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ENG 2760-001: Introduction to Professional Writing

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ENG 2760-001 Course Policy
Introduction to Professional Writing
9 am MWF, 3130 & 3120 Coleman Hall

Dr. Tim N. Taylor
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Office Hours: 10-11 MWF, 9-10 Tu, or by appointment
Phone: 581-6309
email: tntaylor@eiu.edu

"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*

Whoever does not study rhetoric will be a victim of it.”
~ Ancient Greek wall inscription

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

**Texts**
- *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*, Kolln
- *Strategies for Business and Technical Writing*, Harty
- *Successful Writing at Work*, Kolln

**Materials**
Writing instruments, paper, paper clips, a good college dictionary, a typewriter or computer, and other appropriate supplies

**Course Description**
Introduction to the theory and practice of writing and writers in professional settings. Prerequisite 1002G. WC

**Student Learning Objectives**
- Refine writing and editing skills learned in previous writing courses
- 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
- Develop research skills, including effective use of source materials and the principles of documentation
Expected Performance Outcomes

- Analyze documents in terms of rhetorical situation, purpose, genre, and audience
- Select appropriate genres writing styles for writing situations
- Select and design simple graphics and integrate them logically into written text
- Revise and edit for clarity and correctness
- Produce professional-looking final documents through sound visual design
- Distinguish between objective and subjective language
- Conduct library, electronic, and field research effectively
- Document sources appropriately within reports
- 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 reading, peer review sessions, in-class copy editing practice, small and large writing assignments, and informal presentations. Expect pop quizzes. There is 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 talk 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.

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).

However, lack of planning on your part does not constitute an emergency on my part.
You have the opportunity to use two extensions in order to submit late assignments of your choosing. If you want an extension to be granted, you must communicate with me about your situation prior to the class time that the assignment is due. This can be done by a phone conversation, an exchange of emails, or talking with me in his office. Unless it’s an extreme situation, I will typically grant an extension of a day or two for late assignments.

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 in writing, one where students will be actively composing work and collaborating with others, so if excessive absences happen (five 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.

Although I keep accurate records of your grades and progress, I expect you to keep track of your grades. You should document all your point totals for essays, journals, quizzes, and other assignments throughout the semester to give yourself an idea of your grade in the course. It is your education, and students should take an active role in assessing how they are doing in their courses.

If there is an extreme discrepancy between in-class and out of class work, I reserve the right to base a student’s grade on in-class work alone.

**Opportunities for Revision**

Students have the opportunity to revise four major documents: non-sensitive memo, sensitive letter, short report, and the professional profile. 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, we expect deep revision, not just surface editing.

**Using the Writing Center**

I encourage you to use EIU’s 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.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m. Consulting sessions last anywhere from 10 to 40 minutes.

**A Note about Professionalism**

Unless otherwise indicated, all class work must be typed. If an assignment isn’t typed, we will not accept it.
Email Policy
I welcome emails if you have questions or concerns about your work in this class. However, I expect you to write emails in a professional manner—not like you are texting a friend. Emailing in a professional manner will help you with other professors and also give you practice in effective communication.

If you want to send me an email, follow the guidelines below. Emails should:

- Have a clear and concise subject line that provides gist of the email, such as “Absent This Friday” or “Question about Revision” or “Availability for a Meeting?”
- Begin with a formal address, such as “Dr. Taylor:” or “Dear Dr. Taylor:”
- Use a respectful tone
- Provide questions or information in an succinct manner
- Use paragraph breaks for reading ease and strong organization
- Be edited and proofread effectively so as not to cause confusion
- Refrain from using abbreviations or text-prose
- Close with a short statement followed by a comma and your name, such as “Thanks for your time,” or “Sincerely,” or “Have a good weekend.”

If an email does not follow these guidelines, I will simply reply to the email with this message: “Please resend this email once it’s been revised to fit the standards of a professional email. See page 4 of my course policy.”

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.”

In this class, if a student is found to have plagiarized in a paper, the paper will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

Generally, 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. If you are paraphrasing information from a source, you need to use an introductory phrase and properly cite what page or paragraph (if it’s online) the information is located.

For further clarification, on the next page is an explanation of plagiarism from my previous department that details this important concept:
Plagiarism
To present someone else’s work or ideas as one’s own is plagiarism. A student can commit in these ways:

- 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.

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
Our 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.

I expect students to act in a mature and collegial manner. You 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.
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 and put away.
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 us during office hours. Similarly, if circumstances arise that will impact your performance in this class, let us know as soon as possible.
## Composition of the Overall Grade

(all assignments and point totals are tentative)

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>50</td>
</tr>
<tr>
<td>Discussion, in-class writing, small group work, informal presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Peer Review Grade</strong></td>
<td>50</td>
</tr>
<tr>
<td>10 points available for every Peer Review</td>
<td></td>
</tr>
<tr>
<td>5 peer reviews x 10 points</td>
<td></td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td>tbd</td>
</tr>
<tr>
<td><strong>Shorter Writing Assignments</strong></td>
<td>176</td>
</tr>
<tr>
<td>Memo of Introduction</td>
<td>10</td>
</tr>
<tr>
<td>Complaint Letter</td>
<td>20</td>
</tr>
<tr>
<td>Professional Email</td>
<td>20</td>
</tr>
<tr>
<td>Rhetorical Grammar Exercises</td>
<td>8</td>
</tr>
<tr>
<td>Style Matters Exercises</td>
<td>108</td>
</tr>
<tr>
<td>Feedback Memo</td>
<td>10</td>
</tr>
<tr>
<td><strong>Formal Professional Writing Documents</strong></td>
<td>600</td>
</tr>
<tr>
<td>Non-Sensitive Memorandum</td>
<td>100</td>
</tr>
<tr>
<td>Sensitive Letter</td>
<td>100</td>
</tr>
<tr>
<td>Short Report</td>
<td>100</td>
</tr>
<tr>
<td>Professional Profile</td>
<td>100</td>
</tr>
<tr>
<td>Poster Project (group)</td>
<td>100</td>
</tr>
<tr>
<td>Cover Letter</td>
<td>100</td>
</tr>
<tr>
<td><strong>Final—Copyediting Exam</strong></td>
<td>50</td>
</tr>
</tbody>
</table>

926 points + tbd

### Grading Scale for Formal Documents:

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

### Overall Grading Scale:

- 100-90% = A
- 89-80 = B
- 79-70 = C
- 69-60 = D
- 59 and below = F
**ENG 2760-001 Syllabus, Fall 2013**

All assignments and due dates are tentative

- **BW** = The Business Writer
- **RG** = Rhetorical Grammar
- **SWW** = Successful Writing at Work
- **SBTW** = Strategies for Business and Technical Writing
- **#** = Handout

### Week 1: 3130 CH

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>M 8/19</td>
<td>Introductions and Introduction to the Course</td>
</tr>
<tr>
<td>W 8/21</td>
<td>Introduction (3-11) BW</td>
</tr>
<tr>
<td></td>
<td>Ch. 1 (14-26) SWW</td>
</tr>
<tr>
<td></td>
<td>Introduction and “Using PAFEO Planning” SBTW (1-14)</td>
</tr>
<tr>
<td>F 8/23</td>
<td>Unit I: Non-Sensitive Memorandum</td>
</tr>
<tr>
<td></td>
<td>Ch. 21, 22, &amp; 25 (397-413, 417) BW</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking Activity No. 3 on p. 424 BW—informal presentation</td>
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<tr>
<td></td>
<td>Ch. 3 (69-77) SWW</td>
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</table>

### Week 2: 3120 CH

<table>
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<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>M 8/26</td>
<td>Ch. 9, 10, &amp; 11 (181-86, 187-91, 215-31) BW</td>
</tr>
<tr>
<td>W 8/28</td>
<td>“How to Write Better Memos” and “How to Use Bottom-Line Writing in Corporate Communications” SBTW (127-40)</td>
</tr>
<tr>
<td>F 8/30</td>
<td>“The Writing Process” and “Evaluating and Testing as You Revise” SBTW (15-20, 26-38)</td>
</tr>
<tr>
<td></td>
<td>Preparing for Peer Review</td>
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</table>

### Week 3: 3130 CH

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>M 9/2</td>
<td>Labor Day—No Class</td>
</tr>
<tr>
<td>W 9/4</td>
<td><strong>Peer Review of the Non-Sensitive Memo</strong></td>
</tr>
<tr>
<td>F 9/6</td>
<td><strong>Non-Sensitive Memo due</strong></td>
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<tr>
<td></td>
<td>Unit II: Sensitive Letter</td>
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<tr>
<td></td>
<td>Ch. 26 (425-27) BW</td>
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<tr>
<td></td>
<td>“I Have Some Bad News for You” SBTW (122-26)</td>
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</table>

### Week 4: 3120 CH

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>M 9/9</td>
<td>Ch. 12 &amp; 26 (428-50) BW</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking Activities 2 &amp; 3 on p. 450—informal presentation</td>
</tr>
<tr>
<td>W 9/11</td>
<td>Ch. 13 BW</td>
</tr>
<tr>
<td></td>
<td>Ch. 4 (95-109, 116-24) SWW</td>
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<tr>
<td>F 9/13</td>
<td>Ch. 14 BW</td>
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<tr>
<td></td>
<td>Introduction, Ch. 1, &amp; Ch. 2 RG</td>
</tr>
<tr>
<td></td>
<td>Do Exercise 4 RG on p. 22</td>
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<td></td>
<td>“For Group Discussion” RG on p. 30-1</td>
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<tr>
<td></td>
<td><strong>Complaint Letter due</strong></td>
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</table>
Week 5: 3130 CH
M 9/16  Critical Thinking Activity No. 1 on p. 242 BW—informal presentation
         Ch. 3 & 6 RG
         “For Group Discussion” RG—numbers 1 & 3—on pages 113-4
         “For Group Discussion” RG on page 117
#Compound Sentences Style Matters Exercises due
#Parallel Constructions and Appositives Style Matters Exercises due
W 9/18  Peer Review of the Sensitive Letter
F 9/20  Sensitive Letter due
         Unit III: Short Report
         Ch. 29 BW

Week 6: 3120 CH
M 9/23  Ch. 16 & 30 BW
         Critical Thinking Activity No. 2 on p. 508 BW—informal presentation
         Ch. 5 & 8 RG
         Exercise 26 RG (p. 160) due
#Compound Sentences Style Matters Exercise due
F 9/27  Ch. 5 & 6 BW
         “Creating Tables and Illustrations” SBTW (207-232)

Week 7: 3130 CH
M 9/30  Ch. 8 (280-300) SWW
W 10/2  Comp Day
F 10/4  Peer Review of the Short Report

Week 8: 3120 CH
M 10/7  Short Report due
         Unit IV: Professional Profile
         Crafting Questions and Interviewing Pointers
         Anonymous Mid-Term Feedback
W 10/9  Using APA Style: Summarizing, Paraphrasing, and Quoting
         #Sample Professional Profiles
F 10/11 Fall Break—No Class

Week 9: 3130 CH
M 10/14 Mandatory Conferences—No Class
         #Summarizing, Paraphrasing, and Quoting Exercise due
         #Integrating Quotations Exercise due
W 10/16  Mini-Unit: Professional Email assignment
         Ch. 23 (369-73) BW
         #Copy Editing Symbols
         Copy Editing Practice
F 10/18  Professional Email due
Week 10: 3120 CH
M 10/21  Comp Day
W 10/23  Peer Review of the Professional Profile
F 10/25  Visit CCHD for tour and to learn about the Poster/Flyer Project

Week 11: 3130 CH
M 10/28  **Professional Profile due**
         Unit V: Poster/Flyer Project
         Unveiling of Groups
W 10/30  Ch. 34 (547, 552-57) BW
         Ch. 6 (197-208) SWW
         Copy Editing Practice
F 11/1   **Comp Day**
         #Eliminating Wordiness—Being Concise Style Matters Exercises due

Week 12: 3120 CH
M 11/4   Comp Day & Copy Editing Practice
T 11/5   Draft of Content Sent to Lee Ann Bryant—CCHD
W 11/6   Mandatory Conferences with Groups—No Class
F 11/8   **Comp Day**
         Copy Editing Practice

Week 13: 3130 CH
M 11/11  **Comp Day**
Tu 11/12  Email Completed Poster to Lee Ann Bryant for Feedback
W 11/13  Copy Editing Practice
F 11/15  **Comp Day**
         Copy Editing Practice

Week 14: 3120
M 11/18  Unit VI: Cover Letter
Unit VII: The Copy Editing Final
         Ch. 19 (p. 327-29) BW
         “The Basics of the Cover Letter” SBTW (294-308)
         **CCHD Poster due and submitted to Bryant**
W 11/20  Ch. 5 (152-86) SWW
         Copy Editing Practice
F 11/22  **Comp Day**
         Copy Editing Practice

Thanksgiving Break

Week 15: 3130
M 12/2   **Comp Day**
W 12/4   **Peer Review of the Cover Letter**
F 12/6   **Cover Letter due**
         Copy Editing Practice

Final: Tu 12/10, 8-10am: Copy Editing Exam