this class, not only has Professor Matthew always been there to help me with whatever I would bring to her, but has taught me the necessary skills I will need to take with me during the rest of my college years and in my future career.

 Professor Matthew has always been there for me in her office hours with questions that I had about my papers. She held office hours on Monday and Wednesday from 1pm-2pm to help students with whatever they need. I utilized this one-on-one hour session to enhance my writing skills. Whenever I would show up (which was all the time), she would stop what she was doing and focus 100% on me and really give me constructive feedback. She would not do the work for me, but help me figure out was wrong on my own to catch this mistake in the future. By Professor Matthew always being there for me, I was able to enhance my verbal and interpersonal skills.

 Professor Matthew really taught me what it meant to wirtie a professional business paper, by doing constant revisions of my paper. From the first paper, Strengthsfinder, I thought it was going to be an easy paper because it was about my three greatest strengths. Seemed simple enough; I regeted saying that after I received my grade. I really did not want to get a grade like that again, so I went to her office hours and constantly sent her emails regarding questions I had about my paper. She would get back to me within a few hours and I really appreciated her constructive feedback. The last few papers, for example the BP Oil Spill, I must have revised my paper over twenty times, which I now know that this is what it takes to write a professional business paper. I wound up getting a high B on the paper. By following Professor Matthews adivice on constantly revising my paper, I find my papers a lot easier to write from the skills I have learned in this class.

 Professor Matthew is without a doubt the best teacher I had so far at Temple. No teacher has always been there for me and really dialed into my skills that I need to work on. What she has done this semester, I feel like my skills would have been held back if it was another teacher teaching this class. I can not express how much I appreciate Professor Matthew and what she has done to help me. She helped me write a cover letter to Johnson & Johnson, which I later received a job offer, and recently accepted the offer. Out of all the teachers I had at Temple, I will always remember Professor Mathhew and what she did to help me. She is the best!