ENGLISH 3151 "WRITING IN THE PROFESSIONS"

Welcome!

When we think of writing, many of us think of creative writing, academic writing, or non-fiction books or articles written by serious authors who have devoted their lives to this craft. This type of writing is written for publication, possibly for payment, and is associated with art, intellectual activity, and the life of the mind. However, this writing is actually a very small subset of the writing that goes on every day. Most writing serves business and legal purposes, is done quickly with very short deadlines, and has fairly immediate use and consequences. This is writing to get things done. While we tend to place more value on the first type of writing, the second, more common type of writing, requires almost equal skill and sensitivity to audience. Good writing makes things happen in the world for companies, governments, and individuals. This course is about this second realm of writing, the everyday workplace writing that makes things happen.

Your instructor
- Dr. John Edlund
- Email: jredlund@cpp.edu
- Zoom office hours: Wednesdays 1:00-2:00, beginning 1/25.
- Email office hours: Mondays 4:00-5:00 (But I answer most emails on most days very quickly.)

Course Information

Course Number and Section: ENG 3151-02 (30946)
Mandatory Zoom meeting: Wednesdays 2:30-3:30 pm, beginning 1/27.

Class format
This course will be taught in a "Combination" format with synchronous and asynchronous elements. We will have a mandatory Zoom meeting every Wednesday from 2:30 to 3:30 pm, but all other work will be online. There will be short video lectures, PowerPoints, blog posts, handouts, readings, writing groups, and writing assignments, all posted to Blackboard.

Course description and learning outcomes
Catalog Description: Rhetorical principles of business and other professional writing. Extensive practice in writing letters, memos, reports, and other professional documents.

Course Learning Outcomes: Students will:

1 Write and revise reader-centered documents of various types and genres for different purposes;
2 Analyze documents of different types in terms of purpose, audience, format, and rhetorical effectiveness;
3 Use language and style appropriate for specific audiences;

4   Produce documents that perform their intended function in a clear and concise manner;
5   Research problems and possible solutions, gather information, and present the results in a way that facilitates decision-making;
6   Use images, charts, and graphs to create interest and to present information effectively;
7   Define a problem and present a possible solution in an oral presentation supported by visual texts;
8   Utilize and adapt reading, writing and researching skills developed in the academic major to other rhetorical situations and purposes;
9   Proofread documents to ensure that grammatical errors and mechanical problems do not inhibit communication.

The course will have six main modules:

1   Introduction to Technical and Professional Writing
2   Basic Correspondence (letters, memos, emails, texts) and Principles of Rhetoric
3   Writing about Yourself: Application Essays, Cover Letters, and Resumes
4   Rhetorical Analysis of Public Documents
5   Principles of Design and Visual Rhetoric
6   Problem Solving: Reports and Proposals

Required materials

Textbooks: We will use a variety of online materials. There is no required textbook to buy.

Technology: Because this is an online course, access to a laptop or desktop computer with internet access is almost necessary. A tablet such as an iPad may be enough. If you have problems, please contact me.

Prerequisites, co-requisites, and necessary skills
- Prerequisites: Completion of GE Areas A2 and A3.
- Necessary skills: Familiarity with wordprocessing software and the Blackboard Course Management system.

Communication

The best way to communicate with me is through email at jredlund@cpp.edu. I read email several times a day and will certainly respond within 24 hours, probably within 2 hours. If you leave a voicemail on my office phone at 909-869-3837, the system will send an audio file to me through email, so that will work too.

Instructor responsibilities
- I have taught this course many times before, but this is the first time I have taught a totally online version, so there may be glitches. I will do everything I can to resolve them as soon as possible.

- I generally begin grading and responding to work soon after it is submitted and complete the responses within three days. For papers I make in-text comments in Blackboard and use a rubric

specially designed for the assignment to give a score. I usually make a summary comment at the bottom of the rubric, so be sure to look there.

- I will respond to emailed questions as quickly as I can. I will also email you if I have questions about your work or if I cannot open the file you have uploaded.

- I try to make my assignments as clear as possible, but if you have questions, please email me or ask in the Zoom meeting.

Student responsibilities

- Read all emails and announcements from me about the course
- Read texts and other materials in the week assigned for them
- Participate in blogs, discussion boards, and writing groups
- Avoid angry messages, flaming, trolling, offensive or profane language.
- Be sensitive to those with different cultural and/or linguistic backgrounds, as well as different political and religious beliefs.
- Upload work to Blackboard by the due date in a format I can read (I can read most common file formats, such as .doc, .docx, .pdf, .odt, and .rtf, though Apple formats such as Pages files are more difficult. The most common problem is when students post links to Google Doc files instead of the actual files.)
- If you email me with a question, please include your name and the course you are in.
- If you email a paper to me, please name the document file something like this: LastNameFirstName-Assignment-Course.doc (I get lots of papers called "mypaper.doc" and it is easy to lose track of who submitted it.)
- Perhaps most important of all, be **engaged** in the course! I have designed it to be a learning experience, not a series of busy work assignments to get a grade.

Grades

The following chart shows the major assignments. Writing assignments are scored with a Blackboard rubric. You will be able to access the rubric and the scores for each rubric category. Because I have completely redesigned the course for online delivery and the new design is as yet untested, it may be necessary at some point to add or eliminate assignments and re-balance the points.

Assignments	Points
Participation: Attendance, contributing to class in voice or chat, participation in blogs, helping other students, bringing errors to my attention, etc.	20
Reading Response Blog: Weekly responses to readings and questions, plus comments on other student's posts. 15 responses and at least 15 comments at 2 points each.	60
Epistolary "Problems at the Office" Blog: A weekly blog post on Blackboard consisting of an email, memo, or letter related to an ongoing situation or problem in the fictional workplace you imagined. After you post, comment on at least one other student's post. 10 posts at 5 points	70

Assignments	Points
each plus at least 10 comments at 2 points each.	

Discussion Questions
    •   Technical Writing
    •   Email Checklist
	20

Group Tasks
    •   Educators Failing Discussion Questions
    •   Toyota Documents
    •   How Texts Construct Readers
	30

Complaint and Adjustment letters	20
"Freewriting Raises Test Scores," memo and letter.	20
Business Plan	20
Personal Statement	30
Cover Letter and Resume	30
Mini-Proposal for Rhetorical Analysis Paper	10
Rhetorical Analysis Paper	50
Charting Assignment	20
Group Flyer Project	20
Mini-proposal for the Recommendation Report	10
Recommendation Report	50
PowerPoint for Recommendation Report	20
Total Points	500

Because online work seems to require a more fine-grained approach, I have moved from a 300-point scale to a 500-point scale. Each assignment has a predetermined number of points that I have allocated based on the difficulty and the amount of effort involved. This chart shows the final grade you will get according to the total number of points you have earned:

Grading Scale for 500 Points			
A	465-500	C	365-399
A-	450-464	C-	350-364
B+	435-449	D+	335-349
B	415-434	D	315-334
B-	400-414	D-	300-314
C+	385-399	F	299 or less

Make-Up and Late Work Policies

If you want the full amount of points your assignment would earn when scored by the rubric, turn it in on or before the due date. After that, I will dock 15% from the points it would have received if it had been turned in on time. If an assignment is not submitted on time, I will email you, but it is better if you email me beforehand to explain the problem. I will not accept late work after the last day of week 15 of the semester.

Academic Integrity

- This course is designed to help you improve your writing skills for success in academic or other career paths. Although there are some collaborative group assignments, the majority of assignments are expected to be your own individual work.
- When you quote, paraphrase, summarize, or cite data from other sources, you must provide proper documentation in MLA format, both in the text and in a "Works Cited" page. If I find that your citation practices are insufficient, I will allow you to revise and resubmit the paper.
- If I find that you have submitted work written by another student, a friend, a relative, or any other person, or that you have submitted a paper found or purchased online, I will file an "Academic Dishonesty Incident Report" with the Office of Student Conduct and Integrity. You will receive a zero for the assignment and possibly an "F" in the course. If there are previous incidents on file, you may be kicked out of the university entirely.
- If you are struggling with an assignment, please contact me for help before resorting to plagiarism or other forms of misconduct.
- Here are links to the Student Conduct Code and academic policies found in the University Catalog.

Privacy and Security

- In a course environment, privacy and security are of the utmost importance. Our main tool in the regard is the Blackboard site, which is password protected.
- I will not email grades to students because email is not especially secure. Emails can easily and sometimes accidentally be forwarded. All grades will be recorded in the Blackboard gradebook and you can see how you are doing by clicking on "My Grades" in the left hand menu.
- When we have Zoom meetings I will post the link in an announcement on Blackboard. Do not send this link to anyone who is not enrolled in the course.
- If a Zoom session is recorded for students who were not able to attend, it will be accessible only through Blackboard.

Here are some links to Cal Poly Pomona's privacy policies:
- Blackboard privacy policy
- Blackboard integrations privacy policies
- Online privacy notice
- University Library privacy policy

Intellectual Property and Sharing Materials

- Please do not share any course materials outside of class without my explicit permission. Course materials include but are not limited to syllabi, video lectures, prompts, exams, assignments, slides, and notes. This includes uploading material on sites such as Chegg and CourseHero. Sharing materials without permission violates the Student Conduct Code and may be subject to disciplinary action.

- You also own the work that you do for this course as your own intellectual property. Your work includes but is not limited to discussion, assignments, drafts, and contributions to group work. No one can legally share it outside of this class without your explicit permission (with some official exceptions such as for university assessment, which are covered in the Family Educational Rights & Privacy Act). This means that if you were to take a screenshot of class discussion, you would have to ask permission from every person in the shot before you shared it, as they also own their own work. For privacy reasons and for intellectual property reasons, then, do not do this.

- In a nutshell, the materials of this course are all part of our own intellectual endeavor. Please do not share them with other persons or groups.

University Student Support

Here is a list of the many campus resources that you can access to help you succeed.
- Broncos Care Basic Needs for students experiencing food or housing insecurity
- Dean of Students, which includes the Cultural Centers, the Dreamers Resource Center, the Women's Resource Center, clubs, etc.
- IT Resources for students
- Learning Resource Center for tutoring in many courses
- Library Resource Guides
- LinkedIn Learning, a very broad educational platform that students have access to via their Bronco credentials
- Student Health and Wellbeing – this website leads you to many student services including Counseling, the Disability Resource Center, Health Services, the Integrated Care Network, Survivor Advocacy Services, and the Bronco Wellness Center
- Student Success Central – this website leads you to many resources including those related to COVID19.
- Veterans Resource Center

Course Schedule
See "Course Schedule" document.