ENC 3213: Professional Writing

Section XXX | Fall 20XX | CRN: XXXXX | M/W 9:30-10:50pm | CU 121 | 3 credits

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(and by appointment) **Blackboard:** http://blackboard.fau.edu
I pick up my office phone during office hours. Email is the best way to reach me.
Email is checked approximately 9am-5pm M-F.

Catalog Course Description

Professional Writing ENC 3213, 3 credits
Writing Across the Curriculum (Gordon Rule) Prerequisite: ENC 1102
Prepares the student to write professionally for audiences within and outside a corporation or nonprofit enterprise. Proofreading skills stressed.

Required Materials

- Alred, Brusaw, Oliu. The Business Writer's Companion. 5th Edition
- Supplemental course notes, readings, and handouts will be provided on Blackboard.
- Means to store handouts and class notes (three ring binder, pocket folder and notebook, etc.)
- Paper and writing instrument
- Means of saving/accessing files (I recommend a GoogleDocs account, but you may also use a USB drive or email files to yourself)

Course Objectives/Student Learning Outcomes

Writing as a professional does entail learning the forms of writing—or genres—that professionals in your field commonly write. In this class, you will be introduced to the various types of and techniques for producing professional writing, including business correspondence, proposals, reports, presentations, and other texts often found in business and professional communities. But more than this, being a professional means being able to read and write effectively in any professional situation. For that reason, this class will focus on the practice of reading and writing rhetorically. In professional situations, communicators must focus on purpose, audience, and style—foci that are different that typical academic writing that students may be familiar with. In addition to practicing professional communication in situations similar to those found in the professions, students will also analyze and write about business issues, which will demand thoughtful analysis of content areas, organizational patterns, point of view, and of document layout and design.

In general, the class will

- expose writers to a range of professional and business writing genres and contexts, including the proper practices for writing and working within them.
    - Contexts for writing include the delivery of negative, informative, positive, and persuasive messages
    - Genres include memos, letters, reports, resumes, emails, and oral presentations
- expose writers to the project operating cycle of professional and business writers in industry, including the planning, research, composition, revision, and editing of professional documents
- encourage thoughtful document design and design of visuals to facilitate comprehension, readability, and usability

- encourage the development of good professional ethos and ethics in all communication situations
- prepare professional communicators to enter the job market through preparation and practice of various types of employment related communication, including resumes, letters, and employment interviews.
- encourage critical and reflective reading, writing, and thinking practices.
- facilitate both collaborative and individual experiences with research and writing.
- provide an introduction to the tools and technologies of contemporary professional and business writing.

Institutional Policies

Students With Disabilities

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton SU 133 (561-297-3880), in Davie - LA 240 (954-236-1657), in Jupiter - SR 110 (561-799-8585) and follow all OSD procedures. For more information, see: http://osd.fau.edu.

Statement of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

WAC/Gordon Rule Statement

This writing intensive course serves as one of two "Gordon Rule" classes at the 2000-4000 level that must be taken after completing ENC 1101 and 1102 or their equivalents. You must achieve a grade of "C" (not C-minus) or better to receive credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University's WAC program promotes the teaching of writing across all levels and all disciplines. WAC asserts that writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

Disruptive Behavior

Disruptive behavior, as defined in the Student Handbook, will not be tolerated, and, if persisted in after admonition by the teacher, will be grounds for removal from the class. Disruptive behavior includes chronic lateness, leaving and re-entering the room while class is in session, and eating in class.

Programmatic Policies

Absences

More than two week's worth of unexcused absences may result in an F unless you successfully apply for a grade of W. Our collective experience as teachers of writing suggests that students who miss more than two weeks' worth of class are unable to produce passing work and ultimately fail the class. That fact reflects both the rigorous pace of this course and the fact that what students learn in this class, they learn in the classroom through group work, discussion, and writing activities (work that cannot be made up).

Plagiarism

Students must abide by the University policy on plagiarism. Students who plagiarize work will fail this course and have a notation of academic irregularity placed on their transcripts.

Class Policies

Attendance, Absences, & Tardiness[1]

In this class, there are no "excused" or "unexcused" absences. Just like in the professional world, you have "personal days." Because this class meets twice a week, you may take up to four personal days during the semester without penalty (two weeks worth of class meetings). You may use your personal days for illness, appointments, prior engagements, work, interviews, etc.

One absence after your four personal days will result in a 10% deduction from your semester grade. Two absences after your six personal days will result in a 20% deduction from your semester grade. Three absences after your six personal days **will** result in failure of the course, as per English department policy: "absences in excess of two weeks' worth of class risks failure."

Attendance will be taken at the beginning of class. Please arrive on time and stay the entire class period. If tardiness or leaving early are frequent or excessive, you may be marked absent.

Assignments, quizzes, and in-class work completed/turned in on the day of an absence **cannot be made up.**[2] If you know in advance that you will miss class, please make arrangements with the instructor to turn your work in ahead of time.

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance written notice of the date(s) to the instructor before the third week of class.

In the case of extended illness or other inability to attend class, please request a medical withdrawal from the course (see Registrar's website).

Assignments (Formatting, Submission, Late Work)

You must work to produce **error-free** documents. This includes **all** written work, in-class written or typed work, small assignments, major assignments, etc. During the entire semester, you will be required to use an "error log" to track your patterns of stylistic and grammatical error.

In general, work should be formatted academically and should adhere to the conventions of its genre. When required, please include appropriate and correct MLA citations and documentation.

Instructions for assignment submission will be discussed in class before the due date. Sometimes you will be required to submit paper copies. Other times you will be asked to submit electronic copies to particular locations (to Blackboard, GoogleDocs, email, etc.). You must follow all submission instructions. If an assignment is submitted incorrectly, it will not be graded or will be considered late, as appropriate.

If the instructor requests an electronic copy, please submit as a .doc/x. Unless specifically instructed otherwise, other file formats will not be accepted. If you do not have Microsoft Word, consider downloading the free Apache Open Office suite at http://www.openoffice.org, which functions much the same as MS Word and will allow you to save documents as .doc/x. If you work on a Mac platform, please save/export .pages files as .doc/x.

Larger assignments will be penalized 10% or one full letter grade per day late (this includes non-class days and weekends). An assignment is considered late if it is submitted after the beginning of class on the due date or one minute after the due date/time as indicated for electronic submission.

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[1] Except when University attendance policy supersedes this policy, as stated in relevant Provost's memoranda: http://www.fau.edu/provost/files/religious2011.pdf and http://www.fau.edu/provost/files/studentabsences.pdf.

[2] Accommodations will be made for students who miss coursework due to religious observation, jury duty, participation in authorized FAU athletics events, etc.

Technology

Detailed information about daily in-class activities, homework, and reading due will be posted on Blackboard. You must also take detailed notes about assignments in class and ask questions about assignments during class time. Forgetting the assignment or not understanding the assignment is not an excuse for late/unacceptable work. **The schedule will be updated frequently. Please check it often.**

Tentatively, you are encouraged to bring/use your laptop, Kindle, Nook, or iPad to class for classwork, notes, readings, etc. Please limit your use of technology to course related notes, activities, and topics, and do not disrupt the professor or other students. There may be times when students will be asked to ignore the available technology to more fully engage in discussion or listen to lecture/media materials. For this reason, please have pen and paper with you during every class period.

I reserve the right to amend this policy if technology becomes a distraction (i.e., using technology for chatting, Facebook, browsing, etc., unrelated to classwork).

In addition, students must:

- download/annotate/bring course readings with them every class meeting (in print or electronic form).
- interact with the course website on Blackboard at least once per week.
- be willing to write in public online spaces.
- have a Google Docs/Drive account (or access to the Google apps account via myFAU).
- be able to view/listen to multimedia.
- be aware that you may be asked to register for and use various applications with an identity, including social media, authoring, bookmarking, tagging, and various other types of accounts. We will have a discussion about pseudonyms, dedicated accounts, privacy, and related issues in class. Any class member with concerns should feel free to talk with me about alternatives.

Academic Dishonesty

The Undergraduate Catalog describes academic irregularities, which, on the first occurrence, can result in a grade of "F" for the course and a notation on a student's record, and, on the second occurrence, can result in expulsion from the University. Among these is plagiarism.

Plagiarism is a form of theft. It means presenting the work of someone else as though it were your own, that is, without properly acknowledging the source. Sources include published material and the unpublished work of other students. If you do not acknowledge the source, you show an intention to deceive. You should never present someone else's work as your own, whether it's an entire paper, a single sentence or phrase, or an idea.

If you are ever unsure about whether or not the work you are doing is plagiarism or might be considered academic dishonesty, you are strongly encouraged to discuss it with your instructor. If you come to the instructor with questions regarding these matters, you will not be penalized. However, if you are "caught" plagiarizing after you have turned an assignment or draft in, there will be no discussion and no excuses-- you **will** be penalized.

Be advised, your instructor may submit any of your coursework to SafeAssign and/or Turnitin.com plagiarism detection services.

Professionalism

You will have homework—readings, assignments, or both—due almost every class session. Readings must be completed before class time. You must read **carefully and thoughtfully.** I expect you to come to class with an **understanding** of the reading material. This will necessitate you looking at examples, considering questions posed in the text, and generally, engaging with the material. If there's something you don't understand or aren't familiar with, you're expected to **look it up**. If you still don't understand, please bring your questions to class.

You must carry yourself professionally at all times; be prepared for class, work with others, communicate professionally, and be attentive in the classroom. This means that you must take notes, ask questions as appropriate, respond to questions, participate in group activities, etc.

Your cell phone must be turned off and placed in your pocket, purse, or bag. You may not do any of the following during class time: send or read text messages, check personal email or Facebook, work on material unrelated to class, chat, browse the web, or listen to mp3 players (no earbuds, etc.). Students who are engaged in non-class related activities, students who are unprepared for class, and students who fall asleep may be given an absence for that class period.

Major Assignments, Assignment Categories, & Evaluation

Just as in the professional world, this course will require you to complete a variety of assignments. Some assignments will be individual, some will be collaborative, some will be "formal," and some will be informal. Unless otherwise indicated, all assignments should be typed, appropriately formatted (with APA bibliographies or works cited pages, if needed), and on time.

Descriptions of major assignments and assignment categories are described below, each comprising the indicated percentage of your final semester grade. Detailed directions, guidelines, and grading criteria will be provided in class and/or listed on Blackboard.

You will receive substantive feedback on your writing through peer review, class discussions of professional and student-authored texts, and through written and verbal comments from the instructor. You will have the opportunity (and often, you will be required) to revise much of your written work.

- (5%) Short News Reports/Presentations (two): You will turn in a short report about an item of interest in the news. Articles may address trends or happenings in your major or career field, articles about professional communication or design, articles about material we cover or discuss in class, or examples of particularly good or poor use of the elements of good professional communication. Articles must be no more than two weeks old. Provide a photocopy or printout of the article and attach the following:
    1. a 50-100 word typed summary of the article
    2. a 50-100 word typed statement about how your article relates to this assignment and/or the class material.

    You do not need to provide a works cited page and your summary and statement may be on the same page. In addition, you will give a 1-2 minute oral report to the class about the article and the points of interest you found. These short oral reports should be informal, but planned – you may want to jot down a few points that you want to cover in your talk. You may not give two reports on the same day. Any days that are not available for reports will be marked on the course schedule. Each student is required to present two news reports/presentations during the semester. A sign-up calendar will be linked on Blackboard.

    Objectives & Evaluation Criteria
    - Engage with current topics in your field and in the field of professional communications.
    - Identify points of interest within our professional writing classroom context.
    - Identify and critique elements of professional communication as they are used (or not used) in real professional communications.
    - Concisely summarize and analyze your findings and present those findings to the class in a short oral report.

- (10%) Business Correspondence: Correspondence such as emails, letters, and memos are the foundation of business communication and, for most professionals, make up the majority of the documents produced throughout a career. In class, we will analyze several emails, letters, and memos and discuss the various formats and organization strategies you can use to compose effective correspondence. You will compose a positive, negative, and persuasive piece of correspondence, each worth 5% of your semester grade. Before turning in your pieces of correspondence for grading, you will receive written feedback from the instructor and you will be required to engage in substantial revision of your correspondence.

    Objectives & Evaluation Criteria
    - Demonstrate understanding of planning principles.
    - Develop a clear **purpose** for writing business correspondence; achieve your purpose

- Write to a specific **audience** (meet the needs of that audience, communicate "you attitude," goodwill, and reader benefits)
- Correctly select and utilize business correspondence **genres**
- **Organize** to best meet the needs of your audience and achieve your purpose
- Utilize good professional **style**, including professionalism, clarity, and conciseness

- (10%) Document Design Project: In professional writing, what you say is just as important as how you say it. In other words, the design of a professional document has an immeasurable effect on how an audience receives and responds to its content. After understanding the principles of document design, professional writers can use design to set tone and mood, influence understanding, highlight important points, and increase the overall usability and professionalism of a document. During this project cycle, you will learn and practice principles of document design. Then, you will use your skills to develop a set of documents specifically designed for a client

  Project Objectives & Evaluation Criteria
  - Clearly define your **purpose** for communicating; design/write to accomplish your purpose
  - Analyze the **audience**; design/write to meet their needs.
  - **Organize** to best meet the needs of your audience and achieve your purpose
  - Utilize good professional **style**

- (20%) Formal Report: For this project, you will write a recommendation report or proposal designed to forward a solution to solve the real problem of a client. You must analyze the client's situation and problem, clearly define criteria for a possible solution, research and compare possible solutions, and ultimately, communicate your findings in a formal report.

  Project Objectives & Evaluation Criteria
  - Clearly define your **purpose** for writing; write to accomplish your purpose
  - Analyze your **audience**; write to meet their needs.
  - Correctly use the "report" **genre** to best achieve your purpose
  - Correctly use typical report sections to organize your information and improve usability.
  - Employ good document design to increase the readability and professionalism of your document
  - **Organize** to best meet the needs of your audience and achieve your purpose
  - Utilize good professional **style**, including professionalism, clarity, and conciseness in both your interactions with the client and in your final written product.
  - **Support** your claims with credible research; **document** your sources

- (10%) Researched Position Assignment: (This assignment will be completed as part of your planning for the Formal Report project described above.) The researched position assignment will ask you to practice your skill with research, argument, and evidence by asking you to take a position and support that position with well-researched, rational, and well-organized evidence. This assignment will be 3-4 single-spaced pages.

- (5%) Class Presentation: (This presentation will be completed as part of your planning for the Formal Report project described above.) You will present your formal report materials as if you were presenting to the actual audience to which your formal report is targeted. In addition to practicing your skills with public speaking and development/delivery of visual aids, you will receive feedback from your peers that will be helpful in the revision of your final Formal Report project.

- (20%) Job Search Portfolio - This project asks you to compose several documents related to finding a job. You will need to find a real job listing which you will use as the basis for your project. Ideally, this job listing is one that you could legitimately apply for in the near future. All of the documents you write will be geared toward getting this job. Once the project is done you will have documents you can reuse or use as templates to generate professional job correspondence in the future. Before turning in your project for a grade, you will receive written feedback from the instructor and you will be required to engage in substantial revision of your documents.

  Project Objectives & Evaluation Criteria

- Clearly define your **purpose** for writing; write to accomplish your purpose
- Analyze your **audience**; write to meet their needs.
- Learn the rules of common job search **genres**; employ various genres (including traditional resumes, scannable resumes, cover letters, follow-up correspondence, job interviews) to achieve your purpose.
- Employ good document design to increase the readability and professionalism of your documents
- **Organize** to best meet the needs of your audience and achieve your purpose
- Utilize organization to maximize readability and usability
- Utilize good professional **style**, including professionalism, clarity, and conciseness

- (10%) Writing Activities: You will be expected to complete a number of written responses to case study or similar activities. These may be in class or take home, group or individual, and graded or ungraded. These activities will take one of two forms: 1) some will entail a short professional writing problem taken from actual events or common professional practice, to which students must propose a solution or otherwise respond, and 2) some will be an activity involving skills often used in professional communication situations.

  At the end of the semester, this portion of your semester grade will be calculated by adding up your total earned points divided by the number of points possible. [*pts earned / pts possible × 100 = 10% of final grade*]

- (5%) Quizzes, Tests, and Exams: Students will be tested on materials in the textbook, information from lectures and class discussions, and required additional reading material. Test and exam dates will be listed on the course schedule on the class website. Tests are not cumulative; the final exam, however, is.
  Quizzes will be administered at the discretion of the instructor and will be given at the beginning of class time. Quizzes cannot be made up. At the end of the semester, this portion of your semester grade will be calculated by adding up your total earned points divided by the number of points possible.
  [*pts earned / pts possible × 100 = 10% of final grade*]

- (5%) Professionalism: Professionalism includes your participation, attendance, punctuality, in-class attention, demonstration of having read assigned material, engagement with class lectures, discussions, ability to follow directions, peer review, and both formal and informal group work. This grade will be determined at the discretion of the instructor at the end of the semester.

Grade Scale

	B+: 89-87	C+: 79-77	D+: 69-67	F: 59 and below
A: 100-94	B: 86-84	C: 76-74	D: 66-64	
A-: 93-90	B-: 83-80	C-: 73-70	D-: 63-60	

Your semester grades will not be rounded. This means that an 89.999 is a B+. Because this is a WAC/Gordon Rules course, you must achieve a grade of "C" (not C-minus) or better to receive credit.

Course Schedule

Week 1	**Due 8/20:** Review the syllabus; BWC xxiii-xxx, "Five Steps to Successful Writing"	**In Class Topics and Activities:** Introduction to the Course, what is professional writing? (ppt) planning, communication process, writing process handout: communication situations
Week 2	**Due 8/27:** BWC tab 1, "The Writing Process," BWC tab 6, "Correspondence"	**In Class Topics and Activities:** News Report assignment overview and example; planning (PAGOS); communication situations; correspondence analysis; correspondence; goodwill (ppt); practice worksheet
Week 3	**Due 9/3:** A1	**In Class Topics and Activities:** goodwill (ppt); practice worksheet; discussion of Business Correspondence Project; grading criteria
Week 4	**Due 9/10:** optional take home practice worksheet, 1 printed copy of Business Correspondence Project **AND** upload an electronic copy to Blackboard > Upload (the instructor will not comment on this electronic copy -- it will be used for in class discussion)	**In Class Topics and Activities:** discuss practice worksheet; error log requirement; grammar; peer review; discussion of revision strategies; Goodwill Worksheet possible responses Test #1: 9/12
Week 5	**Due 9/17:** A2 (paper copy, I prefer typed);	**In Class Topics and Activities:** correspondence draft discussion; editing, clarity, and conciseness
Week 6	**Due 9/24:** BWC tab 5, "Designing Pages"; A3	**In Class Topics and Activities:** design examples, design in Word, design workshop; document design; desktop publishing
Week 7	**Due 10/1:** correspondence drafts due for grading;	**In Class Topics and Activities:** finish document design; group design activity; introduce document design project; workshop; introduce visual representation activity (syllabus shift > letter to the editor to document design)
Week 8	**Due 10/8:** document design assignment draft due (at least: rough draft style guide, letterhead, business card, layout of brochure) Upload and have a printed copy in class for peer review. If you're concerned about formatting, you can download CutePDF. To make a PDF file, "print" it, select CutePDF as your printer.	**In Class Topics and Activities:** resend A4 as a .pdf, workshop; discussion of visual representation drafts, peer review, grading criteria Test #2: 10/10
Week 9	**Due 10/15:** BWC tab 2, 3, 4	**In Class Topics and Activities:** research (pdf), introduction to group report project; discuss final design grading criteria, book covers; grammar (pdf); group report project - overview of reports (pdf)

Week 10	**Due 10/22:** each person must post at least 2 ideas appropriate for the Recommendation Report to the **Blackboard Discussion Board** by 10am. Must include 1) the problem, 2) the audience a potential audience, 3) some audience parameters (needs, feasibility, cost, etc); document design project due for grading (paper copy in class -- I'd also like you to upload your files on Blackboard, but it isn't required); optional worksheet;	**In Class Topics and Activities:** go over optional worksheet; topic selection recommendation report writing guide, time to work in groups.
Week 11	**Due 10/29:**	**In Class Topics and Activities:** group workshop ; proposal worksheet due by the end of class time; review Rec Report Guidelines; Test #3: 10/31
Week 12	**Due 11/5:** presentation handouts	**In Class Topics and Activities:** class presentations
Week 13	**Due 11/12:** formal report draft due to instructor (report body only); BWC tab 7: Job Search and Application	**In Class Topics and Activities:** job search; resumes; sample documents; Job Search Portfolio Project • Justin • Bean Resume • Barb Resume • Scannable • Renault cover & thank you letters, interviews ; job search document analysis
Week 14	**Due 11/19:** "job" due; resume draft due (print two copies of job ad and two copies of print resume), upload	**In Class Topics and Activities:** resume workshop; global comments on rec. rpts
Week 15	**Due 11/26:** bring (or have access to) electronic copies of your job advertisement and resume. We'll be working on your documents in class **Due:** formal report draft due for instructor comments. Upload to BB as ONE file (.doc, .docx, .odt prefered; .pdf is acceptable)	**In Class Topics and Activities:** discussion of resumes, cover letters; peer review; workshop
Final Exam Week	**Final Exam Period:** 12/3, 7:45am - 10:15am final exam; job search portfolio due	FINAL EXAM HELD DURING SCHEDULED EXAM PERIOD, Monday, 12/3, 7:45am - 10:15am

Any changes to the course schedule will be discussed in class and listed on Blackboard.

Your continued participation in this class indicates your understanding and acceptance of policies set forth in the syllabus. Syllabus and course schedule are subject to change at the instructor's discretion. All changes will be posted on Blackboard.