

Spring 1-15-2015

# ENG 3001-007: Advanced Composition: "Writing in the Professional Workplace"

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## Recommended Citation

Engles, Tim, "ENG 3001-007: Advanced Composition: "Writing in the Professional Workplace"" (2015). *Spring 2015*. 53.  
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**English 3001: Advanced Composition**  
**“Writing in the Professional Workplace”**  
Spring, 2015  
Tues/Thurs, 3:30 – 4:45 3170 Coleman Hall

Instructor: Tim Engles  
Office: CH 3831

Instructor’s e-mail: [tdengles@eiu.edu](mailto:tdengles@eiu.edu)  
Office hours: 10:45 – 12:00, Tues & Thurs,  
and by appointment

Textbooks:

*Professional and Public Writing* (Coleman & Funk)  
*Line by Line: How to Edit Your Own Writing* (Cook)  
*Speak: A Primer on Oral Presentation* (Doll)  
*Limbo: Blue-Collar Roots, White-Collar Dreams* (Lubrano)  
*Working while Black: The Black Person's Guide to Success in the  
White Workplace* (Johnson)

**COURSE POLICIES AND PROCEDURES**

***Read the following sections carefully! These words constitute our contract,  
and participation in this course will require your written agreement to them***

**Description\* and Goals:** A primary goal of this course is to help you improve your writing skills as you gather your forces toward a job in the sort of environment in which most of you will work after graduation—that is, a professional, “white-collar” environment (even if your collar won’t actually be white). You will do more writing after you graduate than you probably realize, and the quality of your writing will definitely affect how the people you work with will perceive you. In addition to getting your writing skills up to speed for a professional audience, this course will help you anticipate and deal with some of the key features of your future workplace. Because we have a smaller group than those in most EIU courses, your individual writing problems will receive close attention, both from me and from your peers.

\*Here is EIU’s Undergraduate Catalog description:

ENG 3001 - Advanced Composition.

(3-0-3) On Demand. Advanced study and practice of writing in public, professional, and discipline-specific genres. This course is open to all EIU students, but the online version of ENG 3001 is restricted to off-campus students in the Fall and Spring semesters and open to all EIU students in the Summer. WC

Prerequisites & Notes: “C” or better in ENG 1001G/1091G and ENG 1002G/1092G.

Credits: 3

More specifically, our goals include the refinement of skills in the following areas:

- **Clean, smart prose:** improve your ability to write clear, concise, and meaningful sentences, to compose organized, well-developed paragraphs, and to identify and address recurring grammatical or mechanical problems specific to your own writing (these vary from writer to writer). We will spend time talking about why a grammatically correct, clear, efficient style is key to your success in college and in professional life. You will also be encouraged to push yourself toward new realizations while writing—good writing is not so much having something to say as it is discovering new thoughts and insights that would not have arisen if you had not started to write them down.
- **Critical reading:** improve your ability to read critically by questioning and evaluating what you read. Understanding the distinction between “opinion” and “reasoned argument” depends on your mastery of critical reading skills, which will enable you to discern and emulate the successful argumentative strategies of other writers. The better reader you are, the better writer you can be. In order to be a better reader, you have to participate in what you are reading, actively deciphering the argument in all its parts, rather than passively receiving strings of words.
- **Minding your p’s and q’s:** misused words, missing commas, lack of subject/verb agreement, missing quotation marks, poorly incorporated quotations and inaccurate citations, misused semicolons . . . remember those bugaboos? Students sometimes complain that such “minor” mistakes in their papers are graded too heavily. However, they are important, so they will also be graded heavily in this course. Again, this course is meant to get your writing skills up to speed for professional life. *All of you are sure to write regularly during your careers*, and errors that students often consider “minor” actually stand out in professional life—they look sloppy and careless, and even worse, they can make the *writer* look sloppy and careless. Thus, I will work with you to find and eliminate your own habitual errors, and we will conduct in-class workshops and one-minute grammar lessons on the most common errors in advanced student writing.
- **Collaborative learning:** improve your ability to learn from others and to teach them about your own thinking, as well as what you know about writing. As in most professional settings, much of your success in this course will depend on the combined processes of producing several drafts of your writing and working with others, via peer critiques. You will also practice forming honest, thorough, and constructive commentary on your peers' writing, a process that will in turn improve your own writing skills.
- **Professional life:** learn about some of the more subtle aspects of how people interact and collaborate in the professional workplace. We will study significant factors that influence success in professional life, including such matters as race, class, and gender.

**Attendance Policy:** I will take attendance, and I expect you to attend class every day, on time, and prepared to discuss the material listed for that day on the “Daily Schedule.” Students who do not bring a copy of the assigned reading with them may be marked absent for that day. **If you have more than three absences this semester, your course grade will drop a full letter grade for each absence beyond three.** Also, missing a scheduled individual conference without giving me prior notification will result in the automatic lowering of your grade for the project by ten points. If you have to reschedule your conference, call or write to me via e-mail in advance; I will do the same if I have to reschedule.

**Grades:** Your final grade will be determined as follows—

- 15% Essay on the kinds of writing you will do in your career
- 15% An example of public writing that you could do in the future regarding the effects of race, class, or gender and your future career
- 15% Presentation on topic of public writing assignment, including visual aid
- 10% Two peer critiques of your classmates' writings
- 20% Sample job-seeking documents & a written self-critique of them
- 15% Quizzes, other writings & class participation (including attendance)
- 10% Final quiz (on content of daily grammar lessons and writing workshops)

**Regarding late papers:** Papers and other assignments will be graded on a 100-point scale, and late papers will be penalized fifteen points for each day they are late, beginning one hour after the time of day at which they are due. You will be submitting some assignments as email attachments, so **make sure that you've actually attached your assignment**. You should double-check by looking in your Sent folder at the message that you sent with the attached paper. **Sending an email message with no paper attached will result in the usual late penalties.**

**Regarding tardiness:** This is a small class, so late arrivals are disruptive—if for some bizarre reason you wish to get on my bad side, you can easily do so by developing the habit of arriving late for class. **If you will not be able to arrive on time for this class because of other commitments, drop it and take another section.** You are responsible for all assignments, whether you attend class or not. Consider getting the phone number or email of one or two other students in class so that if you must be absent, you can find out about missed assignments before you come to class.

**E-mail Activity:** Enrollment in this class requires use of your EIU e-mail account, and you must check it frequently for messages pertaining to the course (that is, several times per week, at least). We will use our course listserv (or “e-mail discussion list”) for announcements and assignments. E-mail is also the quickest, easiest way to reach me if I am not in my office, and I welcome any and all e-mailed questions and comments.

Using e-mail is crucial for this course—if you do not send me an introductory e-mail message (tdengles@eiu.edu) by Friday, January 16 at 5:00 p.m., I will assume that you have chosen against fully participating in the course, and I will therefore drop you. In that message, (1) tell me which course you're in (English 3001); (2) describe yourself in whatever way you choose, including your major and career aspirations; (3) write a statement to the effect that you have read and agree with (or perhaps in part disagree with, which is fine, if you explain why) these course policies and requirements; and (4) as with all emails you send to instructors, “sign” it by adding your name at the end of the message.

Sending me this message will also constitute your “signature” of our course contract, that is, these policies and procedures that you are reading. I will then use your email address to subscribe you to the class listserv (you don't have to subscribe to it yourself).

**Regarding the Writing Center:** Tutorial services are free at the English Department's Writing Center, and students may drop in or schedule appointments during working hours (Room 3110 of Coleman Hall, <http://www.eiu.edu/~writing>). If you are aware of chronic problems with your writing, I strongly recommend that you make use of this service. While I will pay close attention to each student's particular writing problems, I may advise some students to seek additional help at the Writing Center.

**Classroom Environment:** In class, I expect all of you to participate in discussions (class participation will be figured into your final grade) and to attend regularly. The best way to demonstrate that you are an active, engaged, and interested reader and writer is by contributing regularly to class discussions, and by paying close, respectful attention to what everyone else has to say. If you have questions, no matter how simple or complicated, go ahead and ask me, either in class or via e-mail—chances are that a classmate or two has the same question. Again, sensitive issues sometimes arise within a course of this sort, so we must respect the opinions of others; it will help if we try to respond to ideas, rather than to the particular person stating them. I do not plan to lecture in this class. You will learn better and more if we all contribute together to a positive, challenging, interesting learning environment.

In the interests of keeping everyone in class undistracted and focused, *please do not read outside materials, chew gum, or eat food in class (drinking beverages is okay), and do not use a computer in class.* Also, if you have a cell phone, *be sure to silence it ahead of time, and do not check or write text messages during class.* If you happen to be expecting an important or emergency call or text, be sure to let me know before class begins. Finally, please refrain from “packing up” during the last few minutes of class; I will signal when the discussion is finished, and I promise to end each class by the time the period is over.

**Academic Honesty:** I expect you to act honestly and do your own work in this class, and so does Eastern Illinois University. English 3001 is primarily a skills course, and doing your own work will definitely improve skills that you can then carry into your career. It is also your responsibility to familiarize yourself with the English Department's policy on plagiarism: “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work’ (*Random House Dictionary of the English Language*)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office.”

**For students with disabilities:** If you have a documented disability and wish to receive academic accommodations, and if you have not already contacted the Office of Disability Services (581-6583), please do so as soon as possible.

**The Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

## English 3001 Daily Schedule Spring, 2015

This schedule may be subject to change; BE SURE to bring the appropriate book or books to class if a reading assignment is listed for that day; students who show up without a copy of the day's reading assignment may be marked absent

### WRITING ON THE JOB

T JAN 13 Introduction to the course and to each other

- Discussion: Michael Leddy, "How to Email a Professor" (handout)

R JAN 15 Read before class, and also bring to class: *Professional and Public Writing*, Chapter 1, pages, 1-11 and "Email Stress: Managing the Tyranny of Inbox Overload," by the Australian School of Business (handout from Tuesday)

F JAN 16 5 p.m. **Deadline** for sending Dr. Engles (tdengles@eiu.edu) the email described above on Page 3

M JAN 19 MLK's Birthday – No Classes

T JAN 20 *Professional and Public Writing*, Second half of Chapter 1

R JAN 22 *Professional and Public Writing*, Chapter 2

F JAN 23 Email Assignment One due by 5 p.m.

[M JAN 26 Deadline to Drop an EIU Course with No Grade]

T JAN 27 *Professional and Public Writing*, Chapter 3, 41-63; also, discussion of Paper 1 Guidelines – Writing and Your Future Career

R JAN 29 Writing Workshop: The Key Elements of a Solid Essay

T FEB 3 Writing Workshop: Using Outside Sources and Avoiding Plagiarism

R FEB 5 Writing Workshop: Five Simple Rules for Achieving Comma Glory

T FEB 10 In-class peer review of Paper 1: bring a printed rough draft of your paper to class

W FEB 11 Paper 1 due as an email attachment to tdengles@eiu.edu by 5 p.m.

**PUBLIC WRITING, PUBLIC SPEAKING:  
GENDER, CLASS AND RACE ON THE JOB**

- R FEB 12 Readings for today (handouts): “The Changing Face of Gender Issues in the 21<sup>st</sup> Century Workplace,” Richard E. Thompson; “Does the Glass Ceiling Still Exist?,” Kate Lorenz; “Too Nice to Land a Job,” Scott Jaschik
- F FEB 13 Lincoln’s Birthday—No Classes
- T FEB 17 More handouts to read for today: “Gender Bias in Education,” Amanda Chapman; “Ask for a Raise? Most Women Hesitate,” Jennifer Ludden; “Language, Sex, and Power: Women and Men in the Workplace” (An interview with author Deborah Tannen by Richard Koonce)
- R FEB 19 *Limbo*, Introduction and Chapter 1; Email 2 due by 10 p.m. tonight
- T FEB 24 *Limbo*, Chapter 6
- R FEB 26 *Working While Black*, Preface, Introduction and Chapter 1; Discuss Public Writing Project Guidelines
- T MAR 3 *Professional and Public Writing*, Chapter 5, 155-76; sign up for rough-draft conference
- R MAR 5 *Working While Black*, Chapter 3, pages 41-55 & Chapters 4 and 6; discuss Presentation Guidelines; sign-up for the date of your presentation
- T MAR 10 NO CLASS – Individual conferences on Public Writing Project: bring two printed copies of a rough draft to your conference
- R MAR 12 NO CLASS – Individual conferences on Public Writing Project: bring two printed copies of a rough draft to your conference
- MARCH 16 – 20 SPRING BREAK!
- T MAR 24 Writing Workshop: Unnecessary Passive Voice; reading for today: Doll’s book *Speak: A Primer on Oral Presentation*
- R MAR 26 Writing Workshop: Constructing Better Sentences; read before class: *Line by Line*, “Loose, Baggy Sentences” (Chapter 1)
- F MAR 27 Public Writing Project due via email attachment to [tdengles@eiu.edu](mailto:tdengles@eiu.edu) by 5 p.m.
- T MAR 31 Presentations
- R APR 2 Presentations

T APR 7 Presentations

R APR 9 Presentations

### WRITING TO GET A JOB

T APR 14 Readings for today: Angie Olson and Allen Brizee, “What Is a Good Cover Letter?” and “What Is a Good Résumé?”; “Writing Effective Email Messages in the Workplace” (handouts); Discussion of Final Project Guidelines

R APR 16 Reading for today: Stewart and Dustin, “Exploring the Handshake in Employment Interviews”

T APR 21 Writing Workshop—Constructing Better Sentences; read before class: *Line by Line*, “Faulty Connections” (Chapter 2)

R APR 23 No Class – Work hard on your Final Project! Dr. Engles will be in his office during our class period, and during his regular office hours, to meet with any students who would like to discuss their projects.

T APR 28 In-class peer review: bring printed drafts of your Final Project materials to class

R APR 30 In-class Quiz: Grammar Lessons; Commas; Active and Passive Voice; Loose, Baggy Sentences; and Constructing Better Sentences  
And finally... tearful, heartfelt farewells

F MAY 1 Project due as four separate email attachments to [tdengles@eiu.edu](mailto:tdengles@eiu.edu) by 5 p.m.

We will not meet during Final Exam Week