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ENG 4760-001: Special Topics in Professional Writing

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ENG 4760-001/4760Z-001 Course Policy
Special Topics in Professional Writing:
Traditions of Argumentation and Proposal Writing
9:30-10:45 am TuTh, 3130/3120 Coleman

Dr. Tim N. Taylor
Office: 3785 Coleman Hall
Office Hours: M 9-11, Tu 1-2, W 9-11, Th 1-2, or by appointment
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“Whoever does not study rhetoric will be a victim of it.”
-Ancient Greek wall inscription

“Great writing is created in revision—rethinking, rewriting, adding, subtracting, repositioning, editing. In effect, fine writing is born in change.”
-Ralph Wahlstrom, *The Tao of Writing*

“Having to say something is a very different matter from having something to say.”
-John Dewey, *How We Think*

Texts

- Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion*, 4th ed.
- Johnson-Sheehan, Richard. *Writing Proposals*, 2nd ed.
- Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*, 10th ed.

Course Description

In this course we will study classical rhetoric, its beginnings in ancient Greece and its continuation in the Roman Republic, and how the precepts and principles from Isocrates, Aristotle, Cicero, and Quintilian are crucial for anyone who attempts to persuade and argue in academia, courts of law, and the workplace. In addition, we will examine alternate ways of looking at argumentation by learning from the work of Stephen Toulmin, Carl Rogers, and contemporary scholars in composition and rhetoric. With a strong grounding in rhetoric and argumentation, the course will practice important rhetorical concepts through writing arguments in the genre of the proposal.

The course will explore argument-based documents that are commonplace in business and professional settings, such as recommendation reports, practical proposals, policy proposals, and grant proposals. Students will produce a proposal evaluation report that examines the effectiveness of an argument early in the semester, but the bulk of the course will revolve around writers composing their own arguments and proposals. In addition, students will lead discussion of readings throughout the semester, and participants will deliver formal and informal presentations from time to time.

Student Learning Objectives for this Course

Students will:

- Refine writing and editing skills learned in previous writing courses
- Grow as independent writers and thinkers
- Show the ability to read critically
- Become skilled in working with others in the writing process
- Demonstrate the ability to do effective research
- Distinguish between objective and subjective writing
- Distinguish facts from opinions, inference, and judgment
- Recognize common logical fallacies
- Be able to annotate, paraphrase, summarize, and synthesize written material accurately
- Develop research skills, including effective use of source materials and the principles of documentation
- Recognize multiple perspectives while discovering and developing one's own perspective
- Write well-reasoned arguments with sufficient evidence
- Recognize the responsibility of technical and professional writers to communicate clearly and concisely to satisfy an audience's need for information
- Understand the value of professional and technical writing for readers in the world of work
- Demonstrate college- and professional-level writing produced through the process of prewriting, drafting, revising, editing, and proofreading
- Write purposeful adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and for the audience to whom it is directed

Expected Performance Outcomes

Students will exhibit the ability to:

- Analyze the need for a document in terms of a rhetorical situation to be addressed, the context of the writing project, the purpose of the document, and the audience's needs
- Select an appropriate document format and writing style for a given writing situation
- Select and design simple graphics and integrate them logically into written text
- Revise and edit for clarity and correctness, and produce professional-looking final documents
- Produce rhetorically and argumentatively sound arguments that effectively grapple with counterarguments
- Distinguish between objective and subjective language
- Conduct library, electronic, and field research effectively
- Document sources appropriately within documents
- Work effectively and ethically in a group writing project and group presentation
- Write clear, concise prose in Edited American English

Success in this course includes (1) finding your own creative ways to make topics and assignments personally interesting--especially if your first instinct is to label them "boring" or "too hard," (2) believing that you have something worthwhile to say, and (3) expressing it after you've debated/ pondered/ listened/ read/ explored beyond the surface.

Course Requirements

Class consists of in-class writing activities, discussion of assigned works, peer review sessions, short writing assignments, and informal presentations. And reading quizzes will might happen from time to time. There will be four larger writing assignments. I also have a participation grade and a writing process grade. Active and constructive class participation can make a positive impact on your overall grade.

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Your Instructor

If you are having any trouble with the material covered in this course, or if you simply want reassurance that you are on the right track, please do not hesitate to visit with me. Many times a short visit to go over a paper or to clarify a concept can save you time in the long run and improve your chances of success in this course. In addition to being in my office during posted hours, I can also make arrangements to meet at other times to better accommodate your schedule.

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Revision

Students can revise the first three larger writing assignments. Time allotted for revision is usually one week from the day they are ready to be passed back in class. I will not grade revisions unless the original graded document is submitted with it. If you choose to revise, it should help your overall grade. However, I expect deep revision, not just surface editing.

Attendance, Late Work Policy, and Expectations

Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, "properly verified absences due to illness, emergency, or participation in an official University activity" are recognized. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency), submitting an assignment at a time in accordance with the instructor (University activity), or using one of their late assignment opportunities (sickness, emergency, or University activity).

I do not have an attendance policy that reduces students' overall grades based on absences. But keep in mind that this course is a class about writing, one where students will be actively composing work and collaborating with others, so if excessive absences happen

(four or more absences is excessive to me), those days missed are usually reflected in the quality of work produced by a student, and they also affect a student's participation grade.

I do not accept late work. Regardless, with the major writing assignments, it is in your best interest to submit something because students can revise the first three major writing assignments.

However, you have the opportunity to use one extension in order to submit a late assignment of your choosing. If you want an extension to be granted, you must communicate with me about your situation prior to the class time the assignment is due. This can be done by a phone conversation, an exchange of emails, or talking with me in my office. Unless it's an extreme situation, I typically grant an extension of a day or two for late assignments.

A Note on Professionalism

Unless otherwise indicated, all class work must be typed. If an assignment isn't typed, I will not accept it.

Using the Writing Center

I encourage you to use the EIU Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers.

The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress. The center is not a proofreading or editing or remedial service, however. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer.

Academic Honesty and Plagiarism

Here is the official statement on plagiarism by the EIU English Department: "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 own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

Here is an explanation of plagiarism from my previous English department that explains this important concept:

Plagiarism

To present someone else's work or ideas as one's own is plagiarism. A student commits plagiarism by

- Copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- Taking someone else's writing, changing some of the words, and not identifying the source;
- Taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- Having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- Purchasing or downloading papers or passages from the Web.

As a general rule, if you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. I reserve the right to ask for pre-writing, drafts, etc. or faculty review to prove that it is the student's own work. As most instructors are, we are involved in a network to catch plagiarism, and we sometimes randomly—and sometimes not so randomly—check students' work to make sure it is their own.

A Social Contract of Honesty

In this class, there is a social contract between the instructor and students that the work submitted will be the students' own documents, not someone else's work. To put it simply, do your own writing.

Class Conduct

My classroom community demands good manners, careful listening, respect for diverse backgrounds and opinions, and equal time for everyone who wants to share his or her perspective. In sum, I expect students to act in a mature and collegial manner. Student-learners should come to class having read the material, eager to participate, and ready to write.

Guidelines to Abide by in Any College Course:

1. Come to class on time and stay the entire period.
2. Bring texts, paper, and writing utensils.
3. When we discuss a reading or writing assignment, have the materials in front of you on your desk.
4. When we are doing in-class writing, be prepared to actively brainstorm, draft, and compose your ideas.
5. Have opinions and ideas and support your opinions and ideas with details and examples.
6. Play well with others by respecting others' opinions and being open to them.
7. Actively help your peers in collaborative activities like peer review.
8. When working in a group, stay on assigned tasks.
9. Do not carry on side conversations with other students when the instructor or a student has the floor during class.
10. General rudeness and disrespect is not tolerated.
11. Cell phones need to be turned off.
12. Text messaging is not tolerated.

- 13. No profanity.
- 14. No sleeping. If you do, I will ask you to leave.
- 15. Unless it's an emergency, use the restroom before or after class.

If you have concerns about this list or any other aspect of the class, please arrange to discuss the matter with me during my office hours. Similarly, if circumstances arise that will impact your performance in this class, let me know as soon as possible.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

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) 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.

Composition of the Overall Grade

all assignments and point totals are *tentative*

Participation	100 points
Discussion, in-class writing, small group work, informal presentations	
Quizzes	To-Be-Determined
The Writing Process	40
10 points available for each peer review session	
Shorter Writing Assignments	100
Memo of Introduction	10

<i>Thank You...</i> Memorandum I	10
<i>Thank You...</i> Memorandum II	10
<i>Thank You...</i> Memorandum III	10
<i>Thank You...</i> Memorandum IV	10
<i>Thank You...</i> Memorandum V	10
Prospectus for the Civic Proposal	20
Letter of Intent for the Grant Proposal	20
Evaluation Memorandum	10

Speaking-Intensive Opportunities **40**

Cognitive Bias & Logical Fallacies Presentations
 20 points available for each presentation
 Informal presentations that affect the participation grade

Larger Writing Assignments **500**

Proposal Evaluation Report	100
Recommendation Report	100
Or Communication Audit with Proposal	
Civic Proposal	150
Grant Proposal	150

780 points possible

Grading Scale for Larger Writing Assignments:

100-92% = A	89-88 = B+	79-78 = C+	69-68 = D+
91-90 = A-	87-82 = B	77-72 = C	67-60 = D
	81-80 = B-	71-70 = C-	

Overall Grading Scale:

100-90% = A	69-60 = D
89-80 = B	59 and below = F
79-70 = C	

ENG 4760/4760Z Syllabus

All assignments and deadlines are tentative

WA = *Writing Arguments*

WP = *Writing Proposals*

TY = *Thank You for Arguing*

Week 1

Tu 1/12 Introductions and Introduction to the Course
Th 1/14 Preface, Ch. 1, & 2 TY
Ch. 1 & 2 WA
Memo of Introduction due

Week 2

Tu 1/19 Introduction of Proposal Evaluation Report assignment
Ch. 3, 4, & 5 TY
Ch. 1 WP
Ch. 3 & 4 WA
Th 1/21 Ch. 5, 6, & 8 WA
***Thank You...* Memorandum I due**

Week 3

Tu 1/26 Ch. 6, 7, & 8 TY
Ch. 7 WA
Th 1/28 Ch. 14 WA

Week 4

Tu 2/2 Personal Wellness Day—No Class
Th 2/4 Ch. 9, 10, & 11 TY
Presentation of Found Proposals
Preparing for Peer Review
***Thank You...* Memorandum II due**

Week 5

Tu 2/9 Ch. 12, 13, & 14 TY
Peer Review
Th 2/11 **Proposal Evaluation Report due**
Ch. 1 WP
Introduction of Recommendation Report Case/Communication Audit
assignment

Week 6

Tu 2/16 Ch. 15, 16, & 17 TY
Ch. 2 & 3 WP
Th 2/18 Ch. 4, 5, & 6 WP

Thank You... Memorandum III due

Week 7

Tu 2/23 Ch. 18, 19, & 20 TY
Ch. 7 & 8 WP
Th 2/25 Ch. 9, 10, 11, & 12 WP

Week 8

Tu 3/2 Ch. 21, 22, & 23 TY
Peer Review
Th 3/4 **Recommendation Report/Communication Audit due**
Introduction of the Civic Proposal assignment
Individual and Group Brainstorming
Thank You... Memorandum IV due

Week 9

Tu 3/9 Ch. 24, 25, & 26 TY
The Logistics of the Cover Letter
Anonymous mid-term student feedback
Th 3/11 ***Composition Day***

Week 10

Tu 3/16 ***Prospectus due***
Ch. 27, 28, & 29 TY
Mandatory Conferences on W 3/18 and F 3/19
Th 3/18 Personal Wellness Day—No Class
Thank You... Memorandum V due

Week 11

Tu 3/23 Introduction of the Grant Proposal assignment
Planning, Audience Analysis, & Finding Funding Sources
Composition Day
Th 3/25 Writing a Letter of Intent and Managing Your Time Line
Composition Day

Week 12

Tu 3/30 Evaluation, Dissemination, and Sustainability Sections
Budgeting, the Cover Letter, the Executive Summary, and the Abstract
Composition Day
Th 4/1 ***Peer Review***

Week 13

Tu 4/6 **Civic Proposal due**
Putting the Proposal Together & Appendices
Preparing for the Review Process
Composition Day

Th 4/8 *Composition Day*

Week 14

Tu 4/13 *Composition Day*

Mandatory Conferences M, Tu, & W

Th 4/15 **Letter of Intent or Prospectus for the Grant Proposal due**
Composition Day

Week 15

Tu 4/20 *Composition Day*

Th 4/22 *Peer Review*

Week 16

Tu 4/27 Cognitive Biases & Logical Fallacies Presentations

Th 4/29 Cognitive Biases & Logical Fallacies Presentations
Feedback Memo due

Final—M May 3, 10:15: Grant Proposal due