Using a focus on revision to improve students' writing skills

Kathryn S. O'Neill, PhD
Sam Houston State University

Renée Gravois, PhD
Sam Houston State University

ABSTRACT

The ability to write clearly and correctly is essential for students both in college and as they enter the workforce. One challenge we find in coaching student writing is that students shy away from engaging fully with writing as a process, especially with revising their drafts. It is important across Business courses, not just in Business Communication courses, to help students strengthen their writing, and in particular, to motivate students to devote more time and effort to revision. This paper presents two approaches from two disciplines — Business Communication and Marketing, each designed to help improve students' motivation and skill in revising.

Keywords: Revision, Skill learning, Writing process, Business Communication, Marketing
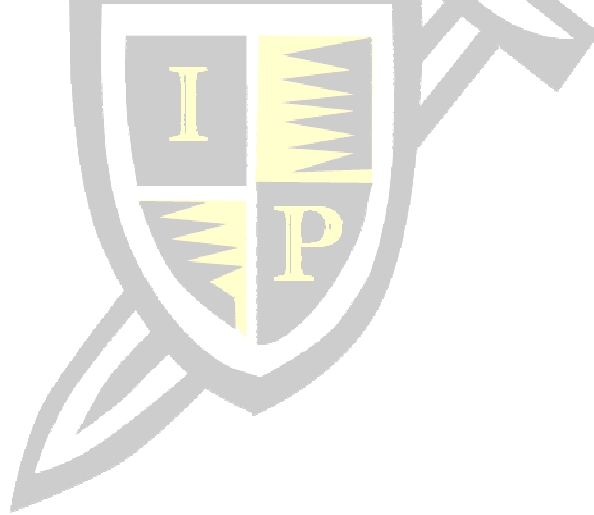
INTRODUCTION

The ability to write clearly and correctly is essential for students both in college and as they enter the workforce. Research by universities and employers supports the importance and value of effective writing (Addams & Allred, 2015). Employers place a high value on employees' ability to think critically and solve problems, and expect them to be able to express their ideas in writing (National Association of Colleges and Employers [NACE], 2015; Hart Research Associates, 2013, 2015). Employers have identified workplace writing ability as a "threshold skill" for hiring and promotion for professional employees (College Board, 2004). Written communication routinely ranks high on lists of critical skills that college graduates need and employers seek (AACSB International, 2006; College Board, 2004; Ghannadian, 2013; NACE, 2015; Partnership for 21st Century Skills, 2009, 2011; Workforce Training and Education Coordinating Board, 2013).

At the same time, employers identify communication as a weak skill area for recent college graduates. For example, a study by the American Association of College and Universities found that only 27 percent of employers believe recent college graduates are prepared for the workplace in the area of written communication (Hart Research Associates, 2015). The same study found that recent graduates over-estimate their career preparation in written communication as compared to employers, with 65 percent of student participants rating themselves as well-prepared in written communication skills. A survey by the Accrediting Council for Independent Colleges and Schools found that employers believe colleges and universities are not adequately preparing students for the workplace (ACICS, 2011). Students are expected during their academic program to develop and improve their writing and speaking skills, and employers expect to find an acceptable skill level at the point of hire.

One challenge we find in coaching student writing is that students shy away from engaging fully with writing as a process, especially with revising their drafts. While revision is essential to proficient writing, students frequently struggle with it, particularly with doing substantive revisions. They underestimate the importance of revision and may even resist making changes to their first draft. Research suggests that when students do revise their work, they tend to focus on surface-level revisions (Adams, Simmons, Willis, & Pawling, 2010; Hayes, Flower, Schriver, Stratman & Carey, 1987; MacArthur, 2007; Somers, 1980).

Many novice writers lack the skill and knowledge to revise their own writing effectively. They may have unclear or ill-defined revision goals as well as difficulty in identifying errors. For example, they may not be able to perceive faults in their text or to perceive dissonance in their writing that would lead to revision (Hayes & Flower, 1986). Inexpert writers are also less able to diagnose the problem, which may interfere with decisions about the level of revision necessary. Such struggles are exacerbated by students' weaknesses in the higher-order skills needed to revise at the macro level (Hayes, 1985; MacArthur, Graham & Harris, 2004).

In working with students on their writing, these issues play out in how they think about, talk about, and approach revision. First, consistent with the literature, the authors regularly observe a "revision means fixing" mindset. That is, when students do give some attention to revision, often their focus is only on correcting grammatical mistakes, with little or no attention to other concerns such as audience, clarity, support for arguments, organization, and style. Moreover, in terms of proofreading, some students are not able to recognize errors, some do not know how to correct errors, and some do not seem to care and/or trivialize the importance of grammar and mechanics correctness.

Second, the authors also frequently observe a "hurry up and get it done" mindset, when students dash off a rough first draft to turn in something — anything — as quickly as possible. Rather than taking the time to focus on larger issues of meaning, structure, and audience, the focus is on the shortest path to completion by the assignment deadline. Whether rooted in lack of time, external demands, or myriad other possible reasons, the completion mindset leads students to shortcut or even skip the planning and, especially, revising stages that characterize writers who consistently produce quality work.

To assist students in improving their writing, then, the challenge as faculty members is twofold: building students' knowledge and skill in recognizing and correcting errors, especially mechanics, and creating motivation to reread and revise.

TWO DISCIPLINES, TWO APPROACHES

It is important across business courses, not just in Business Communication courses, to help students strengthen their writing, and in particular, to motivate students to devote more time and effort to revision. Toward this end, this paper presents two approaches from two disciplines, each designed to help improve students' motivation and skill in revising. Explicit instruction is important to help students revise more effectively (Butler & Britt, 2011; Simendinger, Galperin, LeClair, & Malliaris, 2009).

One approach, in a Business Communications course, seeks to improve student evaluating and revising skills through repeated attempts with accompanying feedback. The other approach, in a Marketing course, is a set of exercises that prompt students to begin their revising efforts early on — at the idea generation stage of writing.

From faculty who care deeply about helping students strengthen their writing, these two approaches share common goals. Both are designed to help students improve their revising skills, motivate them to revise, and help shift their mindset about revising. In both approaches, we strive to help move students beyond "fixing" and "completion" mindsets to think of revision in a holistic way. That is, we want students to see that revision is about *making the work better*. In both approaches, we hope to shift their thinking from "correcting this error will satisfy my professor" or "correcting errors is not important" to larger questions such as:

- "How can I use revision early in the writing process to be sure my direction is clear and compelling?" and
- "Throughout all of the writing process, how can I read, re-read, and revise my work, from the viewpoint of my audience, to strengthen my writing?"

The two approaches also share common teaching strategies. Both focus on the importance of revision to good writing, invest class time working on revision, and attach point value to good quality revision for course assignments. Both have students focus on their own ideas and text for revision, so that they learn the importance of allocating time to re-reading their drafts and to learning and correcting errors in thinking and mechanics. Both focus on helping students recognize that poor writing can leave a negative impression with one's audience. The approaches differ, however, in the specific assignments and classroom activities, which are highlighted below.

The paper is organized as follows: 1) situating the importance of revision within the writing process, 2) highlighting the importance of revision *practice* for students, 3) presenting the two approaches and the observed results, and 4) discussing some lessons learned for readers who may wish to use or adapt these methods.

The Three-stage Writing Process

The emphasis to students is that writing is a multi-stage process; *all* of the stages are important, and revision can help improve writing and thinking at all stages. Several decades of research in composition have established a process approach to writing and three stages of that process: prewriting, writing, and rewriting (Collins & Parkhurst, 1996). Table 1 (Appendix) highlights the labels that various Business Communication texts use for the stages of writing.

The first stage of each process supports objectives for critical thinking and analysis, including consideration of the audience and what that audience needs to know, especially for persuasion.   Instruction in writing mechanics and style typically occurs at the "Compose/Draft" stage as writers organize their ideas into a draft. The real effort to create clear, concise, correct writing, however, occurs at the third stage of writing, which includes editing and proofreading the first draft. If students are not knowledgeable of common errors, their writing suffers at both the draft and evaluation/review stages.

Texts typically discriminate between editing and proofreading. For example, Shwom and Snyder (2014) advise evaluating for content, clarity and conciseness, style and tone, and proofreading.   Proofreading they define as "a systematic process of reviewing writing for errors," including errors of usage and grammar (Shwom & Snyder, 2014, 95). Coaching students to both edit and proofread as part of the revision process is important.

The Importance of Practice

At its heart, improving writing is skill building, and, once the writer has learned basic principles, writers build performance skill and use of the principles through practice and feedback.   Acquiring and building the skill is not a matter of "one and done," but a matter of repeated application. Research supports that repeated practice improves writing and thinking skills (Johnstone, Ashbaugh, & Warfield, 2002; Kellogg & Whiteford 2009; Welker & Berardino, 2009).

Practice provides many opportunities for students to grow in their writing development:
> . . . writers do not accumulate process skills and strategies once and for all. They develop and refine writing skills throughout their writing lives, as they take up new tasks in new genres for new audiences. They grow continually, across personal and professional contexts, using numerous writing spaces and technologies (National Council of Teachers of English, 2016).

From classroom teaching experience, one of the key benefits of repeated practice is prompting students to see their writing in a new light during each revision in order to continually work to strengthen it.

Yet providing repeated practice opportunities is challenging for faculty: designing valuable writing assignments, coaching student writing, reading student work, and providing useful feedback for improvement are all intensely time-consuming. Many faculty are frustrated by the lack of time for teaching writing in addition to course content (cf. Carnes, Jennings, Vice, & Wiedmaier, 2001). Practice deficits occur across the curriculum, with inconsistent opportunities for students to develop and improve their writing skills during their academic programs (cf. Lewis, 2014).

Moreover, as with all skill areas, students bring differing levels of ability to the task of writing and revision. Bean (2011) divides students into four categories by ability. Category 4 students come to college as already-capable writers. Category 1 students require intensive help in developmental courses in basic writing. Category 2 and 3 students can edit problems out of their drafts, if, as Bean notes, "they have the time and motivation to do so" (Bean, 2011, 79). Category 2 students will require more support and guidance. Classroom teaching experience has been consistent with these categories, and most students fall into Categories 2 and 3.

Not only do practice deficits across the curriculum and varied levels of student ability exist, but research has shown that sometimes students' skills developed in writing-specific courses do not transfer across disciplines (cf. Hynes & Stretcher, 2008). These findings make providing practice opportunities all the more important. Although designing courses to provide repeated practice for students is challenging, it is well worth the effort and important for the future success of the students.

ENACTING THE STRATEGY IN A BUSINESS COMMUNICATION COURSE

The approach to revision outlined here focuses on a set of grammatical and mechanical errors that bother business professionals the most (See Figure 1). Narrowing the field of all grammatical errors to this subset helps students to focus their attention on the most egregious errors in the eyes of businesspeople and lighten the grading burden for instructors.

The set of errors derives from a series of studies that asked businesspeople to react to sentence-level errors. Each study found that errors do bother business people and some errors are more bothersome than others. Hairston (1981) classified errors into three categories: status-marking, very serious, and serious. A "status-marking" error will mark the writer, in the reader's eyes, as belonging to a lower social status (Hairston, 1981; Noguchi, 1991). Status-making errors in her study included nonstandard verb forms, lack of subject-verb agreement, double negatives, and object pronoun as subject. Sigmar and Austin (2013) and Gray and Heuser (2003) found, too, that these four types of errors were some of the most bothersome to professionals.

Beason (2001) also researched the reactions of business readers to writing errors. One of his key findings was that, not only were readers bothered by errors that confused them and/or hampered the meaning of the text, but they also drew negative conclusions about the writer based on the errors, such as:
- The writer is hasty or careless.
- The writer is not trustworthy or dependable as a business colleague.
- The writer might harm a company's image.

Beason (2001) emphasized that, in his interviews with respondents, "concerns about the writer's image arose so often and emphatically that it clearly seems a determinant of error gravity" (p. 48).

For writing assessment, students and instructor use the errors on the list as having potential to damage a writer's career and ethos. In addition to these errors, the instructor includes several pervasive style errors, including overuse of passive voice and "it is/there is" and number style for business. Depending on the instructor's knowledge base, this strategy may mean ceasing to mark some errors if they are not on the list documented by research.

As part of this semester-long required course, students produce five different business-focused pieces of written communication. All are written in the context of mini-cases that situate the writing challenge in a real-world context. The writing assignments are the following:

- Resume/Cover Letter
- Researched 8-to-10-page Persuasive Business Report
- Routine Letter
- Bad News Letter
- Persuasive/Sales Letter.

The course employs the text from Shwom and Snyder (2014) and Analyze/Compose/Evaluate approach to the writing process. The instructor devotes two 80-minute class periods to covering the errors from the Hairston (1981)/Gray and Heuser (2003) research and the identified style errors.

To earn ten percent of total points in the course, students revise four of the five assigned documents: Resume/Cover Letter, two full pages of text from the Business Report, Bad News Letter, and Persuasive/Sales Letter. To assess student writing, the instructor employs "minimal marking" (Bean, 2011) and highlights errors in the students' text without naming or correcting the error. Within a week of receiving the graded rubric for the assignment in class, students submit a corrected document and a completed Grammar Log in which they list the errors, identify them, and show each correction. The instructor grades all revisions by comparing the original highlighted text with the corrected document and the Grammar Log. Accurate identification and correction of all highlighted errors earn students maximum points for the revision.

Given that an important rationale for revision is the transfer of knowledge about grammar and mechanics to the students' actual writing performance, the assignment forces students to open their graded document to see the highlighted errors, and, through a process of repetition, build skill in identifying and correcting their most frequent errors. Working with their own text and chosen words, then, acquaints students with their most frequently-made errors and focuses their attention on what areas most need work. The highlighting strategy also provides a visual illustration of the frequency of errors. For students in Bean's (2011) Category 4 students, the activity has the effect of reminding them to evaluate their written text. These students only need a reminder to use what they know and to take the time to edit and proofread their work. Category 1 students can understand more clearly their need for more intensive intervention from writing coaches and editors. Students in Categories 2 and 3 receive motivation in the form of course points and coaching in the form of course instruction to understand their problem areas so as to take the time to edit and proofread to improve their writing.

ENACTING THE STRATEGY IN A MARKETING COURSE

Spending extra time working to find one's writing direction is important, particularly since a common habit among students is to try to determine the thesis and do the writing all in one oftentimes last-minute sitting. In scenarios like this, students bang out a paper without evaluating whether the idea was even a good one to begin with. Such efforts may result in an unclear or ill-imagined thesis, sloppy writing, or any host of writing problems that stem from a hasty, superficially conceived, one-time effort.

The "Positioning Possibilities" (P2) strategy outlined here prompts students to think — early in the writing process — about possible ways they might focus, or position, their writing

for a given assignment. The strategy requires students to start revising at the idea generation stage, when they are still trying to figure out what they want to say in their paper, and requires them to revise multiple times as they develop the idea. P2 supports the idea that, just as revising the text on the page is important, so too is revising the direction of the writing: ". . . revisions of writing plans and goals that occur during writing are often critical for improving the quality of the text" (Hayes, 2004, p. 11).

In the Marketing discipline, the term "positioning" refers to the place a product occupies in the consumer's mind relative to the competition (Ries and Trout, 2001). During class, students discuss how they may also apply the concept of positioning to thinking about writing. The professor uses this analogy: similar to the marketer's strategy to establish the place the *product* holds in the consumers' minds, the writer's strategy is to establish the place the *writing* holds in the readers' minds. Thinking about writing through the lens of positioning helps students to think upfront about issues like purpose, focus, and audience needs and expectations. P2 also reinforces the idea that revision occurs throughout all phases of the writing process.

The P2 activity starts with students writing down two positioning ideas for their writing assignment on two different index cards. This initial session takes approximately 10 minutes of class time. Students repeat the activity in one or two subsequent class sessions, depending on the time available. With each new administration of P2, the students take 10-15 minutes to a) revise and strengthen their previous positioning attempts on their index cards, and b) write two new ideas for the direction of their writing assignment on two new cards.

At the end of two or three class sessions, the P2 process results in 4-6 positioning ideas for each student's assignment, with 2-4 of the ideas having been revised at least once. Students then have multiple pathways they could pursue for the direction of their assignment, they have thought about each one, and they have revised some of them. Through this experience, students gain firsthand practice and experience in thinking through possible directions instead of just sitting down at the computer with a blank slate.

Whereas students typically choose one positioning approach and jump straight into their writing, the P2 strategy forces them to stretch their minds to identify multiple approaches. During each iteration of the exercise, students realize that multiple ways exist to position their writing. With this process, they are able to see their ideas develop and mature and they gain the experience of revising and rethinking their ideas early in the writing process. Moreover, when students are ready to begin drafting, they have already thought through some of their ideas and vetted some possible ideas for their writing direction. Revision thus equips them as writers with clearer direction based on better quality thinking.

The general aims of the Positioning Possibilities approach are to push students to think — before they begin writing or as they are beginning to write — about different possible writing directions that might have merit. Some key benefits of this approach are the following:

- By thinking about more than one possible position for the paper, students can compare the different approaches they are considering to see which one has the most merit to be a compelling positioning for the paper. In this way, students wrestle with and revise their ideas early in the planning, thinking, and drafting process, which helps them to clarify their thought process and the direction of the paper early (versus late) in the process.
- Students experience firsthand that determining the direction of a paper is not easy, and it takes lots of thinking, plus some trial and error, and even some false starts thinking about ideas that they may choose not to pursue. With P2, students spend some time pondering and questioning their writing ideas before they establish the direction of their writing.

Students can see firsthand that revision is not merely something to do at the final stages of a project, but that revision throughout all phases of the project makes the final writing product better.

- By investing class time early on in questions surrounding "what is my writing purpose and direction," and working through revising the ideas to improve them at the planning stage of the process, the professor is able to set the stage for more time and attention to revision later in the process.

The P2 approach is flexible and can be adapted to suit the professor's discipline, course objectives, course content, specific writing assignments, and time available. While this activity labels the approach as Positioning Possibilities in order to link students' thinking about writing to the marketing concept of positioning, professors could brand the approach with any label they'd like to reinforce the general concept of thinking about how to position the writing in the reader's mind.

CONCLUSION

These two approaches in two disciplines are designed to build skills, motivation, and practice opportunities in revision. Each of the strategies prompts students to think broadly about their work — to consider larger issues such as purpose, audience, and the image the writing projects to the reader. The two approaches focus on presenting the idea of revision to students not as a narrow act of "fixing," but to help them embrace the power of revision to make their work better.

Because writing is a skill, learning to write well is a matter of repeated attempts accompanied by feedback, followed by more attempts using feedback received. Repeated application of analytical thinking and writing skills across the disciplines is essential. Consistent application of skills reinforces the place of communication to success in the workplace, whatever the discipline, and the importance of achieving a baseline of competence.

Working on writing skill across the disciplines is key to helping students succeed past graduation. The effort is consistent with the university's effort to maintain AACSB accreditation in that it supports the holistic effort across the university for students' learning and achievement. Through efforts across the curriculum, then, the intention is to close the gap for employers between their expectations for skilled communicators and students' abilities. A focus on revision can improve both motivation and performance for students as writers.

REFERENCES

AACSB International – The Association to Advance Collegiate Schools of Business. (2006). Business and business schools: A partnership for the future. Report of the AACSB International Alliance for Management Education Task Force. Tampa, FL: AACSB International (July).

Accrediting Council for Independent Colleges and Schools (ACICS). (2011). Closing the gap between career education & employer expectations: Implications for America's unemployment rate. www.acics.org.

Adams, A., Simmons, F., Willis, C., & Pawling, R. (2010). Undergraduate students' ability to revise text effectively: Relationships with topic knowledge and working memory. *Journal of Research in Reading*. 33(1). 54-76.

Addams, L. & Allred, A. (2015). Business communication course redesigned: All written and oral communication assignments based on building career skills. *Academy of Educational Leadership Journal 19*(2). 250 – 265.

Ashbaugh, H., Johnstone, K. & Warfield, T. (2002). Outcome assessment of a writing-skill improvement initiative: Results and methodological implications. *Issues in Accounting Education 17*(2). 123-149.

Bean, J. (2011). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom.* San Francisco: Jossey-Bass.

Beason, L. (2001). Ethos and error: How business people react to errors. *College Composition and Communication 53*, 33-64.

Bovee, C. & Thill, J. (2012). *Business communication essentials: A skills-based approach to vital business English.* New York: Prentice Hall.

Bredtmann, J., Crede, C. & Otten, S. (2013). Methods for evaluating educational programs: Does Writing Center participation affect student achievement? *Evaluation & Program Planning 36*(7). 115-123.

Butler, J. & Britt, M. (2011). Investigating instruction for improving revision of argumentative essays. *Written Communication 28* (1). 70-96.

Callendo, K. (2013). CNBC: Communication skills are lacking in the labor force. www.newsmax.com. November 14, 2013.

Cardon, P. W. (2015). *Business communication: Developing leaders for a networked world.* New York: McGraw Hill Irwin.

Carnes, L., Jennings, M. Vice, J., & Wiedmaier, C. (2001). The role of the business educator in a writing-across-the-curriculum program. *Journal of Education for Business 76*(4). 216-220.

College Board National Commission on Writing. (2004). *Writing: A ticket to work…or a ticket out. A survey of business leaders.* A report of the National Commission on Writing for America's Families, Schools, and Colleges.
http://www.collegeboard.com/prod_downloads/writingcom/writing-ticket-to-work.pdf .

Collins, J. & Parkhurst, L. (1996). The writing process: A t6ool for working with gifted students in the regular classroom. *Roeper Review 18.* 277-280.

Ghannadian, Frank (2013), "What Employers Want, What We Teach," *BizEd*, March/April, 40-44.

Gray, L. & Heuser, P. (2003). Nonacademic professionals' perception of usage errors. *Journal of Basic Writing 22*(1), 50-70.

Guffey, M.E. & Loewy, D. (2010). *Essentials of business communication.* Mason, OH: South-Western Cengage Learning.

Hairston, M. (1981). Not all errors are created equal: Nonacademic readers in the professions respond to lapses in usage. *College English 43*, 794-806.

Hart Research Associates. (2013). It takes more than a major: Employer priorities for college learning and student success. Washington, DC: Association of American Colleges & Universities (AAC&U).
http://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf

Hart Research Associates. (2015). Falling short? College learning and career success. Washington, DC: Association of American Colleges & Universities (AAC&U).
http://www.aacu.org/leap/public-opinion-research/2015-survey-results

Hayes, J. (1985). Cognitive processes in revision. *CDC Technical Report No. 12.* Pittsburgh: Carnegie-Mellon University Communications Design Center.

Hayes, J. (2004). What triggers revision? In L. Allal, L. Chanquoy, & P. Largy (Eds.), *Revision: Cognitive and instructional processes* (pp. 9-20). Boston, MA: Kluwer Academic.

Hayes, J. & Flower, L. (1986). Writing, research and the writer. *American Psychologist 41*(10). 1106-1113.

Hayes, J., Flower, L., Schriver, K., Stratman, J., & Carey, L. (1987). Cognitive processes in revision. In *Advances in Applied Psycholiguistics, Vol. 2. Reading, writing and language processing* Rosenberg, S. (Ed.), New York: Cambridge University Press. 176 – 240.

Hynes, G. & Stretcher, R. (2008). A missing link in business schools. *Business Communication Quarterly 71*(2). 207-211.

Kellogg, R. & Whiteford, A. (2009). Training advanced writing skills: The case for deliberate practice. *Educational Psychologist* 44(4). 250-266.

Lewis, W. (2014). *Skill development in higher education*. White Paper, Council for Aid to Education. http://cae.org/images/uploads/pdf/Skill_Development_in_Higher_Education.pdf.

MacArthur, C. (2007). Best practices in teaching evaluation and revision. In S. Graham, C. MacArthur, & J. Fitzgerald (Eds.), *Best practices in writing instruction* (pp. 141-162). New York: Guilford Press.

MacArthur, C., Graham, S., & Harris, K. (2004). Insights from instructional research on revision with struggling writers. In L. Allal, L. Chanquoy, & P. Largy (Eds.), *Revision: Cognitive and instructional processes* (pp. 126-137). Boston, MA: Kluwer Academic.

National Association of Colleges and Employers (NACE). (2015). *Job Outlook 2016 Survey*. http://www.naceweb.org.

National Council of Teachers of English. (2016). *Professional knowledge for the teaching of writing*. http://www.ncte.org/positions/statements/teaching-writing.

Noguchi, R. (1991). *Grammar and the Teaching of Writing*. Urbana: National Council of Teachers of English.

Partnership for 21st Century Skills. (2011). *Framework for 21st century learning*. http://www.p21.org/about-us/p21-framework.

Partnership for 21st Century Skills. (2009). *Are they really ready to work? Employers' perspectives on the basic knowledge and applied skills of new entrants to the 21st century U.S. workforce.* http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf.

Rieber, L. (2006). Using peer review to improve student writing in business courses. *Journal of Education in Business 81*(6). 322-326.

Ries, A. & Trout, J. (2001) *Positioning: The battle for your mind.* New York: McGraw Hill.

Shwom, B. & Snyder, L. (2014). *Business communication: Polishing your professional presence.* New York: Pearson.

Sigmar, L. & Austin, T. (October 25, 2013). *Impression Management: The Professionals' Guide to Relevant Grammar*. Conference presentation for the Association for Business Communication 78th International Convention, New Orleans, Louisiana.

Simendinger, E., Galperin, B., LeClair, D., & Malliaris, A. (2009). Attributes of effective
    business teachers. *Academy of Educational Leadership Journal 13*(3). 107 – 130.

Somers, N. (1980). Revision strategies of student writers and experienced adult writers. *College,
    composition, and communication*. 31 (4). 378-388.

Welker, J. & Berardino, L. (2009). The imperative for teaching business writing in the digital
    age. *Journal of Organizational Culture, Communications and Conflict 13*(1). 65-82.

APPENDIX

Table 1: Three-stage Writing Process

Text	Authors	Publication Date	Process
Business Communication: Polishing Your Professional Presence	Shwom, B Snyder, L. G.	2014	Analyze/Compose/Evaluate
Business Communication: Developing Leaders for a Networked World	Cardon, P. W.	2015	Plan/Draft/Review
Essentials of Business Communication	Guffey, M. E. Loewy, D.	2010	Plan/Compose/Review
Business Communication Essentials: A Skills-based Approach to Vital Business English	Bovee, C Thill, J.	2012	Plan/Write/Complete